

## Notice of Meeting and Agenda Education and Children Policy Board

Date	Time	Venue
Thursday, 12 May 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](http://www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx)

For further information, please either email [democratic-services@renfrewshire.gov.uk](mailto: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.

- |          |   |                  |
|----------|---|------------------|
| <b>1</b> | <b>Revenue Budget Monitoring</b>  | <b>5 - 16</b>    |
|          | Report by Directors of Finance & Resources and Children's Services.   |                  |
| <b>2</b> | <b>Capital Budget Monitoring</b>  | <b>17 - 22</b>   |
|          | Report by Director of Finance & Resources.  |                  |
| <b>3</b> | <b>Service Improvement Plan Outturn Report to 31 March 2016</b>   | <b>23 - 52</b>   |
|          | Report by Director of Children's Services.  |                  |
| <b>4</b> | <b>Children's Services Annual Health and Safety Report 2015/16 and Action Plan 2016/17</b>                      | <b>53 - 74</b>   |
|          | Report by Director of Children's Services.  |                  |
| <b>5</b> | <b>Risk Management Plan 2016/17</b>   | <b>75 - 100</b>  |
|          | Report by Director of Children's Services.  |                  |
| <b>6</b> | <b>Inspection of Registered Children's Social Care Services by the Care Inspectorate</b>                        | <b>101 - 110</b> |
|          | Report by Director of Children's Services.  |                  |
| <b>7</b> | <b>Response to Consultation on Proposal for a Catchment Review affecting Glencoats and West Primary Schools</b> | <b>111 - 136</b> |
|          | Report by Director of Children's Services.  |                  |
| <b>8</b> | <b>Proposed Developments in Residential Care Provision</b>  | <b>137 - 144</b> |
|          | Report by Director of Children's Services.  |                  |

<b>9</b>	<b>Children and Young People (Scotland) Act 2014</b>	<b>145 - 154</b>
	Report by Director of Children's Services.	
<b>10</b>	<b>The Children and Young People (Scotland) Act 2014 - Named Person Service and Child's Plan</b>	<b>155 - 162</b>
	Report by Director of Children's Services.	
<b>11</b>	<b>Numeracy and Mathematics Development</b>	<b>163 - 166</b>
	Report by Director of Children's Services.	
<b>12</b>	<b>Standard Circular 16a - The Appointment of Senior Promoted Staff in Primary, Secondary and Special Schools</b>	<b>167 - 198</b>
	Report by Director of Children's Services.	

## **EXCLUSION OF PRESS AND PUBLIC**

The Board may by resolution exclude the press and public from the meeting during consideration of the following items of business as it is likely, in view of the nature of the business to be transacted, that if members of the press and public are present, there could be disclosure to them of exempt information as defined in paragraphs 5 and 6 of Part I of Schedule 7A of the Local Government (Scotland) Act, 1973.

<b>13</b>	<b>Social Work (Complaints Review) Appeals Panel</b>
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**To:** Education and Children Policy Board

**On:** 12 May 2016

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

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**Heading:** Revenue Budget Monitoring to 4 March 2016

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## 1. Summary

- 1.1 Gross expenditure is £398,000 (0.3%) under budget and income is £91,000 (1.2%) less than anticipated which results in a **net underspend position** for the services reporting to this Policy Board.

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

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Education Services	Breakeven	-	Breakeven	-
Children & Families / Criminal Justice	£307,000 Underspend	1.3%	Breakeven	-

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## 2. Recommendations

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to approve the carry forward of £500,000 of resources to 2016-17 to meet the costs of the relocation of Extended New Directions and other property works as noted at paragraph 3.8.

- 2.3 Members are requested to note that since the last report there have been net budget realignments of (£168,812) primarily related to transfers to the corporate landlord partially offset by additional resources released by the Scottish Government in relation to the Youth Employment Strategy.
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3. **Education Services**

<b>Current position:</b>	<b>Breakeven</b>
<b><i>Previously reported:</i></b>	<b><i>Breakeven</i></b>

3.1 **Central Admin:**

<b>Current position:</b>	<b>Net overspend £94,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £78,000</i></b>

The overspend relates to additional staffing costs.

3.2 **Additional Support for Learning:**

<b>Current position:</b>	<b>Net overspend £120,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £77,000</i></b>

The overspend relates to staffing costs.

3.3 **Education Development**

<b>Current Position:</b>	<b>Net underspend £27,000</b>
<b><i>Previously reported:</i></b>	<b><i>Breakeven</i></b>

The underspend relates to staffing costs.

3.4 **Pre Five:**

<b>Current position:</b>	<b>Net underspend £264,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net underspend £214,000</i></b>

The underspend is across a number of cost headings and arises from the gradual increase in take up of 600 hours childcare.

3.5 **Primary Schools:**

<b>Current position:</b>	<b>Net overspend £230,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £352,000</i></b>

Overspends in teachers' salaries and maintenance works are partly offset by an underspend in transport.

3.6 **Secondary Schools:**

<b>Current position:</b>	<b>Net underspend £166,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net underspend £368,000</i></b>

The underspend relates to transport costs and teachers' salaries.

3.7 **Special Schools:**

<b>Current position:</b>	<b>Net overspend £13,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £83,000</i></b>

The overspend relates to teachers' salaries, including central cover.

3.8 **Projected Year End Position**

Education Services is expected to breakeven at year end. This is after provision of £500,000 for the relocation of Extended New Directions from West College Scotland and some school property works which were planned for 2015-16 but due to time constraints will not now be completed until 2016-17.

4. **Childcare**

<b>Current position:</b>	<b>Net underspend £307,000</b>
<b><i>Previously reported:</i></b>	<b><i>Breakeven</i></b>

The underspend relates to lower than anticipated expenditure on external placements and Fostering and Adoption allowances, partially offset by minor overspends across a range of other budget lines.

#### 4.1 **Projected Year End Position**

It is anticipated that Childcare will achieve an underspend of £307,000 by the year end due to lower than anticipated expenditure on external placements and Fostering and Adoption allowances.

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#### **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

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#### **List of Background Papers**



None

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**Author:** George McLachlan, Extension 6133  
David Forbes, Extension 6424



**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 04 March 2016**

**POLICY BOARD : EDUCATION AND CHILDREN**

Description (1)	£000's	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5) £000's	Budget Variance (7)	
		£000's	£000's	£000's	£000's	£000's	£000's	%
Employee Costs		115,307	100,793	100,436	0	100,436	357	0.4%
Property Costs		9,580	8,390	8,589	0	8,589	(199)	-2.4%
Supplies & Services		2,158	2,961	3,309	0	3,309	(348)	-11.8%
Contractors and Others		19,787	15,264	15,277	0	15,277	(13)	-0.1%
Transport & Plant Costs		4,643	4,609	4,380	0	4,380	229	5.0%
Administration Costs		26,761	887	882	0	882	5	0.6%
Payments to Other Bodies		24,802	21,922	21,555	0	21,555	367	1.7%
CFCR		70	96	96	0	96	0	0.0%
Capital Charges		16,614	0	0	0	0	0	0.0%
<b>GROSS EXPENDITURE</b>		<b>219,722</b>	<b>154,922</b>	<b>154,524</b>	<b>0</b>	<b>154,524</b>	<b>398</b>	<b>0.3%</b>
Income		(18,960)	(7,310)	(7,219)	0	(7,219)	(91)	-1.2%
<b>NET EXPENDITURE</b>		<b>200,762</b>	<b>147,612</b>	<b>147,305</b>	<b>0</b>	<b>147,305</b>	<b>307</b>	<b>0.2%</b>

£000's

0.2%

0.2%

Bottom Line Position to 04 March 2016 is an underspend of

Anticipated Year End Budget Position is an underspend of

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 04 March 2016**

**POLICY BOARD : EDUCATION AND CHILDREN**

Description (1)	£000's	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
							£000's	%	
Education Services		164,762	124,599	124,599	0	124,599	0	0.0%	breakeven
Child & Family / Criminal Justice		36,000	23,013	22,706	0	22,706	307	1.3%	underspend
<b>NET EXPENDITURE</b>		<b>200,762</b>	<b>147,612</b>	<b>147,305</b>	<b>0</b>	<b>147,305</b>	<b>307</b>	<b>0.2%</b>	<b>underspend</b>

£000's
<u>307</u>
<u>307</u>

Bottom Line Position to 04 March 2016 is an underspend of  
Anticipated Year End Budget Position is an underspend of

<u>0.2%</u>
<u>0.2%</u>

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 04 March 2016**

**POLICY BOARD : EDUCATION AND CHILDREN : EDUCATION SERVICES**

Description (1)	£000's	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	%
Employee Costs		101,541	88,905	88,514	0	88,514	391	0.4%
Property Costs		8,543	7,784	7,974	0	7,974	(190)	-2.4%
Supplies & Services		1,815	2,626	2,960	0	2,960	(334)	-12.7%
Contractors and Others		3,145	2,237	2,652	0	2,652	(415)	-18.6%
Transport & Plant Costs		4,531	4,498	4,277	0	4,277	221	4.9%
Administration Costs		19,908	599	590	0	590	9	1.5%
Payments to Other Bodies		22,961	20,776	20,381	0	20,381	395	1.9%
CFCR		70	96	97	0	97	(1)	-1.0%
Capital Charges		16,230	0	0	0	0	0	0.0%
<b>GROSS EXPENDITURE</b>		<b>178,744</b>	<b>127,521</b>	<b>127,445</b>	<b>0</b>	<b>127,445</b>	<b>76</b>	<b>0.1%</b>
<b>Income</b>		<b>(13,982)</b>	<b>(2,922)</b>	<b>(2,846)</b>	<b>0</b>	<b>(2,846)</b>	<b>(76)</b>	<b>-2.6%</b>
<b>NET EXPENDITURE</b>		<b>164,762</b>	<b>124,599</b>	<b>124,599</b>	<b>0</b>	<b>124,599</b>	<b>0</b>	<b>0.0%</b>
								<b>underspend</b>
								<b>overspend</b>
								<b>overspend</b>
								<b>overspend</b>
								<b>underspend</b>
								<b>underspend</b>
								<b>underspend</b>
								<b>overspend</b>
								<b>breakeven</b>
								<b>underspend</b>
								<b>under-recovery</b>
								<b>breakeven</b>

£000's

0.0%

0.0%

Bottom Line Position to 04 March 2016 is breakeven of

Anticipated Year End Budget Position is breakeven of

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 04 March 2016**

**POLICY BOARD : EDUCATION AND CHILDREN : EDUCATION SERVICES**

Description (1)	£000's	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		(490)	1,364	1,458	0	1,458	(94)	-6.9%
Pre-Five Service		16,407	13,234	12,970	0	12,970	264	2.0%
Primary Schools		52,304	38,287	38,517	0	38,517	(230)	-0.6%
Secondary Schools		76,780	56,524	56,358	0	56,358	166	0.3%
Special Schools		7,087	5,625	5,638	0	5,638	(13)	-0.2%
Community Learning & Dev		1,409	957	957	0	957	0	0.0%
Healthy Lifestyles		290	120	120	0	120	0	0.0%
Add Support for Learning (ASL)		9,024	6,845	6,965	0	6,965	(120)	-1.8%
Facilities Management		301	231	231	0	231	0	0.0%
Educational Development		937	830	803	0	803	27	3.3%
Psychological Services		713	582	582	0	582	0	0.0%
<b>NET EXPENDITURE</b>		<b>164,762</b>	<b>124,599</b>	<b>124,599</b>	<b>0</b>	<b>124,599</b>	<b>0</b>	<b>0.0%</b>
								<b>breakeven</b>

£000's

0.0%

0.0%

**Bottom Line Position to 04 March 2016 is breakeven of**  
**Anticipated Year End Budget Position is breakeven of**



**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 04 March 2016**

**POLICY BOARD : EDUCATION AND CHILDREN : CHILDCARE**

Description (1)	£000's	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	%
Children Family / Criminal Justice		36,000	23,013	22,706	0	22,706	307	1.3%
<b>NET EXPENDITURE</b>		<b>36,000</b>	<b>23,013</b>	<b>22,706</b>	<b>0</b>	<b>22,706</b>	<b>307</b>	<b>1.3%</b>
								<b>underspend</b>
								<b>underspend</b>

£000's

307	1.3%
307	0.9%

Bottom Line Position to 04 March 2016 is an underspend of  
 Anticipated Year End Budget Position is an underspend of



## Item 2

**To: EDUCATION & CHILDREN POLICY BOARD**

**On: 12 MAY 2016**

**Report by: Director of Finance and Resources**

**Heading: Capital Budget Monitoring Report**

### 1. Summary

- 1.1 Capital expenditure to 4<sup>th</sup> March 2016 totals £9.942m compared to anticipated expenditure of £9.925m for this time of year. This results in an over-spend position of £0.017m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Education Services	£0.017m o/spend	0% o/spend	£0.007m o/spend	0% o/spend
Social Work Services(Child Care & Criminal Justice)	£0.000m u/spend	0% u/spend	£0.000m u/spend	0% u/spend
<b>Total</b>	<b>£0.017m o/spend</b>	<b>0% o/spend</b>	<b>£0.007m o/spend</b>	<b>0% o/spend</b>

- 1.2 The expenditure total of £9.942m represents 91% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.

### 2. Recommendations

- 2.1 It is recommended that Members note this report.

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### 3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 4<sup>th</sup> March 2016, and is based on the Capital Investment Programme which was approved by members on 12<sup>th</sup> February 2015, adjusted for movements since its approval.
- 3.3 A revised construction programme for the new Riverbrae School in Linwood has been discussed with the main contractor. Owing to difficulties with water ingress during the build process an extended timescale for completion is required in order all affected areas can be remediated. The revised programme outlines that completion will be achieved in June 2017 with commissioning taking place thereafter and the school being available for pupils for the commencement of the 2017 school year in August 2017. The Council is working closely with the contractor and has commissioned additional architectural support to ensure the revised programme is achieved.

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### 4. **Budget Changes**

- 4.1 Since the last report there have been budget changes totalling £2.429m reflecting the following:
- Budget being re-profiled from 2015/16 to 2016/17:
    - Schools Investment Programme (£0.105m) which reflects required further heating works for the St James Primary School Project.
    - Early Years / Primary Schools Estate(SEMP) Programmes (£0.368m) reflecting the timing of financial commitments.
    - New Linwood School (£1.830m) reflecting a re-phasing which is as a result of revised project timescales.
  - Transfer of underspend in Trinity High - External Sport/Social Space Improvements (£0.092m) to the Strategic Asset management Fund.
  - Transfer of underspend from Rowanlea/Arkleston Children's Units (£0.034m) to James Street Refurbishment Works.

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## **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.

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### **List of Background Papers**

- (a). Capital Investment Programme 2015/16 & 2016/17 – Council, 12<sup>th</sup> February 2015.

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

## Appendix 1

### CAPITAL PROGRAMME 2015/16 - BUDGET MONITORING REPORT TO 4 MARCH 2016 (£000s)

POLICY BOARD Department	Council Approved Programme	Current Programme	Share of Available Resources	Year to Date Budget to 4-Mar-16	Spent to 4-Mar-16	Variance to 4-Mar-16	% variance	Unspent Cash Flow For Year	% Cash Spent
<b>Education &amp; Children</b> Education Services Social Work Services(Child Care & Crimi	23,847 0	10,934 0	10,934 0	9,925 0	9,942 0	-17 0	0% 0%	992 0	91% 0%
<b>TOTAL</b>	<b>23,847</b>	<b>10,935</b>	<b>10,935</b>	<b>9,925</b>	<b>9,942</b>	<b>-17</b>	<b>0%</b>	<b>992</b>	<b>91%</b>



**To:** Education and Children Policy Board

**On:** 12 May 2016

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

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**Heading:** Service Improvement Plan Outturn Report to 31 March 2016

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## **1. Summary**

- 1.1 The Children's Services Service Improvement Plan for 2015-16 was submitted to the Education and Children Policy Board in March 2015. The plan detailed the key challenges facing the service and outlined the range of activities which the Service would aim to achieve during 2015-16, which was a transition year as Education and Leisure Services and parts of the Social Work Service integrated as Children's Services. The Plan also contained the service scorecard which details how the performance of the service would be monitored going forward
- 1.2 Implementation of the Service Improvement Plan is monitored and reported to the Education and Children Policy Board on a six monthly basis to elected members to review progress in terms of its implementation. The most recent progress report was submitted to the policy board in January 2016.
- 1.3 In Children's Services there has been a significant focus on early and preventative interventions and the introduction of a range of evidenced based programmes which support children, young people and their families to remain together wherever possible to develop resilience and support them to achieve all that they can. Children's Services is working very closely with partners across the public, private and voluntary sectors to effect this change in approach. Close working with other council services and with Renfrewshire Health and Social Care Partnership will continue to be of particular importance. Partnership working is critical to the ability of the service to

continue to manage increasing demands during a period of public sector financial constraint.

- 1.4 During 2015, a multi-agency inspection of services for children in Renfrewshire was undertaken, and this resulted in a very positive inspection report. With our partners, the service will now work to deliver improvement actions identified in the self-evaluation exercise and those arising from the recommendations of the report. Our partnership working will also include taking the lead on the development of a new Integrated Children's Services Plan.
  - 1.5 Fuller detail on the achievements of the Children's Services over the period are outlined within the body of this report and in the appendices attached.
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## **2. Recommendations**

- 2.1 It is recommended that the Education and Children Policy Board:
    - a) notes the progress that has been made with implementation of the 2015/16- 2017/2018 Service Improvement Plan actions
    - b) notes the performance of Children's Services as detailed in the balanced scorecard attached
    - c) notes that an update on the Children's Services Service Improvement Plan for 2016-17 will be submitted to elected members in November 2016.
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## **3. Background**

- 3.1 A key purpose of the Service Improvement Plan outturn report is to provide an overview of activity and performance of Children's Services. Key elements of the outturn report include:
  - An update on the service improvement action plan as at 18 March 2016
  - An update on the balanced scorecard containing key performance indicators for the service (as at 31 December 2015).
- 3.2 The action plan and balanced scorecard progress updates are provided in full in Appendix 1 and 2 to this report.

## **4. Key Achievements during 2015/16**

- 4.1 The Service Improvement Plan for 2015-16 outlined a range of policy drivers and challenges which were likely to impact upon the delivery of services over the period of the plan. A significant driver is the Children and Young People (Scotland) Act 2014, which comes into force from August 2016 and imposes a range of duties on local authorities, including the requirement for each child to have a Named Person.
- 4.2 Alongside the changing policy landscape, Children's Services continues to make good progress in terms of improving services to support improved



outcomes for people in Renfrewshire. Our key achievements for the past year are summarised here within the context of the eight service outcomes.

**Service Outcome 1: Children, young people and families get the right support at a time when they need it, through our partnership with other services.**

- Put in place plans to deliver on the new duties under the Children and Young People (Scotland) Act 2014, which comes into force later this year.
- Improving permanency planning for looked after children. Social Work is collaborating with the Centre for Excellence for Looked After Children in Scotland (CELCIS) on a new approach, Permanency and Care Excellence. During the first three quarters of 2015/16, 13 children have been adopted and as at 31 December 2015, there were a further 16 children in pre-adoptive placements.
- Rolled out the Pizza Reading Family Learning Groups to seven primary schools. These groups work in partnership with schools to promote families of Primary 1 children to read together.
- Delivered on the recommendations from 'Developing Scotland's Young Workforce' through our Skills for Success plan
- Continued to work with our partners in Development and Housing to provide supported employment opportunities for young care leavers.

**Service Outcome 2: Vulnerable children and adults are protected and feel safe.**

- Updated our child protection training to include internet safety and child sexual exploitation.
- Updated our processes to allow information sharing when the Named Person duties come into force.

**Service Outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage.**

- Established Families First teams into Foxbar, Gallowhill and Johnstone.
- Extended the Promoting Positive Thinking Strategies Programme (PATHS) into two more schools.
- Supported young people in our schools to use a peer education approach to promote health and wellbeing.

**Service Outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages.**

- Delivering the 'Cost of the School Day' programme which developed from the Council's Tackling Poverty Strategy.
- Delivered improvements in attainment for pupils who are in the lowest performing 20%
- Supported 305 young people to achieve a Duke of Edinburgh's Award. This includes 45 gold awards.

- Delivered Ten Lessons for Life and Steps to Excellence programmes to adult learners in Renfrewshire.
- Restructured our English for Speakers of Other Languages (ESOL) classes to support recently-added refugees.

**Service Outcome 5: Our approach to public protection makes communities safer.**

- Submitted a Transition Plan which outlines how we will develop arrangements to support the management of community justice services through a Community Planning Partnership approach.
- Established a new post to strengthen the links between youth justice and criminal justice services.
- With partners, delivered a new public awareness campaign in relation to child protection.

**Service Outcome 6: Our schools and services take account of the views of people who use them and the views of staff and communities they serve.**

- Undertaken consultation exercises in relation to the development of new shared campuses for some of our primary schools.
- Supported young people to participate in Local Area Committees.
- Held a Children's Services conference for staff and a Community Learning and Development Consultation Day.

**Service Outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery.**

- Developed training opportunities for teachers in partnership with two universities.
- Delivered a range of professional training to our own staff and provided training opportunities in relation to public protection to other agencies.
- Held a Children's Services conference to allow staff to contribute to the development, vision and culture of the service.

**Service Outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'.**

- Developed an action plan to address, with partners, the recommendations from the very positive multi-agency inspection of children's services across Renfrewshire.
- Improved information sharing between the council and key partners, to better support joint working.
- Got approval from elected members to build a new shared campus for St Paul's Primary School and Foxlea Pre-5 and Adult Learning Centre.

4.4 There are a number of areas where progress has been delayed or halted:

- Preparations have been made for the self-evaluation of the Children's Services Support Service and this will take place during April and May 2016.
- Issues with the contractor have delayed the completion of Riverbrae School.
- The development of a nurture strategy is ongoing but not yet complete.

## **5 Performance against service scorecard**

5.1 The 2015/16 scorecard reflected the transition year for Children's Services and includes a number of indicators which will now be archived as the new service embeds. Many indicators are annual figures and those relating to schools and attainment are based on academic years; consequently the reporting timetables mean the scorecard does not reflect a year-end position.

5.2 During 2015/16, there was very good performance across the following key areas:

- Average tariff scores for the lowest attaining 20% of S4 pupils
- Within the Criminal Justice Service the percentage of Criminal Justice Social Work Reports submitted by due date has met the target set for the first three quarters of 2015/16.
- The low number of days lost through primary school exclusions
- 1200 children and 300 parents participating in evidence-based programmes such as Triple P, Functional Family Therapy and Promoting Alternative Thinking Strategies.

5.3 There are areas where performance targets are not being met:

- The percentage of new unpaid work clients who begin work placements within 7 days of the start of the order remains below target. This is reflective of the demand on the service and the number of clients who are already subject to orders when new orders are made. The service always aims to see people quickly. Where the client is known to us, they will be given an appointment within one day of the order being made; however, orders can be made without a prior social work assessment and so these cases are not immediately known to the service. Where a client is already on an order, the timescales for appointments and placements do not apply, and the indicators for unpaid work have been amended for 2016/17 to reflect the growing numbers of clients who fall into this category. The rise in the number of orders is being met within existing resources and this is challenging for the service, not only in terms of staff resource but in terms of available placements.

- It is noted that the number of in-house foster placements is behind target however almost all new foster placements are with in-house carers and as such targets need to be reviewed in line with the level of demand for placements. The figures do not reflect the success of the service in finding adoptive placements for children; there are currently 16 children in adoptive placements who are not included in the indicator.

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## Implications of the Report

1. **Financial** - The report highlights the particular resourcing pressures on the Social Work service, taking the current demographic, socioeconomic and financial environment into consideration.

2. **HR & Organisational Development** - None

3. **Community Planning** –

Children and Young People – The Service Improvement Plan sets out how Children's Services will contribute to plans improve outcomes and opportunities for children and young people.

Jobs and the Economy - The Service Improvement Plan sets out how Children's Services will contribute to plans, improve the employability of targeted groups of service users.

Community Care, Health and Wellbeing - The Service Improvement Plan sets out how Children's Services will develop social care services and promote health and wellbeing across Renfrewshire.

Safer and Stronger Renfrewshire– The Service Improvement Plan sets out how Children's Services will contribute to plans to make Renfrewshire Safer and Stronger.

Greener Renfrewshire – The Service Improvement Plan sets out how Children's Services will contribute to plans to make Renfrewshire Greener.

Empowering our Communities – The Service Improvement Plan sets out how Children's Services will consult with communities and support them to engage with services and develop community capacity.

4. **Legal** - None

5. **Property/Assets** – None

6. **Information Technology**- Service developments relating to mobile/remote working and information management technologies are key enablers of modernisation that link with corporate programmes and objectives.

7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** - None
9. **Procurement** - None
10. **Risk** Risks related to the management and delivery of Children's Services are closely monitored and are included within the service's Risk Register.
11. **Privacy Impact** - None

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#### **List of Background Papers**

- (a) None

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# Children's Services SIP 2015-2018 Action Plan

Report Type: Actions Report  
Generated on: 22 March 2016







Title Service Outcome 1: Children, young people and families get the right support at a time when they need it, through our partnership with other services.						
Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP15601a	Continue to implement GIRFEC and GIRFEL policies.	31-Mar-2016	<div><div>100%</div></div>	We have continued to develop approaches in line with national guidance and have supported education staff with ongoing support and training.	Education Manager (GIRFEC)
	CHSSIP15601b	Develop a plan to implement the GIRFEC elements of the Children & Young People Act, including Named Person and the single Child's Plan.	31-Mar-2016	<div><div>100%</div></div>	In line with our multi-agency arrangements we have contributed to the Named person and Child's Plan working groups and other associated developments and plans are in place to ensure compliance with the GIRFEC elements of the C&YP act	Education Manager (GIRFEC)
	CHSSIP15601c	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate.	31-Mar-2016	<div><div>100%</div></div>	The Education Placement Group processes have been reviewed and these will be further reviewed to ensure processes are as effective and streamlined as possible	Education Manager (GIRFEC)
	CHSSIP15601d	Implement the Carers Strategy.	31-Mar-2016	<div><div>100%</div></div>	The Carer's Strategy, including those elements for young carers and young adult carers, has been fully implemented. Work with partners will commence during 2016/17 on a new strategy.	Senior Officer (GIRFEC)
	CHSSIP15601e	Use improvement methodology to implement tests of change in relation to permanency planning.	31-Mar-2016	<div><div>100%</div></div>	The PaCE agenda continues to be progressed in Renfrewshire; with a number of tests of change underway. Early indications are	Children's Services Manager



Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					positive with regards to the impact that the work is having on improving permanency planning in Renfrewshire.	
	CHSSIP15601f	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement.	31-Mar-2016	<div><div>100%</div></div>	<p>Pizza Reading Family Learning Groups have been delivered in Primary 1 pupils in seven schools. The programme works in partnership with schools to promote families reading together and focuses on families who many not readily engage in learning within the school environment.</p> <p>Parenting Matters courses have been delivered to parents in local learning centres to encourage parents to improve their communication with their children. The course also encourages parents to develop confidence as well as using assertive communication within the parenting role.</p>	Education Manager (Policy & Strategy)
	CHSSIP15601g	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce.	31-Mar-2016	<div><div>100%</div></div>	<p>The Skills for Success action plan is driving year two of DYW implementation across Renfrewshire schools. Progress is being made in relation to schools/college partnership, apprenticeships, employer engagement and equalities.</p>	Education Manager (Curriculum and Early Years)
	CHSSIP15601h	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers.	31-Mar-2016	<div><div>100%</div></div>	<p>The service is working with a range of partners to link all initiatives relating to supported employment opportunities for care leavers, with a specific focus on the Council's corporate parenting responsibilities. Some initial work placements for young care leavers are underway at the moment as a result of this work.</p>	Children's Services Manager






**Title Service Outcome 2: Vulnerable children and adults are protected and feel safe.**

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP151601a	Review and implement changes to our managing and storing information policy in line with national guidance.	31-Mar-2016	<div><div>80%</div></div>	We have reviewed our processes in line with information sharing requirements for the Named person as per national guidance, we have yet to update our management information policy.	Education Manager (GIRFEC)
	CHSSIP151602b	Update our child protection training programme to include Training for Trainers 5, internet safety, child protection and child sexual exploitation.	31-Mar-2016	<div><div>100%</div></div>	All training has been updated.	Education Manager (GIRFEC)
	CHSSIP151602c	Continue to monitor child protection management information to ensure compliance with revised standard circular 57.	31-Mar-2016	<div><div>100%</div></div>	This is ongoing and through training, support and establishment reviews we are satisfied that there is compliance.	Education Manager (GIRFEC)
	CHSSIP151602d	Continue to implement the provisions of the Equality Act 2010.	31-Mar-2016	<div><div>100%</div></div>	Progress continues to be made in respect of our statutory obligations under the public sector. The policy working group approved a template for impact assessment within schools and training was provided to schools in 2015/16.	Education Manager (Planning & Performance)


**Title Service Outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage.**



Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP151603a	Develop a nurture strategy across all sectors focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing.	31-Mar-2016	<div><div>80%</div></div>	This is being led by the Principal Educational Psychologist and work is ongoing against the implementation plan although the strategy is not yet complete.	Education Manager (GIRFEC)
	CHSSIP151603b	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary	31-Mar-2016	<div><div>100%</div></div>	PATHS was extended to two extra schools and there is ongoing liaison with Barnardo's re developing this	Education Manager (GIRFEC)





Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
		schools.			work further	
	CHSSIP151603c	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas.	31-Mar-2016	<div><div>100%</div></div>	<p>Phase 1 of the Early Years and Early Intervention strategy is fully embedded in practice and continues to be monitored through the Early Years Steering Board and Implementation Group. An external evaluation of the first two Families First core teams found that the approach was 'overwhelmingly positive' and had a clear impact on the families who have engaged.</p> <p>Phase two of the programme has extended the nurturing approach into nursery, primary and secondary sectors; continuation and extension of the funding for the Pizza reading groups, and the introduction of the Speech and Language therapy training for early years staff. The Families First core team model has been expanded into Foxbar, Johnstone and Gallowhill</p> <p>A more flexible model of early learning and childcare is being implemented in local authority and partner nurseries and provision for eligible two year olds has been extended in line with the identified Scottish Government criteria. The uptake and demand for flexible provision and for entitled two year old places continues to be monitored, and where possible, adjusted to meet demand and need. The findings from a recent survey of parental needs in terms of early learning, breakfast clubs and other out of school provision</p>	Education Manager (Curriculum and Early Years)




Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					will be used to assist in the future planning of services.	
	CHSSIP151603d	Promote health and well-being among young people through peer education programmes.	31-Mar-2016	<div><div>100%</div></div>	The Youth Service team has been using a peer education approach to promote health and wellbeing among young people in a school and community setting, on a number of topics. Examples include the effect of drugs and alcohol, sexual health, smoking, and mental health. This approach has proved to be a successful way of inspiring young leaders to take on responsibility and raise awareness in the wider community.	Education Manager (Policy & Strategy)
	CHSSIP151603e	Tackle inequality in life chances which arise as a result of deprivation or other factors.	31-Mar-2016	<div><div>100%</div></div>	Children's Services are involved in a number of workstreams around the Tackling Poverty Strategy action plan, including in relation to Families First and the Cost of the School Day.	Head of Childcare and Criminal Justice


**Title** Service Outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages.

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP151604a	Implement the recommendations from the Tackling Poverty Commission report.	31-Mar-2016	<div><div>100%</div></div>	Children's Services has been awarded a range of funding under the Tackling Poverty Commission. Work has commenced in each of the project areas. A number of the projects are now in the delivery phase and will continue through to 31 March 2017. Significant progress has been made in the delivery of the Literacy Project and work will continue on this for the next 12 months on the delivery stage. The Families First Core	Heads of Service



Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					Teams have been recruited and service commenced. Delivery on this project will continue until 31 March 2017. Schools have been allocated funds from the Cost of the School Day project and this element is now in the delivery phase. The plans for the Skills for Success work stream are in the delivery phase. The other elements are either delivering or are planned to commence delivery early in April 2016. Two additional social worker posts have been created. Renfrewshire Reconnect continues to deliver the CEDAR programme and a funding bid has been submitted to the Big Lottery Fund, with the outcome expected in summer 2016.	
	CHSSIP151604b	Continue to develop the curriculum to ensure all children receive their entitlement under Curriculum for Excellence.	31-Mar-2016		<p>In 2015 Renfrewshire continued to improve literacy and numeracy attainment at national 4 and 5 and performance remains above our comparators. Tariff scores for the lowest performing 20% continue to improve and are above average. Figures on positive destinations are currently being audited. Training on the use of standardised assessments took place in March 2016 with the first round of assessments taking place in May 2016. Data on attainment in literacy and numeracy in P1, P4 and P7 will be available in June 2016.</p> <p>Renfrewshire Council will make two bids to the Innovation Fund, focusing on literacy, numeracy, health and wellbeing, and parental engagement.</p> <p>The 1+2 approach to modern</p>	Education Manager (Curriculum and Early Years) and Education Manager (Planning & Performance)




Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					languages is now being delivered in all schools, and is supported by partnership working with UWS and through exchange visits with colleagues in Germany and France. A range of activities are supporting schools to develop expressive arts work.	
	CHSSIP151604c	Continue to monitor compliance with Standard Circular 8 to ensure continued reduction in school exclusions.	31-Mar-2016	<div><div>100%</div></div>	This is ongoing and through monitoring management information and liaising with schools we are satisfied that there is compliance.	Education Manager (GIRFEC)
	CHSSIP151604d	Review our provision of social, emotional and behavioural needs (SEBN) support to the secondary sector to ensure learners experience their entitlement under Curriculum for Excellence.	31-Mar-2016	<div><div>100%</div></div>	We have consulted widely on our strategy and are now at the implementation stage.	Education Manager (GIRFEC)
	CHSSIP151604e	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision.	31-Mar-2016	<div><div>100%</div></div>	A new process is now in place for ensuring educational links with Renfrewshire children placed outwith the authority; ongoing liaison takes place with alternative providers re quality improvement and partnership working.	Education Manager (GIRFEC)
	CHSSIP151604f	Promote wider education achievement through accredited and non-accredited awards.	31-Mar-2016	<div><div>100%</div></div>	There has been significant growth in the number of young people participating in, and completing, awards schemes. For example, this year so far 64 young people with additional support needs have completed either the Dynamic Youth Award or the Youth Achievement Award; 305 young people have completed a Duke of Edinburgh's Award (including 45 Gold Awards); 52 young people have achieved the John Muir Award (an outdoor learning experience for young people with additional support needs); and 563 young	Education Manager (Policy & Strategy)

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP151604g	Develop skills for learning, life and work through quality youth and outdoor learning programmes.	31-Mar-2016	<div><div>100%</div></div>	<p>people have achieved the Saltire Award. We continue to support adult learners to gain qualifications in areas such as Communications and ICT.</p> <p>Youth Service programmes develop the skills and qualities that young people require to make a successful transition to young adulthood. The range of skills young people have benefitted from include: digital skills, financial awareness, event planning and management, hospitality, presentation skills, public speaking, research skills, job readiness skills, team work, fundraising and project planning. The targeted focus on school leavers and young people with additional support needs means the team is making a difference to reducing negative destination among young people.</p>	Education Manager (Policy & Strategy)
	CHSSIP151604h	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes	31-Mar-2016	<div><div>100%</div></div>	<p>Steps to Excellence motivational programmes have been delivered in the local community. The course a helps learners' to develop their skills and knowledge to make positive changes in their lives and recognise their potential. Ten Lessons for Life course has been delivered and this course supports learners to take their first steps back into learning in a safe, supportive and encouraging environment. Learners who complete Ten Lessons for Life progress on to Steps to Excellence to develop their motivational skills further.</p>	Education Manager (Policy & Strategy)
	CHSSIP151604i	Reduce inequalities so adults in Renfrewshire improve their life	31-Mar-2016	<div><div>100%</div></div>	Barriers to learning for adults have been reduced through targeted	Education Manager (Policy & Strategy)




Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
		chances and communication skills, and increase their participation as family members, workers, citizens and lifelong learners.			outreach work; support with childcare and family-based projects such as the Pizza Reading Programme. English for Speakers of Other Languages (ESOL) groups have been restructured to better provide support to recently arrived refugees.	
	CHSSIP151604j	Develop and implement an action plan for improving the attainment of looked after children.	31-Mar-2016	<div><div>100%</div></div>	The LAC attainment strategy group continues to monitor the implementation of the action plan.	Education Manager (GIRFEC)

#### Title Service Outcome 5: Our approach to public protection makes communities safer.


Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP151605a	Implement new arrangements flowing from the national review of criminal justice services.	31-Mar-2016	<div><div>100%</div></div>	A Community Justice Steering group has been established within the Renfrewshire Community Planning Structure, reporting to the Safer and Stronger Thematic Board, and ensuring appropriate governance arrangements. This includes the required multi-agency membership. An initial report informing the Scottish Government of the transition arrangements was submitted on the 31 January 2016. A Lead Officer community Justice post has been recruited to support the arrangements. The Transition Plan will be implemented during 2016/17 ahead of the new model being delivered from 1 April 2017.	Criminal Justice Service Manager
	CHSSIP151605b	Implement fiscal work orders.	31-Mar-2016	<div><div>100%</div></div>	Temporary Unpaid Work Officer post established and sessional Supervisor posts created to ensure supervision of the orders. Orders imposed during 2015/16 have been supervised in line with Scottish Government guidance provided. IT	Criminal Justice Service Manager

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					process also established.	
	CHSSIP151605c	Establish strategic planning arrangements for community justice.	31-Mar-2016	<div><div>100%</div></div>	A Community Justice Steering group has been established within the Renfrewshire Community Planning Structure, reporting to the Safer and Stronger Thematic Board, and ensuring appropriate governance arrangements.	Criminal Justice Service Manager
	CHSSIP151605d	Develop the interface between youth justice services and criminal justice social work.	31-Mar-2016	<div><div>100%</div></div>	Criminal Justice post has been embedded in Whole Systems Team. Strategic links between service managers	Head of Childcare and Criminal Justice
	CHSSIP151605e	Ensure strong operational links between criminal justice social work and local additions and mental health services as the health and social care partnership develops.	31-Mar-2016	<div><div>100%</div></div>	Regular meetings established between CJ SW and Health Services. CJ manager is a member of the ADP delivery group	Head of Childcare and Criminal Justice


**Title Service Outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve.**


Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP151606a	Engage with stakeholders to continue to improve the Children's Services support service.	31-Mar-2016	<div><div>70%</div></div>	A self evaluation plan has been developed and engagement will take place during April and May 2016.	Education Manager (GIRFEC)
	CHSSIP151606b	Continue to engage with parents on the reporting of pupil progress, profiling and achievements.	31-Mar-2016	<div><div>100%</div></div>	Exemplars of school resources have been posted on GLOW site. Draft guidance has been sent to all Head Teachers and a Head Teacher has agreed to take the Parental Engagement group forward. During 2016/17, we will formalise guidance taking account of National Improvement Framework.	Education Manager (Curriculum and Early Years)
	CHSSIP151606c	Empower young people to have a voice, take part in decision-making.	31-Mar-2016	<div><div>100%</div></div>	Young people in Renfrewshire continue to actively participate in	Education Manager (Policy & Strategy)




Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
		and make a positive contribution to the community through youth voice and volunteering.			the Scottish Youth Parliament and Youth Voice. MSYPs attend Local Area Committees and RYV have contributed to the Cashback for Communities Panel, helping to make decisions about grant funding. Pupils from Gleniffer High have been supported to present on issues to the Children & Young People Thematic Board. A new volunteering initiative – 'Give to Get' – aimed at raising the profile of volunteering among young people has been launched as part of the Tackling Poverty Action Plan. The Youth Service Team has also worked in partnership with Democratic Services to run voter registration workshops for all 16 and 17 year olds in Renfrewshire's secondary schools in the run up to the Scottish Parliament elections and EU Referendum.	
	CHSSIP151606d	Strengthen our approach to stakeholders with our full range of stakeholders.	31-Mar-2016	<div><div>100%</div></div>	Information has been gathered from adult learners as part of the Adult Learner Celebration Group and the CLAD Strategy Consultation event. Adult learners also took part in focus groups to inform the new strategy. On a service-wide basis, officers continue to contribute to a range of multi-agency groups.	Education Manager (Policy & Strategy)





**Title** Service Outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery.



Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP151607a	Continue to implement Teaching	31-Mar-2016	<div><div>100%</div></div>	Development opportunities for	Education Manager

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
		Scotland's Future through the development of our leadership strategy and develop our progress and learning programme.			education staff include the 'Into Headship' programme, workshops on co-operative learning, and the Senior Leadership Development Programme. Training has been identified and programmes planned for aspiring Principal Teachers, Primary Depute Head Teachers and aspiring Head Teachers.	(Curriculum and Early Years)
	CHSSIP151607b	Develop a programme of Additional Support Needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings.	31-Mar-2016	<div><div>100%</div></div>	A wide range of CPD training has been offered to staff across a range of educational settings. This has included child protection; promoting positive relationships; child sexual exploitation; internet safety; and a range of training around additional support needs of our pupils.	Education Manager (GIRFEC)

#### Title Service Outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'.

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					Staff attending the Children's Services conference in November 2015 participated in the development of the shared vision for the service. In addition they were involved in developing the behaviours, values and ethos which would underpin the culture in Children's Services. The agreed vision and culture were shared in the Director's New Year Message to all staff working in Children's Services. Staff have welcomed the shared vision and desired culture and are actively working to make these a reality in their day to day work with children,	Head of Early Years and Inclusion
	CHSSIP151608a	Develop and embed a shared vision and culture for the new Children's Service.	31-Mar-2016	<div><div>100%</div></div>		

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					young people and their families.	
	CHSSIP151608b	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire.	31-Mar-2016	<div><div>100%</div></div>	Action Plan has been developed, reported to COG and submitted to the Care Inspectorate. Progress will continue to be monitored via RCPD and Care Inspectorate will review at meetings with lead inspector	Head of Childcare and Criminal Justice
	CHSSIP151608c	Implement, with partners from the Renfrewshire Child Protection Committee, the recommendations of the Fatal Accident Inquiry into the death of Declan Hailey.	31-Mar-2016	<div><div>100%</div></div>	Actions and progress have continued to be monitored via RCPD, Chief Officers Group and Member Officer Group. A report was taken to the last meeting of the Child Protection Committee. All actions have been progressed.	Head of Childcare and Criminal Justice
	CHSSIP151608d	Continue to embed self-evaluation and improvement across all our establishments and services.	31-Mar-2016	<div><div>100%</div></div>	Establishments continue to undertake self-evaluation against HGIOS(3) and Child at the Centre. Plans are now being developed to roll-out the use of HGIOS (4) from August 2016 and implement the National Improvement Framework in all of our establishments.	Education Manager (Planning & Performance)
	CHSSIP151608e	Deliver improvements to information systems to support joint working across the service and with partners.	31-Mar-2016	<div><div>100%</div></div>	Staff employed by both NHS and Renfrewshire Council now benefit from shared email and telephone directories which allows for improved communication between both organisations. Confidential/patient information can now be shared securely between NHS and GCSX email addresses. These emails are now sent over a secure interconnect connection. Managers of joint services are in the process of getting access to both organisations' network/systems which will allow them to access specific Council/NHS systems as well as sign off annual leave, expenses etc. Council employees based in/or	Head of Resources

Status	Task Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					<p>visiting Renfrew Health and Social Work Centre can now access Council wireless internet. There are 62 Council staff based on this site and this development will allow staff to work flexibly in line with provisions in other large Council sites.</p> <p>An updated Information Sharing Protocol (ISP) has been agreed by Renfrewshire Council and NHS GGC in the context of health and social care integration and the Integration Joint Board (IJB) are now also considered a secure partner.</p>	
	CHSSIP151608f	Continue to develop and implement the school estate management plan.	31-Mar-2016		<p>Issues with the contractor have led to delays with the completion of Riverbrae School and council officers will meet with parents to provide clarity on the completion date and transition arrangements.</p> <p>The contractor is on site for St Fergus, Mossvale and St James' Primary Schools .</p> <p>Approval has been granted by elected members for a new shared campus for Bargarran and St John Bosco Primary Schools, a new shared campus for St Paul's Primary School and Foxlea Pre-5 and Adult Learning Centre, and a refurbishment of St-Anthony's and Spateson Pre-5 Centre.</p>	Education Manager (Resources)

# Children's Services Improvement Plan Scorecard 2015-2018














Generated on: 29 March 2016










Note: Educational PIs are based on academic years, and social work PIs are based on financial years.

PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving		Improving
	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				
	Archived or cancelled				








PI code & name	Current Value	Current Target	Latest Note	Status
CHS2 Number of bullying incidents in our establishments	Not available	21	This is an annual figure. Data for 2015/16 will be available after the end of the academic year. There were 22 incidents in academic year 2014/15, against a target of 21.	
CHSA1 % of Leavers attaining literacy and numeracy SCQF Level 4	87.4%	86%	Post-appeal data for 2015 has now been verified and shows that Renfrewshire continues to improve attainment in literacy and numeracy at SCQF levels 4 and 5. Performance has improved from 81.8% in 2013 to 85.3% in 2014 and 87.4% in 2015.	
CHSA2 % of School leavers in a positive destination	92%	92%	Our most recent leavers destinations data has shown that we have increased the percentage of school leavers who have gone on to a positive destination. Although we are marginally below our comparators, we are in line with the national average.	
CHSAB1 Average number of days lost through sickness	Not available		The service is working with colleagues in Finance and Resources to reconfigure reporting to reflect the new structure of Children's Services.	








PI code & name	Current Value	Current Target	Latest Note	Status
absence per FTE employee (all staff)				
CHSAB2 Average number of days lost through sickness absence per FTE employee (Teachers)	Not available	Not available	The service is working with colleagues in Finance and Resources to reconfigure reporting to reflect the new structure of Children's Services.	?
CHSCUS1 % parents satisfied with establishments Education Scotland Survey	Not available	100%	This data will not be available until July 2016.	?
CHSCUS2 % pupils satisfied with establishments Education Scotland Survey	Not available	100%	This data will not be available until July 2016.	?
ELO18E % of eco schools that have achieved a green flag	Not available	62%	The 2015/16 performance is expected to meet the target range. The 2015/16 data will be available July 2016.	?
ELO37 % of school leavers in positive and sustained destinations	Not available	90%	The School Leaver Destination results for 2015/16 will not be available until December/January 2016/17. The figures are provided by Skills Development Scotland.	?
EL133.1 % pupils achieving qualification when engaged in learning experiences such as city and guilds/ XL/ ASDAN/ Vocational programme	Not available	92%	This is an annual indicator and data will be available in the summer of 2016. In 2014/15, the target of 92% was met.	?
ELCMT04 Average tariff score of the lowest attaining 20% S4 pupils	133	79	This indicator has exceeded the target range. Future year targets will be reviewed.	✓
ELCMT12e1 % Adult education learners satisfied	Not available	100%	This is an annual PI. The 2015/16 data will be available July 2016.	?
ELCMT23a Number of days lost per 1,000 Primary School pupils through exclusion	1.6	2	This PI remains on target, with the most recent quarter reporting 1.6 days lost per 1,000 primary pupils through exclusion. The 2015/16 data will be available July 2016.	✓
ELCMT23b Number of days lost per 1,000 Secondary School pupils through exclusion	23.5	22	The PI fell slightly behind target in the most recent academic quarter, but performance for the year to date remains on target. Year end data will be available in the summer of 2016.	⚠






PI code & name	Current Value	Current Target	Latest Note	Status
ELS10.09ai cost per pupil for primary schools	4,071	Not applicable	The cost per pupil for primary schools has reduced from £4,559 in 2013/14 to £4,071 in 2014/15. This data is taken from the Local Government Benchmarking Framework. The change does not reflect any reduction in spend; it is due in part to technical accounting changes and in part to slightly increased school rolls (which reduces the average cost per pupil).	
ELS10.09aii cost per pupil for secondary schools	5,578	Not applicable	The cost per pupil for secondary schools has reduced from £5,581 in 2013/14 to £5,578 in 2014/15. This data is taken from the Local Government Benchmarking Framework. The change does not reflect any reduction in spend; it is due in part to technical accounting changes and in part to a decrease in school rolls (which increases the average cost per pupil).	
ELS10.09aiii Cost per pre-school place	3,177	Not applicable	The cost per pre-school place has increased from £2,622 in 2013/14 to £3,177 in 2014/15. This data is taken from the Local Government Benchmarking Framework.	
ELS10.09bi % of Adults satisfied with local schools	91%	Not applicable	The figure of 91% for 2014/15 represents an improvement from the previous year's figure of 83%. This data is taken from the Local Government Benchmarking Framework.	
ELS10.09eii Attainment of Children at Higher Grade Level by all Children, by the end of S6	Not applicable	Not applicable	In light of new SQA qualifications, this indicator is no longer collected and will not be reported in 2016/17.	
ELS10.09eiv Attainment of Children at Higher Grade Level by Children from the 20% most deprived neighbourhoods (SIMD)	Not available	Not available	In light of new SQA qualifications, this indicator is no longer collected and will not be reported in 2016/17.	
ELS12.4.3 Numbers of pupils engaged through the music service	Not available	1,150	Based on participation in the year to date, the 2015/16 performance is expected to exceed the target range (1166 pupils currently engaged). There continues to be a great demand for music provision for within Renfrewshire schools. Future year targets will be reviewed.	
ELS12.12.1b Number of adults participating in literacy and numeracy classes	Not available	210	Based on participation in the year to date, the 2015/16 performance is expected to exceed the target range (292 people currently participating). There continues to be a great demand for literacy provision for adults in Renfrewshire. Future year targets will be reviewed.	
ELS12.17.2 % of learning communities that have been inspected that have achieved a positive report	Not applicable	Not applicable	The last inspection was of Castlehead Learning Community and took place in 2012/13. It received a 'very good' in the overall report maintaining the 100% record. Education Scotland were scheduled to complete an inspection of Linwood Learning Community in October 2014, however this was cancelled and has yet to be rescheduled.	
ELS13.04.01 No. of opportunities for young people to achieve through accredited awards	Not available	1,400	This is an annual indicator and data will be available in the summer of 2016. Targets will be revised to reflect the transfer of some awards schemes to Renfrewshire Leisure.	
ELS14.3.1a Number of young people taking part in	Not available	700	Based on participation in the year to date, the 2015/16 performance is expected to exceed the target range. There are currently 742 people participating.	

PI code & name	Current Value	Current Target	Latest Note	Status
school based projects and programmes run by Youth Services				
ELS14.7.1a Number of young people taking part in youth voice projects and programmes run by Youth Services	Not available	160	Based on participation in the year to date, the 2015/16 performance is expected to meet the target.	
FCSCREDSW01f % of invoices paid within 30 days by Social Work Services	94.18%	90.5%	Performance on this indicator remains high and remains above target. As the indicator relates to Social Work rather than Children's Services, it will be archived.	
ICS/ASC/EBP/01 Number of children engaged in evidence based programmes.	1,200	Not applicable	There are currently 1200 children throughout Renfrewshire participating in either Promoting Alternative Thinking Strategy (PATHS) or Functional Family Therapy programmes.	
ICS/ASC/EBP/02 Number of parents engaged in evidence based programmes.	300	Not applicable	There are currently 300 families throughout Renfrewshire participating in either Triple P, Incredible Years or Functional Family Therapy programmes.	
ICS/LAC/EDA/16 Average tariff scores for looked after children	Not applicable	Not applicable	This indicator has been phased out. New attainment indicators will be reported on through the 2016/17 Service Improvement Plan.	
RSW02f % calls answered within 5 rings by Social Work Services HQ	Not applicable	Not applicable	Reports are no longer available. This indicator will be archived.	
RSW08 % of FOI requests in a quarter completed within target by Social Work	Not applicable	Not applicable	The service will move to a single system of reporting on FOIs. This indicator will be archived.	
RSW/CC/SCRA/03 Percentage of Children's Hearing system reports submitted within target time (National standard - 75%)	Not available	Not available	The Scottish Children's Reporter Authority is no longer able to provide this information. This indicator will be archived.	
RSW/CC/SO/03 The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days	82%	100%	There were 22 new supervision requirements put in place for the third quarter of 2015/16 and for 18 of the 22, the first visit was carried out within the target of 15 days. The delays were caused by: the allocated social worker's involvement in child protection work in 2 cases; family avoidance in another case; and in the final case the target was missed by 1 day as a result of an error in calculating the due date by the allocated worker.	



PI code & name	Current Value	Current Target	Latest Note	Status
RSW/CJ/PO/02 The percentage of clients subject to supervision seen by a supervising officer within 1 week	98%	92%	Performance exceeds the target set and indicates the importance awarded to early client contact.	
RSW/CJ/SER/07 Percentage of Criminal Justice Social Work Reports submitted by due date (National Average 08/09 - 98.3%)	99%	98%	Performance continues to exceed the target set, and this reflects the priority staff assign to meet this important deadline.	
RSW/CJ/UW/03 Percentage of unpaid work orders/requirement completed by required date	54%	72%	Performance is behind the target set. Whilst all clients may not meet the 3 or 6 month timescale due to issues/readiness, staff will request court extensions to ensure that timescales are agreed by the courts and all efforts are made to ensure that clients complete as required. There was significant supervisor absence during this period which impacted upon the availability of work, all attempts were made to increase sessional staffing during this period within recruitment timescales and within available budget.	
RSW/CJ/UW/05 Percentage of new unpaid work clients scheduled to be seen within 1 day of the order	75%	92%	Performance is behind the target set. All clients subject to court reports are scheduled to be seen where possible, directed to attend the court social work unit and then to the community service office that day or within 24hours when appearing in courts outwith Renfrewshire. Even when scheduled given the short timescales it is dependent upon client compliance. Of the 37 not scheduled within the timescale, 10 were due to court delays, 11 were already on an order and thus would have reported at their next unpaid work date. The remaining service users failed to comply, or transferred out to other areas.	
RSW/CJ/UW/06 Percentage of new unpaid work clients seen within 1 working day of the order	71%	65%	Practice continues to exceed the target set. All clients subject to court reports are scheduled to be seen, directed to attend the court social work unit and then to the community service office that day, or within 24 hours when appearing at courts outwith Renfrewshire . Even when scheduled given the short timescale it is then dependent upon client compliance.	
RSW/CJ/UW/07 Percentage of new unpaid work clients receiving an induction within 5 working days of the order	61%	77%	Practice remains below target. This reflects changes and increasing demands on the service since 2010/11 when CPOs were introduced. Unpaid work can be imposed without a court report, thus services can be unaware of clients where orders have been imposed until the service receives the order which are often delayed from external courts. Workloads have increased dramatically, orders have increased by 95% since 2010/11 impacting on numbers requiring induction. Clients also regularly have more than one order (25%) and thus would not require a second induction. Clients also fail to attend, are in custody, are breached or submit medical certificates which prevent them attending within the timescale.	
RSW/CJ/UW/08 Percentage of new unpaid work clients beginning work placement within 7 working days of the order	40%	61%	Practice remains below target. This reflects changes and increasing demands on the service since 2010/11 when CPOs were introduced. Unpaid work can be imposed without a court report, thus services can be unaware of clients where orders have been imposed until the service receives the order which are often delayed from external courts. Workloads have increased dramatically, orders have increased by 95% since 2010/11 and hours imposed by 62% since 2010/11. This impacts upon availability of work within required time periods. Clients also regularly have more than one order and	

PI code & name	Current Value	Current Target	Latest Note	Status
			practice is to complete one prior to commencing the new order which affects the time periods recorded. Clients also fail to attend, are in custody, are breached or submit medical certificates which prevent them commencing. There has also been staff sickness over this period which has significantly reduced capacity. Overtime continues to be used where necessary, and new supervisory staff have been employed within available resources and recruitment timescales. Work is also continuing to maximise the use of other activity.	
RSW/CP/CPR/02 Percentage of children registered in this period who have previously been on the Child Protection Register	26%	Not applicable	The percentage of children registered this quarter who have been previously placed on the child protection register has increased from 23% in Q2 of 2015/16 to 26% in Q3. In Q2, there were 35 children placed on the child protection register, of which 8 children had previously been registered. The 8 children previously registered comprised of 4 families. In Q3, there were 35 children placed on the child protection register, of which 9 children had previously been registered. The 9 children previously registered comprised of 6 families. In effect this meant that 2 more families were reregistered in Q3 than in Q2.	
RSW/ILGB/CHN8a Gross cost of "Children Looked After" in residential based services per child per week	Not available	Not available	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and are not currently available.	
RSW/ILGB/CHN8b Gross cost of "Children Looked After" in community placements per child per week	Not available	Not available	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and are not currently available. Historically, although Renfrewshire has had higher than average usage of external foster carers and many of these placements continue. Successful recruitment and retention means that most new foster placements are with local authority carers, which may lead to reducing costs in the future.	
RSW/ILGB/CHN9 Percentage of Looked After Children cared for in the community	Not available	Not available	Local Government Benchmarking Framework figures are dependent on Local Government Returns and are not currently available. Looked after children will continue to be placed in the community whenever it is safe and appropriate to do so.	
RSW/LAC/CL/02 Percentage of care leavers under 19 participating in employment training or education	Not available	45%	This figure is collected every six months. Data for 2015/16 will be available in summer 2016. In 2014/15, performance was 46%, exceeding the target of 42% and demonstrating improved performance.	
RSW/LAC/CL/05 Percentage of care leavers living in sustainable accommodation who have been in sustainable accommodation for 6 months or longer	Not available	65%	This figure is collected every six months. Data for 2015/16 will be available in summer 2016. In 2014/15, performance matched the target of 65%.	
RSW/LAC/FP/01 The number of in house foster placements for Looked After	129	150	The number of children placed with Renfrewshire foster carers has decreased from 132 children in Q2 of 2015/16 to 129 children in Q3 and remains below the target of 150 children. However, the Q3 figure is reflective of the improvements in permanency planning; 16 children previously placed with	

PI code & name	Current Value	Current Target	Latest Note	Status
Children (children placed)			local authority foster carers are now in the process of being adopted. Almost all new foster placements are with in-house foster carers. The target is therefore no longer appropriate as availability is greater than demand.	
RSW/LAC/FP/04 Number of in-house foster placements over period, as a percentage of total fostering placements.	71%	Not applicable	This indicator refers to new foster care placements in the period. The percentage of children placed in LA foster care placements has dropped from 82% in Q2 of 2015/16 to 71% in Q3. Due to the small numbers of children involved in this indicator, there can be significant fluctuations in the percentage. The figure of 71% in Q3 is reflective of 15 out of 21 placements being LA foster care. Whenever possible we will place children with in-house foster carers and work is ongoing with the Scottish Government to ensure that young children are placed with permanent carers and do not remain in foster care.	
RSW/LAC/LAC/01 Percentage of Looked After Children at home rather than away from home	59%	65%	The percentage of children looked after at home has increased from 58% in Q2 of 2015/16 to 59% in Q3. This is less than the target of 65%; we will continue to place children in settings most appropriate to their safety and ongoing needs.	
RSW/LAC/LAC/16 Percentage of accommodated Looked After Children placed with families	82%	83%	The percentage of children looked after and accommodated with families has remained at 82% in Q3 of 2015/16 but continues to be slightly behind the target of 83%. We will always aim to place children within families where it is safe and appropriate to do so.	
RSWLP101 % of complaints with a final response within 10 working days (corporate standard)	Not applicable		Complaints about social work services are subject to different standards and the 10 working day standard does not apply. This reflects the fact that they are often more complex. There is a national programme of change in relation to social work complaints. This indicator will be archived.	
SOA13ELS.01 Increase in the number of children and young people participating in sporting, cultural and citizenship activities. No. of opportunities for young people to achieve through accredited awards.	Not applicable		Responsibility for this has transferred to Renfrewshire Leisure. This indicator will be archived.	



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**To: Education and Children Policy Board**

**On: 12 May 2016**

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

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**Heading: Children's Services Annual Health and Safety Report 2015/16  
and Action Plan 2016/17**

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## **1. Summary**

- 1.1. The council's health and safety policy places a responsibility on each service to prepare an annual report evaluating the management of health and safety within the service.
- 1.2. The Children's services report for 2015/16 is attached as appendix 1. This sets out the arrangements for the management of health and safety within the service and demonstrates the service's commitment to continuous improvement in health and safety performances summarising the achievements to March 2016 for both education and social work.

Appendix 2 outlines a joint action plan, detailing the actions which the service aims to take by March 2017 for Children's services to consolidate and improve health and safety practice.

- 1.3. Children's services have a proactive approach to health and safety. This is evidenced by the attainment of accreditation and certification to BS OHSAS 18001:2007 with recommendation that the registration be continued. The standard measures the suitability and effectiveness of the service's occupational health and safety management systems.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to:
    - i) note the content of the report at Appendix 1; and
    - ii) approve the health and safety action plan for 2016/17 at Appendix 2.
-

### **3. Background**

- 3.1. Children's Services offer guidance, care and support to children. It ensures the range of needs experienced by vulnerable people, their families and communities are effectively met. This is achieved through close working relationships across other council services, other local authorities, public agencies, users and carers, their representatives and the independent and voluntary sectors.
  - 3.2. The annual report provides information on the implementation of Children's Services health and safety policy and identifies areas for future and continued action. These actions are identified in the health and safety action plan 2016/17 which is included as appendix 2 to this report.
  - 3.3. The creation of this annual report has been supported by the corporate health and safety section.
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### **Implications of this report**

#### **1. Financial Implications**

Continuing to improve health and safety performance will reduce accidents / occupational ill health and associated costs.

#### **2. HR and Organisational Development Implications**

This report supports the Council's commitment to the health, safety and welfare of employees and service users.

#### **3. Community Plan/Council Plan Implications**

- |                                    |   |
|------------------------------------|---|
| Children and Young People          | - Protecting and supporting children and young people at risk in a safe environment.  |
| Community care, health & wellbeing | - Improving the physical and emotional wellbeing of service users and employees across the Council through effective health and safety management and practice.   |
| Jobs and the Economy               | - Recognising that Council employees are its most valuable asset and providing training and support to allow them to develop within the organisation and gain the skills and experience necessary to provide top quality services to service users. |
| Safer and Stronger                 | - Facilitating the health, safety and well being of our service users and employees by ensuring appropriate policies and procedures are developed and adhered to and that all legal requirements for health and safety are fulfilled.               |

#### **4. Legal Implications**

The Council will continue to comply with current 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**  
The health and safety databases are facilitated through the Council's email server system.
- 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**  
This report supports the overarching management of risk within the council.
- 11. Privacy Impact**  
None.

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## List of Background Papers

- (a) Departmental Annual Health & Safety Report 2014/15 and Action Plan 2015/16 EPB 14/05/15

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

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**Children's Services**  
AG/KL/ES/MD/LG  
30 March 2016

**Author:** Alison Gallagher, Resources Manager, 0141 618 7240  
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**Children's Services**

**Annual Health and Safety Report**

**2015/16**

This annual report is prepared by Children's Services in accordance with Renfrewshire Council's Health and Safety Policy and Plan. The purpose of this report is to evaluate the health and safety performance of the service during the year 2015/2016 and set future health and safety objectives.

## **1. Management of health and safety within the service**

### **1.1 Broad context of health and safety policy**

The objective of Children's Services is to ensure that health, safety and well being is an integral part of its business. The service seeks to continually improve its health and safety performance and to further develop the positive response amongst its staff and service users.

## **2. Organisation of implementing health and safety management**

- 2.1 The senior leadership team (SLT) monitors and reviews all service health and safety issues. It is chaired by the Director of Children's Services with senior representatives across the service. This group considers the formulation and implementation of the service's health and safety policy and plan, determines and prioritises service issues and monitors the health and safety plan. This group meets on an approximately six weekly cycle and health and safety is a standing agenda item.

The Head of Development or a suitable representative attends the Corporate Health and Safety Committee.

The quarterly Children's Services Health and Safety Planning Group (CSHSPG) comprises of wide representation across the service and is chaired by the Head of Development. Progress of the service's health and safety plan is monitored by this group and updated every quarter.

The operational responsibility for maintaining and progressing actions within the annual health and safety plan is through the Finance and Resources, HR and Organisational Development, (FACS, H.R. and O.D.) health and safety section and Children's Services Resources Manager.

The service's health and safety plan outlines the key objectives and related actions which require attention within the service. This dictates the main health and safety focus of the SLT in order to ensure continuous improvement in health and safety matters.

### **2.2 Consultation mechanisms**

The CSHSPG is chaired by the Head of Development and both management and trade unions are represented. Consultation takes place at these meetings on the development of any health and safety policies or initiatives being planned across the service.

Following the achievement of the Healthy Working Lives Gold Award, the Corporate Health Improvements Group (CHIG) continues to be instrumental in highlighting health issues to employees and to the community. The group is chaired by the Health Improvement Manager and made up of a cross-section of council employees and representatives from the occupational health service.

Health and safety is a standing item on the agendas of team meetings across the service.

Service statistics are provided quarterly for accidents and violence and aggression incidents and reviewed/discussed at the CSHSPG. The group acknowledges that, due to the nature of the service, it would not be possible to stop all violent and aggressive incidents occurring but it is possible to seek to reduce the incidence and severity.

The service cascades relevant information, advice and guidance which is received from the Health and Safety team and other relevant organisations.

Local communications have been produced at a local level, for example within residential units, staff notice boards are used to convey local safety arrangements.

### **3. Planning and setting standards**

#### **3.1 Setting of health and safety objectives**

The service's accreditation to BS OHSAS 18001: 2007 measures the suitability and effectiveness of the Service's health and safety management systems. The accreditation process continued on a sampling basis during 2015/16 as part of the overarching Council's BS OHSAS 18001: 2007 assessment plan. Children's Services were last audited during March 2016.

Inspections are carried out in educational, residential and home care services by the Care Inspectorate. Inspections are either announced or unannounced and address national standards which include health and safety arrangements within each of the premises.

Further to this, Scottish Fire and Rescue also undertake inspections within residential units to ensure compliance with the requirements of the Fire Scotland Act 2005. The health and safety section assist on request.

Risk assessments are undertaken by staff within the service with support and advice from the health and safety section where required. Areas covered include moving and handling, violence and aggression, lone working, fire safety, educational excursions, display screen equipment and general office/working environment.

Personal Emergency Evacuation Plans continue to be undertaken by management representatives with guidance from the health and safety section when required.

Use of the General Risk Assessment Database (GRAD) and risk assessment templates on RENFO have increased across the service. This is attributed to by the following:

- Increasing awareness by regularly monitoring the service's related Performance Indicator and related actions within the 2015-16 health and safety plan at the CSHSPG;

- Managers/supervisors undertaking corporate training courses namely general risk assessment and IOSH Supervising/Managing Safely;
- highlighting risk assessments to managers during planned inspections, audits and site visits; and
- providing training/mentoring on GRAD upon request.

Within establishments it is important where risks have been identified, risk assessments are carried out and adequate controls are established. Managers and heads of establishments are required to carry out or arrange for risk assessments to be carried out as and when appropriate.

Generic risk assessments, curricular and non-curricular are available on Renfo. It is the responsibility of the manager / head of each establishment to customise the risk assessments for their own establishment.

Children's Services carry out individual risk assessment for pupils who exhibit challenging behavior. It is important that members of staff are protected and that specific needs of children are addressed to allow them to access a full curriculum.

Portable appliance testing continues to be undertaken in line with Corporate Guidance Document HR Circular 06/11 – Revised Guidance on Inspection, Maintenance and Use of Portable Electrical Appliances. Testing is organised by the Corporate Landlord Section currently based within Development and Housing Services.

Following the implementation of the Noise at Work Regulations 2006, which came into force within the music and entertainment sectors on 6 April 2008, a programme of audiometric testing has been put in place for members of staff who have been identified as being at risk. This testing is conducted by the Council's occupational health service.

## **3.2 Training**

The training undertaken within Children's Services supports the outcomes of the service requirements, individual training needs and the result of risk assessments. To enable this, the service has a dedicated training section which offer bespoke training courses that address the needs of the staff and complement the courses offered corporately. The training section is an accredited provider of SVQ training and within the curriculum there is a requirement to provide adequate health and safety knowledge to enable participants to evidence and practice their acquired knowledge for assessment purposes. This training has been further developed to incorporate Dealing with Violent Incidents, Moving and Handling, Health Emergencies and Infection Control training. Additional training may be outsourced to further education colleges or external agencies as appropriate.

Training needs analysis and individual development plans are also part of the service's processes and this supports the identification of health and safety training needs.

## **4. Measuring performance**

### **4.1 Active monitoring**

An audit is a systematic examination of the health and safety management systems in place including implementation of policies, procedures, training and safety awareness of staff. An inspection is the physical examination of the workplace including tools and equipment. The service is externally audited in line with the Council's overarching plan to ensure standards meet those required to continue accreditation to BS OHSAS 18001:2007.

The BS OHSAS 18001:2007 audits conducted during 2015-16 focused on the health and safety management system within establishments. Support was provided to establishments in preparation for the audits.

A formal inspection programme for 2015-16 was compiled by the health and safety section for all Council premises. Within children's services, premises are assigned either a high, medium or low risk rating. Residential units were assigned a high risk rating given the vulnerable nature of the clients and the residential setting. There is a constant focus on various aspects of health and safety within residential units.

Inspections were undertaken on a sampling basis and managers/heads are asked to consider sharing findings with all other colleagues.

The service's proactive health and safety performance indicators (PI) are discussed/monitored at the extended SLT and the CSHSPG.

### **4.2 Re-active monitoring**

4.2.1 The performance of the service is measured internally by recording, collating and reporting the number of accidents/incidents and violent incidents within Children's Services through the Accident and Incident Recording Database (AIRD). This action includes:

- promoting the importance of reporting all incidents, accidents, acts of violence and/or aggression to staff. This allows for the identification of any trends within the service;
- Where appropriate issuing information to all establishments to notify them of any generic health and safety concerns arising from reported incidents. Also allows for accident investigation at line management level;
- highlighting good practice identified and endeavouring to implement this practice across all establishments; and
- ensuring that all relevant health and safety information is disseminated to employees and service users.

4.2.2 A systematic examination of health and safety management information is in place. This includes in depth analysis of accident/incident reports by type of incident, causal factor, trend, and establishment. The monitoring arrangement also includes in-depth analysis of incidents including violence towards staff.

- 4.2.3 A programme of inspection of Children's Services estate in preparation for audit visits has been established.
- 4.2.4 The service will continue to monitor and respond to incidents taking action as appropriate.

## **5. Review of Health and Safety Management**

### **5.1 Health and safety activities**

The implications of the Scottish Manual Handling Passport on the Council as a whole is being considered, an implementation plan is under development.

The Violent Incident Review Group (VIRG) met throughout the year. Its purpose is to analyse violent and aggressive incidents occurring within the service, identify potential trends and develop best practice to avoid or reduce incidents aimed at staff/clients. Regular reports from the group are provided at the CSHSPG. The VIRG was instrumental in testing the online violence and aggression reporting prior to it being formally launched.

The Service worked in partnership with Finance and Resources and the occupational health service to promote health and well being for staff. The Health Improvement manager was a key contributor to the Council's Healthy Working lives award maintenance programme.

The corporate health and safety section provided support in various areas. Various site visits were undertaken throughout the year. Once results of audits were collated, support and advice was provided to managers.

### **5.2 Occupational Health**

The Service utilises the occupational health service to assist with the managing absence process within the Council. The service recognises that early intervention can support staff return to work, reducing absence levels and the associated costs.

### **5.3 Corporate Landlord**

The Corporate Landlord arranges statutory testing within Council owned properties. Their remit includes managing Legionella checks, periodic testing of electrical hardwiring as well as gas boilers. Repairs are now logged by each unit via the Corporate Asset Management Information System (CAMIS)

### **5.4 Joint Working with Scottish Fire and Rescue (SFR)**

The SFR are responsible for enforcing the Fire (Scotland) Act 2005. Assistance is provided where joint inspections/visits require to be held.

### **5.5 Training**

As well as health and safety training being made available by the health and safety section via the corporate training planner, establishments can request on site training if required. Alternatively some training may be outsourced to further education colleges or external agencies where appropriate.

## **6. Future objectives – Health and Safety Plan for 2016-17**

The health and safety plan for 2016-17 is attached at Appendix 2 to this report and covers the main objectives set out below.

### Audits/Inspections 2016-17

An internal audit plan will be taken forward for the service for 2016-17 by the health and safety team in order to assess the existing health and safety management system (on a sampling basis).

An inspection programme for 2016-17 will be arranged and communicated to relevant establishments on a sampling basis according to the risk rating of premises. Inspections will be undertaken by the health and safety team.

In order to encourage establishments to undertake an annual Workplace Observation Inspection Reports (WOIRs), a service template will be distributed to all establishments and monitored within the health and safety plan to review compliance.

### Risk Assessments

The process of migrating paper based general risk assessments onto the General Risk Assessment Database (GRAD) will continue during 2016-17. It is recommended this remain as a performance indicator within the health and safety plan to enable monitoring of reviews of risk assessments already on the system.

### Electronic Display Screen Equipment (DSE) Assessment

It is recommended the uptake of the electronic DSE assessment tool continues to be monitored by the CSHSPG during 2016-17.

### Educational Excursions

Review of Standard Circulars 33 & 48 will be completed to review guidance in line with Scottish Government Guidance “Going Out There”.

### Administration of Medicine

Review of current Administration of Medicine Policy to be taken forward to meet the needs of Care Inspectorate guidance.


















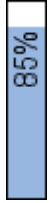

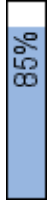

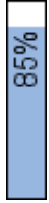

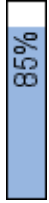

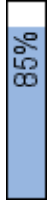

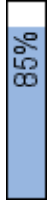

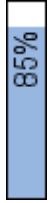

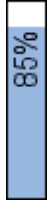

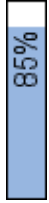

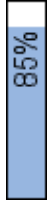

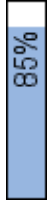

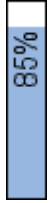

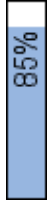

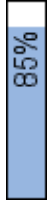

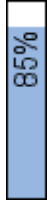

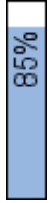
## **CHILDREN'S SERVICES (EDUCATION)**

### **HEALTH AND SAFETY ACTION PLAN 2015 – 2016**










#### **Final Status Report**










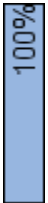










# ELS H&S Action Plan Final Report 2015 16

Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Latest Note
ELSHSAP2015 Education and Leisure Health and Safety Action Plan 2015 16	<b>OVERALL SUMMARY INDICATOR</b>	01-Apr-2015	31-Mar-2016		<div><div>99%</div></div>	
ELSHSAP2015.1 Compliance with Corporate Health and Safety Policy	<b>SUMMARY INDICATOR - COMPLIANCE WITH CORPORATE H&amp;S POLICY</b>	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.1.1 Ensure compliance with current legislation	Review and update current health and safety procedures and guidance across ELS estate.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.1.2 Review and update annual health and safety report and plan	Review and update departmental health and safety report and plan annually.	01-Apr-2015	30-May-2015		<div><div>100%</div></div>	
ELSHSAP2015.1.3 Review and update master safety file	Review and update master safety file information within RENFO to reflect current legislation and updated guidance for the education sector.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.1.4 Risk Assessment Programmes	Monitor and review risk assessments for ELS estate (to include QWLR) . Update within RENFO as appropriate.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.2 Statutory Compliance	<b>Summary Indicator - Statutory Compliance</b>	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.2.1 Statutory Compliance	Continue to have maintenance checks and remedial works carried out throughout ELS estate. Establishments to record requests within electronic CAMIS system where appropriate.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.2.2 Fire Risk Assessment	In accordance with legislation fire risk assessments will be reviewed and revised as necessary to include assessment of PEEP (personal emergency evacuation plans) for staff, clients or frequent users of ELS premises.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.2.3 Statutory Inspections	Liaise with Corporate Landlord on quarterly basis in relation to statutory inspection and assessment within premises as detailed within corporate HR circular 07/09 Revised Guidance on Statutory Inspections.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.3 Inspection programme	<b>SUMMARY INDICATOR - INSPECTION PROGRAMME</b>	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.3.1 Joint inspections with trade unions	Joint inspections in school with trade union representatives. Ongoing - annual programme in place.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	

ELSHSAP2015.3.2 Inspection of public buildings	Inspection of public buildings estate within the department including libraries, town halls and community facilities.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.3.3 ELS Audits	Audit of ELS estate ongoing annual programme via paper submissions / onsite visits.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.3.4 Audit of ELS establishments by corporate services	Audit of ELS establishments by corporate services	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.4 Planning and setting standards	<b>SUMMARY INDICATOR - PLANNING &amp; SETTING STANDARDS</b>	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.4.1 Preparation for BSI	Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001:2007.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.4.2 Analyse accidents and incidents	Quarterly reporting of departmental stats from AIRD system.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.4.3 Analyse violent and aggressive incidents	Quarterly reporting of stats from departmental database. Discuss at Violent Incident Review Group	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.4.4 Provide Health and Safety Report to Corporate Health and Safety Committee	Preparation of quarterly report to corporate health and safety committee.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.4.5 Frequency of health and safety committee meeting	Quarterly departmental meetings to be held with other sectors and trade unions.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.5 Communication	<b>SUMMARY INDICATOR - COMMUNICATION</b>	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.5.1 Issue guidance to staff on new legislation	Issue guidance to staff on new legislation.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.5.2 Implement policy documentation including HR circulars	Implement policy documentation including HR circulars.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.5.3 Review Standard Circulars 33 & 48	Review Standard Circulars 33 & 48 in line with new Scottish Government Guidance "Going Out There"	01-Apr-2015	31-Mar-2016			Draft paper has been circulated to H&S Committee for comment. Anticipated it will be presented to August board for implementation at beginning of new school academic year.
ELSHSAP2015.6 Training	<b>SUMMARY INDICATOR - TRAINING</b>	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.6.1 Moving / Handling Training	Department to provide training to appropriate staff on Moving / Handling.	01-Apr-2015	31-Mar-2016			
ELSHSAP2015.6.2 Staff Training	Ensure appropriate staff receive training in the following: Induction, IOSH Working / Supervising / Managing Safety, First Aid, COSHH, Fire Warden / Emergency Evacuation / Fire Risk Assessment, DSE, Management of Challenging Behaviour	01-Apr-2015	31-Mar-2016			

## SW H&S Action Plan Final Report 2015-16

Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Latest Note
RSW/H&S/01 and RSW/H&S/02 - No. of planned SW Health & Safety Audits undertaken (both internal and 3rd party) and Percentage of actions, resulting from SW H&S audits, carried out on time.	<b>SUMMARY INDICATOR – HEALTH AND SAFETY AUDITS</b>	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
SWHS1401a – BS OHSAS 18001:2007	Ensure this standard is retained by the service.	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
ELSHSAP2015.1 Compliance with Corporate Health and Safety Policy	<b>SUMMARY INDICATOR - COMPLIANCE WITH CORPORATE H&amp;S POLICY</b>	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
SWHS1401b – Internal Health and Safety Audits	Review the strengths and weaknesses of the service's health and safety management system by undertaking audits within Social Work Services in accordance with the Corporate Audit Plan.	01-Apr-2015	31-Mar-2016		<div><div>0%</div></div>	Scottish Manual Handling Passport audit postponed due to corporate strategic objectives being amended. This will be added to 2016-17 Health and Social Care Partnership H&S Plan.
RSW/H&S/03 Monitor risk assessments captured/reviewed on the Health and Safety Database (GRAD) during the course of 2015-2016	<b>SUMMARY INDICATOR – GENERAL RISK ASSESSMENTS</b>	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
SWHS1402a - General Risk Assessments	Increase number of approved general risk assessments captured/reviewed on the General Risk Assessment Database (GRAD) by 50.	01-Apr-2015	31-Mar-2016		<div><div>82%</div></div>	41 new risk assessments were created during 2015-16. This could be attributed to the service having an established suite of risk assessments.
SWHS1402b - Display Screen Equipment (DSE) self assessments	Monitor the implementation and management of display screen equipment self assessments for appropriate employees via the Social Work Health and Safety Committee	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
SWHS1402c - Manual Handling Activities	Ensure manual handling activities within home care, residential services and RLDS have been identified and suitably risk assessed via the Social Work Health and Safety Committee	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	
SWHS1402d - Fire Risk Assessments	Monitor the implementation and management of fire risk assessments within premises occupied by Social Work Services employees	01-Apr-2015	31-Mar-2016		<div><div>100%</div></div>	

	via the Social Work Health and Safety Committee.						
RSW/H&S/04.01 Number of Health and Safety training places taken up by Social Work staff	<b>SUMMARY INDICATOR – TRAINING</b>	01-Apr-2015	31-Mar-2016			950 places were utilised by SW employees.	
SWHS1403a – fire related training	Monitor fire related training requirements for staff located in all premises occupied by Social Work Services via the Social Work Health & Safety Committee.	01-Apr-2015	31-Mar-2016				
SWHS1403b – manual handling training	Monitor and provide training for employees undertaking manual handling activities via the Social Work Health & Safety Committee.	01-Apr-2015	31-Mar-2016				
RSW/H&S/05, RSW/H&S/06 and RSW/H&S/07 - H&S inspections	<b>SUMMARY INDICATOR – HEALTH AND SAFETY INSPECTIONS AND WORKPLACE OBSERVATIONS INSPECTION REPORTS (WOIRS)</b>	01-Apr-2015	31-Mar-2016				
SWHS1404 – Planned corporate H&S inspections undertaken on time	Monitor the implementation of the annual 2015-16 corporate health and safety inspection programme for Social Work Services.	01-Apr-2015	31-Mar-2016				
General Management of Health and Safety	<b>SUMMARY INDICATOR – HEALTH AND SAFETY MANAGEMENT</b>	01-Apr-2015	31-Mar-2016				
SWHS1405a – Lone Working Review	A review of lone working procedures and risk assessments will continue during 2015-16 to ensure they are suitable and sufficient.	01-Apr-2015	31-Mar-2016				
SWHS1405b – H&S Committee meetings	Hold quarterly service-specific health and safety committee meetings after the Corporate Health & Safety Committee meetings.	01-Apr-2015	31-Mar-2016				
SWHS1405c – Quarterly Statistics	Prepare quarterly statistics.	01-Apr-2015	31-Mar-2016				
SWHS1405d - Reporting to the Corporate H&S Committee	Prepare and submit a quarterly report on H&S performance to the Corporate Health & Safety Committee.	01-Apr-2015	31-Mar-2016				
















**CHILDREN'S SERVICES**

**HEALTH AND SAFETY PLANNING GROUP**

**(CSHSPG)**

**ACTION PLAN 2016 – 2017**

# Children's Services H&S Action Plan 2016 17

Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Completed Date
CSHSAP2016 Children's Services Health and Safety Action Plan 2016 - 2017	<b>OVERALL SUMMARY INDICATOR</b>	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.1 Compliance with Corporate Health and Safety Policy	<b>SUMMARY INDICATOR - COMPLIANCE WITH CORPORATE H&amp;S POLICY</b>	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.1.1 Review and update Children's Services Health and Safety Policy and Plan	Review H&S Policy (3 yearly) and Annual Plan	01-Apr-2016	31-Mar-2016		<div><div></div></div> 0%	
CSHSAP2016.1.2 Ensure compliance with current legislation	Review and update current health and safety procedures and guidance across children's services estate.	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.2 Statutory Compliance	<b>Summary Indicator - Statutory Compliance</b>	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.2.1 Statutory Compliance - Property	Continue to have maintenance checks and remedial works carried out. Establishments to record requests within electronic CAMIS system where appropriate.	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.2.2 Fire Risk Assessment	In accordance with legislation fire risk assessments will be reviewed and revised as necessary to include assessment of PEEP (personal emergency evacuation plans) for staff, clients or frequent users of the service.	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.2.3 General Risk Assessment	Monitor risk assessments recorded on GRAD and on RENFO (for educational establishments). Ensure required reviews have been taken forward.	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.2.4 Display Screen Assessments	Monitor the implementation and management of display screen equipment self assessments for appropriate employees	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.2.5 Manual Handling Activities	Ensure manual handling activities within the service have been identified and suitably risk assessed	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.3 Inspection programme	<b>SUMMARY INDICATOR - INSPECTION PROGRAMME</b>	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.3.1 Establishment WOIR Inspections	WOIR inspections in establishments to include education establishments joint inspection with trade union representatives. Ongoing - annual programme in place.	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	
CSHSAP2016.3.2 Audit and inspection of Children's Services establishments by corporate services health and safety team.	Audit and inspection of establishments by corporate services	01-Apr-2016	31-Mar-2017		<div><div></div></div> 0%	



Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Completed Date
CHSAP2016.3.3 % of actions resulting from audits by corporate health and safety team	Monitoring of % of actions identified during due for completion that have been completed on time.	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.4 Planning and setting standards	<b>SUMMARY INDICATOR - PLANNING &amp; SETTING STANDARDS</b>	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.4.1 Preparation for BSI	Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001:2007.	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.4.2 Analyse accidents and incidents	Quarterly reporting of departmental stats from AIRD system.	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.4.3 Analyse violent and aggressive incidents	Quarterly reporting of stats from departmental database. Discuss at Violent Incident Review Group	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.4.4 Provide Health and Safety Report to Corporate Health and Safety Committee	Preparation of quarterly report to corporate health and safety committee.	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.4.5 Frequency of Children's Services health and safety planning meeting	Quarterly departmental meetings to be held with other sectors and trade unions.	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.5 Review of Health and Safety Management	<b>SUMMARY INDICATOR - COMMUNICATION</b>	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.5.1 Issue policy/guidance to staff on safety / health related matters	Communicate forthcoming external and internal H&S campaigns to the staff and participate where appropriate	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.5.2 Review Educational Excursions Policy	Review Standard Circulars 33 & 48 in line with new Scottish Government Guidance "Going Out There"	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.5.3 Review of Administration of Medicine Policy	Review policy to meet the needs of Care Inspectorate guidance.	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.6 Training	<b>SUMMARY INDICATOR - TRAINING</b>	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.6.1 Moving / Handling Training	Service to provide appropriate training for employees undertaking manual handling activities. Scottish Manual Handling Passport for the Council as a whole is being considered at a corporate level. The service will require to take forward actions as appropriate.	01-Apr-2016	31-Mar-2017		<div>0%</div>	
CSHSAP2016.6.2 Staff Training	Ensure staff receive training as appropriate to include: - Induction, IOSH Working / Supervising / Managing Safely, First Aid, COSHH, Fire Warden / Emergency Evacuation / Fire Risk Assessment, DSE, Management of Challenging Behaviour	01-Apr-2016	31-Mar-2017		<div>0%</div>	



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**To:** Education and Children Policy Board

**On:** 12 May 2016

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

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**Heading:** Risk Management Plan 2016/17

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## **1. Summary**

- 1.1 In keeping with 'Risk Matters', the Council's combined risk management policy and strategy, the service risk management plan is refreshed on an annual basis.
  - 1.2 This paper presents the service risk management plan from April 2016. (Appendix 1) to the Board for approval. An action plan will be submitted with the mid-year progress report.
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## **2. Recommendations**

- 2.1 It is recommended that the Education and Children Policy Board approves the Children's Services Risk Management Plan 2016/17.
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## **3. Background**

- 3.1 The business and social environment that the service operates within and provides services to continues to be a challenging and dynamic one and the proposed service risk management plan going forward from April 2016 must continually evolve in order to keep pace with, and accurately reflects the service's key priorities and key challenges.
- 3.2 The Council actively promotes good and sensible risk management practice. In doing so the Council aims to deliver high quality services for all service users, achieve high standards of performance, make the most of opportunity, and provide a safe environment for those it employs, contracts or partners with in providing a wide range of services.

- 3.3 Good risk management is about seeking to prevent harm or loss; seeking to ensure the right things happen and that ‘risk-aware’ not ‘risk-averse’ decisions are made in all aspects of Council business.
- 3.4 The process to identify key service risks seeks to focus on the significant challenges and uncertainties that may impact on the service’s ability to deliver its key priorities and the risks are aligned to the themes of the Council plan.
- 3.5 The resulting service risk management plan is used to record, monitor and review the management of these risks.
- 3.6 A number of methods are used and information sources reviewed to ensure a broad and thorough approach to identifying the service’s risks and these methods include but are not limited to:
- Consultation and benchmarking within and outwith the service;
  - Review of key reports (internal and external) specific to the service responsibilities; and
  - Review of new/ emerging legislation and extension of provisions.
- 3.7 In presenting the service risk management plan to the board, the Senior Leadership Team (SLT) would wish to draw the Board’s attention to a number of specific matters.
- 3.7.1 The service risk management plan continues to bring to sharp focus the significant risk facing the service and this should be balanced with recognition of the benefits that also continue to be delivered.
- 3.7.2 The risks have been evaluated using the Council’s risk matrix (final appendix) and involves multiplying the likelihood of occurrence of a risk by its potential impact. This produces an evaluation of risk as either ‘low’, ‘moderate’, ‘high’ or ‘very high.’ High/ very high risks are viewed as significant. The profile of the service’s risk going forward from April 2016 is shown in the table below:

Evaluation:	Low	Moderate	High	Very High	Total
No. of Risks:	0	10	3	0	12

- 3.7.3 In appraising the service risk management plan, the SLT have identified those risks that they perceive to be the ‘top three’ for the service and these relate to:

Public protection: Social work services have a statutory public protection role relating to child and adult protection and offending behaviour. Effective partnership working with key agencies and the police is critical to ensuring risk to and from individuals is effectively managed. **(High risk)**

Workforce Planning & Organisational Development: A flexible, skilled workforce is essential to the delivery of high quality services. If planning and development activity is not prioritised, it could lead to short- and long-term workforce difficulties. **(High risk)**

GIRFEC (Getting It Right For Every Child) and Implementation of the Children & Young People (Scotland) Act 2014: Children's Services aims to provide high quality services to meet the needs of children, young people and vulnerable adults. It is critical to manage risk as failure to do so might impact on our ability to ensure children, young people and vulnerable adults feel safe, nurtured, achieving, respected and responsible, healthy, included and active and reaching positive destinations. **(High risk)**

- 3.8 In preparing this paper for the Board, the SLT consider that the proposed risk register suitably reflects the service's risk management focus for the forthcoming year.
- 3.9 In relation to individual risks recorded, the SLT believe that appropriate control measures are in place to prevent and/ or mitigate adverse effects and that further planned action is appropriate to the level of risk. Where no new actions are defined for any particular risk, this is indicative of a level of confidence in the current control measures in place and a consequent decision to tolerate the risk at this time. Robust monitoring arrangements are in place to track the progress of planned actions.
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## **Implications of the Report**

### **1. Financial**

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

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

### **2. HR and Organisational Development**

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

### **3. Community Planning**

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

### **4. Legal**

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

### **5. Property/Assets**

Any property-related risks are reflected within Appendix 1.

### **6. Information Technology**

Any risks relating to ICT are reflected within Appendix 1.

## **7. Equality and Human Rights**

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

## **8. Health and Safety**

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

## **9. Procurement**

Any risks relating to procurement are reflected within Appendix 1.

## **10. Risk**

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

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

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

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

## **11. Privacy Impact**

Any risks relating to privacy matters are reflected within Appendix 1

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### **List of Background Papers**

(a) Background Paper 1: Service Risk Management Plan 2015

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  
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# **Children's Services**

## **Risk Management Plan**

April 2016

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## 1. Risk management arrangements within Children's Services

- 1.1 During 2014-15, Children's Services implemented a range of standard procedures in keeping with the Council's risk management strategy, "Risk Matters." This includes using the agreed risk management process and the standardised risk matrix for analysis and evaluation of risk within the services.
- 1.2 The Director of Children's Services is accountable to the Chief Executive, Corporate Management Team (CMT) and Education and Children Policy Board for the management of risk within his area of responsibility. As Chief Social Work Officer, he also has a statutory role in relation to risk. Each service risk is allocated to a responsible officer and progress against the management of service risks is reported to the Senior Leadership Team (ESLT). Significant service risks are reported to the corporate risk management group (CRMG) on a quarterly basis and any exceptional risk information is reported by the CRMG to the CMT.

## 2. Report on service's contribution to relevant strategic risk management objectives

- 2.1 Children's Services continues to support the Council's strategic risk management objectives by:
- (1) Leadership and management: ensuring directors and senior managers fully support and promote risk management and have clear lines of responsibility for the management of risk.
  - (2) Policy and strategy: implement robust procedures to ensure the risk management policy and strategy remain fit for purpose, providing a consistent approach to risk management and increasing its effectiveness.
  - (3) People: ensuring that the organisation's people are equipped and supported to manage risk well. Children's Services promotes the Council's Risk Management training and development opportunities; identifying and supporting employees to attend the training which forms part of continuous professional development programme.
  - (4) Partnerships and resources: ensuring that the organisation has effective arrangements in place for managing risks in partnerships.
  - (5) Processes: ensuring that the risk management processes are effective in supporting the business activities of the organisation.
  - (6) Risk handling and assurance: ensuring that risks are handled well and that the organisation has assurance that risk management is delivering successful outcomes and supporting innovation.
  - (7) Outcomes and delivery: reporting on risk management arrangements to elected members on a six monthly basis and participate actively in the Corporate Risk Management Group, thus ensuring that risk management does contribute to achieving positive outcomes for the organisation.

## 3. Report on previous year's Risk Management Plan

- 3.1 In 2015/16, Children's Services submitted its first Risk Management Plan's to the Education and Children Policy Board. This identified 20 service risks, with a profile as follows:

<b>Evaluation:</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>	<b>Total</b>
<b>No. of Risks:</b>	<b>0</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>20</b>

- 3.2 The service undertook actions believed to be proportionate and cost effective in relation to the level of each risk and the Policy Board received a midyear report on the progress being made in relation to this activity. The risk register identified 24 actions which would contribute to the mitigation and management of risk; at the end of the year, 22 of these are complete. One of the overdue actions relates to a delay in the completion of

Riverbrae School due to contractor issues which are now being resolved. The self-evaluation exercise in relation to Children's Support Services will take place in April and May 2016.

#### 4. Current business context for Children's Services

- 4.1 The development of the service's risk register was undertaken in tandem with the development of the Service Improvement Plan 2016-2019, to ensure that appropriate risk management considerations were embedded into the service's key planning and financial prioritisation processes.
- 4.2 In developing the Service Improvement plan, Children's Services took cognisance of the views of employees, service users, carers, key stakeholders and partners through the Children's Services Conference and other similar events, through the range of partnership working which is 'business as usual' for the service, and through ongoing engagement with the wider Senior Leadership Team.
- 4.3 The Children's Services Improvement Plan and Risk Management Plan for 2016/17 reflect the dynamic environment in which the service is currently operating. The integration of adult health and social care services and the redesign of the community justice service are significant changes which impact the planning and development of social care services. Current partnership working through Renfrewshire Children's Services Partnership will continue to be a focus in 2016/17.
- 4.4 In addition to planned integration and enhanced partnership working, the policy landscape, changing demographics and increasing demands on resources suggest a dynamic operational environment for the Children's Services going forward.
- 4.5

Priority	Description
Children and Young People (Scotland) Act 2014	<p>We will put training and policies in place to make sure that all parts of the new legislation are delivered in Renfrewshire. As part of this, we will make sure that the wider community understands the changes.</p> <p>Working with partners, children and young people and their families get the support that they need, when they need it. Our looked after young people are supported to be all they can be and supported into adulthood.</p>
Improving outcomes for children and young people	<p>We will implement the improvement plan which stems from the recommendation of the multi-agency inspection in 2015. We will work with partners to prepare a new Integrated Children's Services Plan. We will roll out our successful approach to permanency planning for looked after children.</p> <p>We build on the strong partnership working that already exists, and work together to deliver improvements to our services which will help make the lives of children and young people in Renfrewshire better. We will provide a loving, safe and stable home for the children in our care.</p>
Closing the attainment gap	<p>We will implement our actions from the Tackling Poverty Strategy to ensure that income is not a barrier to attainment. We will look at the way in which support is provided for children with Additional Support Needs and</p>

	<p>with Social, Emotional and Behavioural Needs. We will implement new standardised assessments focused on literacy and numeracy.</p> <p>Children from all parts of Renfrewshire, whatever their background, should have the same opportunities.</p>
Employability	<p>We will have an increased focus in schools on employability support, and we will work with partners to support looked after children and care leavers into employment and training.</p> <p>Children from all parts of Renfrewshire, whatever their background, should have the same opportunities.</p>
Working smarter	<p>We will carry out a survey of all children and young people in Renfrewshire, building on the work of the 2011 survey and supporting us to develop services and interventions which best meet the needs of our population. We will make better use of the data we have, and we will implement a strategic commissioning approach to planning and evaluating services. We will redesign services where appropriate and support staff to undertake learning and development opportunities which promote leadership and improved practice.</p> <p>Services have a more detailed understanding of the population they serve, so they can plan better for that population. Services and approaches are evaluated not only in terms of the outcomes they deliver but in terms of whether they are the right services for the population.</p> <p>Staff feel supported by the organisation and that there are learning and development opportunities for them.</p>
Public protection	<p>We will continue to work with our partners through the Renfrewshire Child Protection Committee to improve multi-agency working, training and practice.</p> <p>We will implement the transition plan which will see Community Planning Partnerships have greater responsibility for community justice.</p> <p>Children are able to live as safely as possible in our communities. Agencies share knowledge and work together to protect children.</p> <p>Communities are safer, stronger and more resilient. Partner agencies build on strong, positive working relationships. There is a link between the communities where crime is committed, and the sentence being carried out.</p>

- 4.3 On the basis of the above review of the business context for Children's Services, the Senior Leadership Team has identified the key risks to be recorded within its risk register for 2016/17.

## 5. The service risk profile and top risks going forward from April 2016

- 5.1 The detailed service risk management plan from April 2016 is provided in the attached appendix. The risks are aligned to the themes of the Council Plan.
- 5.2 By way of summarising the information contained within the appendix, the remainder of this section provides:
- Table 5.2.1: the service risk profile in terms of low, moderate, high and very high risks
  - Table 5.2.2: all service risk areas ranked in descending order of significance;
  - Table 5.2.3: the service's TOP 3 risks with a brief narrative overview.
  - Table 5.2.4: an overview of how risks relate to the themes of the Council Plan.

**Table 5.2.1: Service Risk Profile**

Evaluation:	Low	Moderate	High	Very High	Total
No. of Risks:	0	10	3	0	12

**Table 5.2.2: Risk Areas in Order of Significance**

Risk areas	Likelihood	Impact	Score	Evaluation
Public protection	03	05	15	High
Workforce planning and organisational development	03	04	12	High
GIRFEC and Implementation of the Children & Young People Act 2014	02	05	10	High
Integrated service arrangements	03	03	9	Moderate
Development of early intervention and preventative services for children	03	03	9	Moderate
Failure of major providers	03	03	9	Moderate
Financial and demographic pressures	03	03	9	Moderate
Data Protection	03	03	9	Moderate
Continuous improvement	03	03	9	Moderate
Educational Attainment	02	04	8	Moderate
Property	02	04	8	Moderate
Lifelong learning	02	03	6	Moderate
Potential Fraud	01	03	3	Moderate

**Table 5.2.3: TOP Risks**

Title	Score	Risk	Overview
Public protection	15	Social work services have a statutory public protection role relating to child and adult protection and offending behaviour. Effective partnership working with key agencies and the police is critical to ensuring risk to and from individuals is effectively managed.	Public protection remains a critical duty of Children's Services. Increasing numbers of local children are being affected by parental substance or alcohol misuse and/or neglect, and the service is working with partners through Renfrewshire Child Protection Committee to continue to improve multi-agency working, training and practice. A number of new procedures have been put in place to improve information-sharing and

Title	Score	Risk	Overview
			partnership working in this area.  Our criminal justice service also has a statutory responsibility to improve community safety through the management and rehabilitation of offenders across Renfrewshire, and is an effective partner in the North Strathclyde Community Justice Authority, which includes other local authorities, the Police, the Scottish Prison Service and the Scottish Courts Service.
Workforce planning and organisational development	12	A flexible and skilled workforce is essential to the future development of high quality services, and may lead to short and longer term workforce difficulties should this not be prioritised.	Given the challenges facing the service and the Council more widely, it is more important than ever that our staff have the abilities, skills and flexibility to take forward planned service improvements, and that they are supported to do this. Central to this is ensuring that staff receive the information and training they need.
GIRFEC	10	Children's Services aims to provide high quality services to meet the needs of children, young people and vulnerable adults. It is critical to manage risk as failure to do so might impact on our ability to ensure children, young people and vulnerable adults feel safe, nurtured, achieving, respected and responsible, healthy, included and active and reaching positive destinations.	GIRFEC principles focus on children and young people feeling safe, nurtured, achieving, respected and responsible, healthy, included and active. These principles should underpin the delivery of services to children and young people across Renfrewshire.

**Table 5.2.4: Relationship with Council Plan**

**1: A Better Future: Place**

Public protection	<b>Encompassing</b> (1) Child protection (2) Effective risk management (3) Management of high-risk offenders (4) Multi-agency training and procedures
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**2: A Better Future: People**

GIRFEC and Implementation of the Children & Young People Act 2014	Encompassing (1) Implementation of the Children and Young People (Scotland) Act 2014 (2) Child poverty (3) Multi-agency training
Development of early intervention and preventative services for children	Encompassing (1) Implementation of evidence-based programmes, with partners (2) Ongoing development of services for accommodated children and care leavers (3) Redesign of frontline social work services for children and families
Failure of major providers	Encompassing (1) Monitoring of external commissioning / procurement activity
Raising Attainment	Encompassing (1) Delivering the Literacy Development Programme (2) Making better use of data to support the learning and teaching of young people (3) Implementing the National Improvement Framework in our schools
Lifelong Learning	Encompassing (1) Adult education (2) Destinations

**3: A Better Council**

Workforce planning and organisational development	Encompassing (1) Workforce planning: structural change and having a flexible, motivated and skilled workforce (2) Organisational development: management development, individual personal / employee development and performance management (3) Leadership and culture
Integrated service arrangements	Encompassing (1) Establishing strong links between services which remain the responsibility of Renfrewshire Council and those transferred to the Integration Joint Board. (2) Ensuring a smooth transition for those services delegated to the Integration Joint Board from 1 April 2016.
Financial and demographic pressures	Encompassing (1) Medium and longer term financial planning (2) Corporate and service review activities (3) Strategic commissioning approach (4) Development of cost care models
Data Protection	Encompassing (1) Subject Access Requests (2) Data sharing agreements (3) Information governance
Continuous improvement	Encompassing (1) Programme of self-evaluation in educational establishments based on How Good is Our School? (2) Supported self-evaluation with the Care Inspectorate (3) Case file auditing
Property	Encompassing (1) Asset management (2) School disruption management
Potential Fraud	Encompassing (1) Any activities which are open to potential fraud resulting in financial or reputational risk to the council

- 5.3 The risk treatment activity planned for the risks is shown within the appendix that follows. This activity (proportionate to the level of each risk) will further contribute to either the prevention of the risk occurring, where possible, or mitigating their potential effects. Where there are no actions linked to a risk this indicates that the risk is being managed as 'business as usual' taking account of the control measures currently in place.
- 5.4 A midyear progress report on the service risk management plan will be reported in due course to the Board. Information on specific significant risks will be reported to the Corporate Risk Management Group and the Corporate Management Team as required on an exceptional basis.

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

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.01 Public protection	Encompassing: 1) Adult and child protection 2) Effective risk management 3) Management of high-risk offenders 4) Multi-agency training and procedures	Social work services have a statutory public protection role relating to child and adult protection and offending behaviour. Effective partnership working with key agencies and the police is critical to ensuring risk to and from individuals is effectively managed.	Director of Children's Services	* Multi-agency child and adult protection committees well established, with independent chair in place for both. * Procedures developed and implemented across partnerships through the child and adult protection committees and through North Strathclyde Community Justice Authority. * Transition Plan in place to support the development of a Community Planning Partnership model for delivery of community justice services. * Chief Officers Group, comprising of leaders from all relevant partners agencies, meet on a regular basis to discuss key issues. Joint Communications sub-group now established. * Multi-agency child and adult protection training programme in place, facilitated by dedicated trainer. * Practice and service quality subject to regular external scrutiny by Care Inspectorate and other bodies as required. *Female offenders service operational. * Management and supervision policies in place and levels of management review established. * Lead officers for child protection, public protection and community justice.	03	05	15 High
Action Codes		Linked Actions	Latest Note		Assigned To	Due Date	Status
CHSSIP1617.03a		Ensure all relevant employees have the training, awareness and skills to keep those people at risk of harm as safe as possible.			Director of Children's Services	31-Mar-2017	
CHSSIP1617.03c		Implement the Penal Policy Improvement Project in Renfrewshire.			Criminal Justice Service Manager	31-Mar-2017	
CHSSIP1617.03d	Implement, with partners, the improvement plan arising from the multi-agency inspection of integrated children's services in			Heads of Service	31-Mar-2017		





Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.03 GIRFEC and implementation of the Children & Young People Act 2014	Children's Services aims to provide high quality services to meet the needs of children, young people and vulnerable adults. It is critical to manage risk as failure to do so might impact on our ability to ensure children, young people and vulnerable adults feel safe, nurtured, achieving, respected and responsible, healthy, included and active and reaching positive destinations.	Children's Services aims to provide high quality services to meet the needs of children, young people and vulnerable adults. It is critical to manage risk as failure to do so might impact on our ability to ensure children, young people and vulnerable adults feel safe, nurtured, achieving, respected and responsible, healthy, included and active, and are supported to reach positive destinations.	Director of Children's Services	<ul style="list-style-type: none"> <li>* Workstreams in place for each key element of the Children &amp; Young People (Scotland) Act 2014.</li> <li>* Standard circulars implemented and available to all staff.</li> <li>* The recommendations of internal and external scrutiny reports are implemented.</li> <li>* The GIRFEC Policy is in place which ensures compliance regarding the further development and implementation of the GIRFEC Agenda.</li> <li>* Delivery of multi-agency training on new Act planned for 2016.</li> <li>* Active contributor to Renfrewshire Child Protection Committee.</li> <li>* Deployment of additional support assistants is regularly reviewed and monitored.</li> <li>* Flexible pre-school education provided and provision for 2 year olds to support parents back to work.</li> </ul>	02	05	10 High
Action Codes	Linked Actions	Latest Note		Assigned To		Due Date	Status
CHSSIP1617.08c	Ensure compliance with the provisions of the Children & Young People (Scotland) Act 2014, in particular Named Person, Child's Plan and Information Sharing.			Director of Children's Services		31-Mar-2017	
CHSSIP1617.09d	Develop and deliver multi-agency training in relation to the implementation of the Children & Young People Act.			Training and Development Manager		31-Mar-2017	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.04 Integrated service arrangements	<p>Encompassing:</p> <p>(1) Establishing strong links between services which remain the responsibility of Renfrewshire Council and those transferred to the Integration Joint Board.</p> <p>(2) Ensuring a smooth transition for those services delegated to the Integration Joint Board from 1 April 2016.</p>	If the Council does not establish strong links between those services transferred to the Health and Social Care Partnership and those which remain with Renfrewshire Council, there is a potential risk to service users, employees, the	Director of Children's Services	<ul style="list-style-type: none"> <li>* Programme Board overseeing arrangements for integrating services.</li> <li>* Children's Services management structure in place and Extended Senior Management Team meeting regularly</li> <li>* Chief Social Work Officer continues as professional lead for social work practitioners in both Children's Services and the Health and Social Care Partnership and will chair six monthly meetings of social work senior managers working in both services.</li> <li>* Heads of Service Liaison Group meeting 6-weekly to discuss operational and strategic issues.</li> </ul>	03	03	9

		community and the reputation of the services involved.						
Action Codes	Linked Actions		Latest Note		Assigned To	Due Date	Status	
CHSSIP1617.03b	Develop structures and approaches to support the transition of community justice services to a Community Planning Partnership model.				Criminal Justice Service Manager	31-Mar-2017		
CHSSIP1617.08b	Contribute to the development of a new Carers Strategy for Renfrewshire.				Senior Officer (GIRFEC)	31-Mar-2017		
CHSSIP1617.08g	Prepare, with partners, a new Integrated Children's Services Plan for Renfrewshire.				Head of Early Years and Inclusion	31-Mar-2017		

Context		Risk Statement	Owned by	Current Risk Control Measures		Likelihood	Impact	Evaluation
CHSRR16.05 Development of early intervention and preventative services for children  Encompassing: 1) Implementation of evidence-based programmes, with partners 2) Ongoing development of services for accommodated children and care leavers 3) Redesign of frontline social work services for children and families		If the service did not develop early intervention and prevention services whilst continuing to develop and modernise existing care services for children, there is a risk that plans to improve longer-term outcomes for children will not be achieved and that future demand for social work services will increase.	Director of Children's Services	* Ongoing development of in-house fostering service * Introduction of evidence-based programmes with partners e.g. Triple P, Functional Family Therapy, Incredible Years * New approach to permanency planning supported by CELCIS * Redesign of social work fieldwork teams		03	03	9 Moderate
Action Codes	Linked Actions		Latest Note			Assigned To	Due Date	Status
CHSSIP1617.05a	Expand the Families First approach to Gallowhill, Foxbar and Johnstone to ensure children have the best start in life.					Head of Early Years and Inclusion	30-Jun-2016	
CHSSIP1617.05b	Implement the Children's Services actions from the Tackling Poverty Strategy.					Heads of Service	31-Mar-2017	
CHSSIP1617.05c	Extend provision of the Promoting Positive Thinking Strategies (PATHS) programme to a further 10 schools. (next 18 months).					Head of Early Years and Inclusion	31-Mar-2017	

CHSSIP1617.08a	Roll out new approaches to permanency planning for looked after children to ensure children have the opportunity to reach their full potential from a safe and secure base.	Children's Services Manager	31-Mar-2017			
Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.06 Failure of major providers	Failure or loss of a major service provider may impact on our capacity to protect vulnerable children and adults.	Director of Children's Services	* Appraisal of providers conducted as part of procurement process. * Purchasing patterns monitored by finance managers and senior operational managers within the service. * Programme of reviews of all service providers. * Main providers registered and inspected by the Care Inspectorate, with reports accessible for review. Participation in local and national contingency arrangements relating to providers facing financial uncertainty to ensure minimal impact on local service users.	03	03	9 Moderate
<b>Encompassing</b> (1) Monitoring of external commissioning / procurement activity						
Action Codes	Linked Actions	Latest Note	Assigned To	Due Date	Status	
Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.07 Financial and demographic pressures	If the service's financial and demographic pressures were not effectively planned for and managed over the medium to longer term, this would impact on the ability of the service to deliver services to the most vulnerable people in Renfrewshire.	Director of Children's Services	* Long term financial planning processes, including roll out of strategic commissioning approach * Budget monitoring processes in place and subject to ongoing review * Client group budget management meetings held * Programme of financial management training in place for budget holders * Eligibility criteria established as appropriate * Programme of service reviews in place * Investment in service redesign opportunities to improve efficiency and effectiveness.	03	03	9 Moderate
<b>Encompassing</b> (1) Medium and longer term financial planning (2) Corporate and service review activities (3) Strategic commissioning approach (4) Development of cost care models						
Action Codes	Linked Actions	Latest Note	Assigned To	Due Date	Status	
CHSSIP1617.09c	Implement and embed a new design and approach for children's social work services.		Children's Services Manager	31-Mar-2017		
CHSSIP1617.10b	Deliver and report on the second epidemiology study of children in Renfrewshire.		Head of Early Years and	30-Sep-2017		

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

Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.09 Continuous improvement <b>Encompassing</b> 1) Programme of self-evaluation in educational establishments based on How Good Is Our School? 2) Supported self-evaluation with the Care Inspectorate 3) Case file auditing	Self-evaluation of performance and practice is key to the continuous improvement of the service. There is a risk that insufficient development of this agenda will impact on service development activity and increase the burden of external scrutiny.	Director of Children's Services	* Registered services subject to regular inspections by Care Inspectorate * Schools subject to regular inspection by Her Majesty's Inspectorate of Education. * Regular programme of external scrutiny by Care Inspectorate and HMIE for the whole service. * Inspection activity reported to Policy Board and Council as appropriate.	03	03	9 Moderate
Action Codes	Linked Actions	Latest Note		Assigned To	Due Date	Status
CHSSIP1617.06e	Implement the National Improvement Framework in our schools.			Education Manager (Planning & Performance)	31-Aug-2016	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.10 Raising Attainment	<p>The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote effective learning and teaching and provide access to learning opportunities which support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.</p> <p>In addition the Council provides a range of programmes to develop the skills young people need for adult life. It is essential to manage risk as failure to do so might impact on our capacity to support young people into positive destinations.</p>	The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote effective learning and teaching and provide access to learning opportunities which support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.	Head of Schools	<p>* Programme of work to ensure compliance with provisions of the Children &amp; Young People (Scotland) Act 2014</p> <p>* Self-evaluation:</p> <ul style="list-style-type: none"> <li>- Establishments and services engage in self-evaluation to improve learning and teaching</li> <li>- Establishment Review Teams monitor performance and link to inspection activity</li> </ul> <p>* Raise levels of attainment:</p> <ul style="list-style-type: none"> <li>- Implementation of the National Improvement Framework</li> <li>- Implementation of standardised assessments for literacy and numeracy at key stages</li> <li>- Improvement of information sharing on children's progress by increased parental engagement</li> </ul> <p>* Support high quality teaching and learning:</p> <ul style="list-style-type: none"> <li>- Implementation of GTCS - Professional Review and Development and Professional Update for all teachers across Renfrewshire.</li> <li>- High quality professional development opportunities through leadership development programme for teachers at all levels.</li> </ul>	03	03	9 Moderate
Action Codes		Linked Actions	Latest Note		Assigned To	Due Date	Status
CHSSIP1617.06a		Close the educational attainment gap between children from low-income families and their better-off peers.			Head of Schools	31-Mar-2017	
CHSSIP1617.06b		Implement the use of standardised assessments at key stages to support teacher professional judgement and establish a baseline in the attainment of literacy and numeracy.			Education Manager (Planning & Performance)	30-Jun-2016	
CHSSIP1617.06c		Review allocation of ASN support to schools through a staged intervention process.			Education Manager	31-Mar-2017	

CHSSIP1617.06d	Review our social, emotional behavioural needs (SEBN) provision for secondary sector learners to reflect current curriculum structure including access to senior phase provision up to S6.	(GIRFEC)	31-Mar-2017	
CHSSIP1617.06f	Make better use of the data we hold to support the learning and teaching of young people.	Education Manager (GIRFEC)	31-Mar-2017	
CHSSIP1617.06g	Improve the sharing of information on children's progress through increased parental engagement	Education Manager (Planning & Performance)	31-Mar-2017	
CHSSIP1617.06h	Improve outcomes for young people in Renfrewshire through youth work, youth information, empowerment activities and outdoor learning.	Education Manager (Curriculum and Early Years)	31-Mar-2017	
		Education Manager (Policy and Strategy)	31-Mar-2017	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.11 Property	Children's Services continues to review and improve the condition of schools. It is essential that we manage risks and take steps to address the deterioration of the estate through a school estate management plan which considers financial risk and aims to mitigate against health and safety concerns and disruption to school life.	Children's Services continues to review and improve the condition of schools. It is essential that we manage risks and take steps to address the deterioration of the estate through a school estate management plan which considers financial risk and aims to mitigate against health and safety concerns and disruption to school life.	Head of Schools	School Estate Management Plan (SEMP) being implemented. Consultative processes are in place to ensure stakeholders contribute to the design and upgrade of new and refurbished properties. Liaison with the corporate asset management section in relation to the corporate asset management strategy. Health and safety monitoring and liaison groups established where appropriate. School disruption management plans are in place where appropriate.	2	4	8
Action Codes	Linked Actions	Latest Note			Assigned To	Due Date	Status
CHSSIP1617.10a	Continue to develop and improve the school estate.				Education Manager	31-Mar-2019	

			(Resources)			
Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.12 Lifelong Learning  The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote effective learning and teaching and provide access to learning opportunities which support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.  In addition The Council provides a range of programmes to develop the skills young people need for adult life. It is essential to manage risk as failure to do so might impact on our capacity to support young people into positive destinations.	The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote effective learning and teaching and provide access to learning opportunities which support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.  In addition The Council provides a range of programmes to develop the skills young people need for adult life. It is essential to manage risk as failure to do so might impact on our capacity to support young people into positive destinations.	Director of Children's Services	Community learning and development services working in partnership with schools; and Opportunities for continuing professional development in approaches and method. High quality professional development opportunities through leadership development programme for teachers at all levels. Recognition of learners' achievement Establishments and services engage in self evaluation to improve learning and teaching; and Establishment review teams monitor performance. Increased focus within schools on employability skills Monitoring of pupil participation in vocational programmes and award schemes.	02	03	6 Moderate
Action Codes	Linked Actions	Latest Note	Assigned To	Due Date	Status	
CHSSIP1617.07c	Improve outcomes for families through community based adult learning opportunities focused on literacies, ESOL and Work.		Education Manager (Policy & Strategy)	31-Mar-2017		

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.13 Potential Fraud	The council implements a range of measures to prevent and detect serious organised crime and corporate fraud. Should measures not implemented and monitored effectively there would be increased threat to resources and security of information.	The service is mindful of activities that could be open to potential fraud. If these activities are not sufficiently scrutinised there could be financial and reputational impacts to the council.	Director of Children's Services	Controls (1) the service is represented on the council's Integrity Group (2) fraud specific controls are not in the public domain and are recorded elsewhere.	1	3	Moderate
Action Codes		Linked Actions	Latest Note		Assigned To	Due Date	Status



## Risk Matrix for Adverse Impact

### Introduction

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

### Impact

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

### Likelihood

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

### Evaluation

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

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

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

Low (1-3),

Moderate (4-9),

High (10-16), or

Very High (17-25)

## Consequence Impact

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

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

## Likelihood

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



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**To:** Education and Children Policy Board

**On:** 12 May 2016

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

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**Heading:** Inspection of registered children's social care services by the Care Inspectorate

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## 1 Summary

- 1.1 Social care services are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and are providing appropriate care and support to vulnerable individuals and groups. The last service-wide inspection took place in 2012 and the service has made good progress in implementing the improvement plan which followed that inspection. A multi-agency inspection of integrated children's services took place in January 2015 and a report was published in December 2015 by the Care Inspectorate. The report graded children's services in Renfrewshire as "Very Good" across six quality indicators, "Good" across two quality indicators and "Adequate" on one quality indicator. The report concluded that the lives of many children and young people growing up in Renfrewshire were improving as a result of the services delivered to them by the community planning partnership. The joint inspection identified a number of strengths which make a positive difference for children and young people in Renfrewshire. The report also expresses confidence that Renfrewshire will be able to address the areas for improvement that have been identified in light of the inspection.
- 1.2 In addition to service-wide and multi-agency inspection, individually registered services for children are subject to regular inspection by the Care Inspectorate. Typically, children's residential facilities will be subject to two inspections per year, including at least one unannounced

inspection. Other children's social care services are likely to be inspected once a year or less frequently.

- 1.3 Inspections are undertaken by the Care Inspectorate and the model of inspection is based on proportionate risk. Services which are graded as 'Good' or above are subject to low-intensity inspections. Services are assessed on up to four quality themes:
- Quality of Care and Support
  - Quality of Environment
  - Quality of Staffing
  - Quality of Management and Leadership
- 1.4 Renfrewshire Council children's social care currently provides 9 registered services.
- 1.5 Gradings which can be awarded to each service against the four themes are as follows:
- 1 – Unsatisfactory
  - 2 – Weak
  - 3 – Adequate
  - 4 – Good
  - 5 – Very Good
  - 6 – Excellent
- 1.6 The Care Inspectorate may impose requirements and/or make recommendations in its inspection reports. Requirements are legally enforceable and set out what is required by a care service to comply with the Regulation of Care (Scotland) Act 2001 or with the conditions of registration. A recommendation will set out an action that would improve or develop the quality of the service, but failure to meet a recommendation would not result in enforcement.
- 1.7 This report summarises the latest findings from inspections conducted since the previous update to the Education and Children Policy Board in May 2015.
- 1.8 The inspection activity undertaken shows that children's social care services provided through Renfrewshire Council continue to be of an extremely high quality, providing a high standard of care and support. The services inspected have been graded as "Good" or "Very Good" across all measures.

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## 2 Recommendations

- 2.1 It is recommended that elected members note:

- a) the strong performance of Renfrewshire Council Children's Services registered services, with all services graded as Good or Very Good for Quality of Care and Support
- b) that consideration on reporting inspection updates relating to the entirety of Children's Services are being considered for future Board meetings.

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### **3 Overview of Inspection Activity**

- 3.1 Renfrewshire Council Children's Services continues to provide a high standard of care and support in its registered services, as evidenced in the gradings awarded by inspectors. All services are graded on Quality of Care and Support, and all continue to be graded as 'Good' or 'Very Good' in this regard, with most also demonstrating this high standard of achievement across all measures.

### **4 Recent Inspection Activity in Children's Services**

- 4.1 Six registered services for children and young people have been inspected since the last update to Board – Arkleston Road Children's House, Beech Avenue Children's House, Roneil Children's House, the Adoption Service, the Fostering Service and Through Care Housing Support Service. As is regularly evidenced in these updates to Board, the children's houses continue to offer very high standards of care. Beech Avenue Children's House and Roneil Children's House are rated 'Very Good' on all four dimensions. Arkleston Road is rated 'Good' on Care and Environment and 'Very Good' on Staffing and Leadership. The Adoption Service, Fostering Service and Through Care Housing Support Service have also demonstrated high standards and are graded 'Very Good' on all dimensions.
- 4.2 There was one requirement made in respect of the Arkleston Road service regarding the plans for young people and four recommendations (covering outcomes for young people, night and day routines, pathways and clarity on the role of the service manager for all who live and work in the house). It is noted that the physical environment at Arkleston continues to be of a very high standard and there is no concern about the standard of care offered by the service. The Care Inspectorate consider care in the broadest sense. During the inspection a small number of young people were making poor choices with regards to their behaviour in the community. The report notes that for those young people, the levels of risk and vulnerability was concerning.

These behaviours included regular substance misuse, failing to return and placing themselves at risk in the community. However the inspectors found that there was frequent police involvement due to the implementation of the missing young persons' procedures. Staff members were trained in, and had a good understanding of, child protection; staff followed correct protocol and procedures effectively when concerned about the well-being of the young people or other children with whom they had contact with; that staff understood risk and acted appropriately when young people were in risky situation. They concluded that despite the very best efforts and clear commitment of staff and management and the extensive involvement of other agencies there continued to be poor outcomes for these young people. The care plans for these individual children have since moved on considerably.

- 4.3 Roneil Children's House had two recommendations regarding incident reports to contain information on the action to be taken and ensuring clarity on the role of the service manager for all who live and work in the house. The Adoption Service had two recommendations (covering later life letters and accurate information recording) and the Fostering Service, Through Care and Beech Avenue had no recommendations or requirements.
- 4.4 Actions to address all requirements and recommendations are in place. Full details are given in Appendix 1.
- 4.5 Going forward, opportunities to provide updates on inspections across the whole of Children's Services will be considered and reports aligned to reflect the developing structural and governance arrangements.

## 5 Recurring Themes

- 5.1 The findings of recent inspections demonstrate continuing high standards of care and support across Social Care's registered children's services and the commitment to continuous improvement.
- 5.2 Two units had recommendations regarding the clarity of the service manager's role to those living and to those working the house. Both units (Roneil and Arkleston) have addressed these recommendations and service managers now visit the respective houses on a planned basis and interact with the young people and the staff.

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## Implications of the Report

- 1. **Financial** - None



2. **HR & Organisational Development** - None
3. **Community Planning** – None
4. **Legal** - None
5. **Property/Assets** – None
6. **Information Technology** – None
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report 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** - Failure by services to meet and exceed the National Care Standards could lead to poor inspection results and enforcement action from the Care Inspectorate, as well as negative outcomes for service users and carers.
11. **Privacy Impact** - None

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### List of Background Papers

- (a) None
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## Appendix One: Summary of Care Inspectorate Reports

<b>Date of last inspection</b>	<b>Grades</b>	<b>Number and Detail of Requirements</b>	<b>Number and Summary of Recommendations</b>	<b>Progress since inspection</b>
Adoption services	Care: 5 Staffing: 5 Leadership: 5	None	Two  The service should ensure that, where possible, all adopted children have later life letters.  The service should ensure that they have effective systems in place to enable accurate information to be recorded and verified.	<b>Progress against recommendations:</b>  This is an action which is formally agreed at the Adoption Panel when the plan is approved. All children who are adopted will have later life letters at the point of adoption being granted. This recommendation will be monitored by the manager of the fostering and adoption service.  An audit exercise will be completed to ensure that the information contained in the Form E Child's plan is accurate. A meeting with Business Support colleagues has taken place to discuss recording issues. This recommendation is met and will be monitored on an ongoing basis.
Arkleston  October 2015	Care: 4 Environment: 4 Staffing: 5 Leadership: 5	One  Renfrewshire Council should ensure that plans for young people who are subject to the Vulnerable Young procedures are SMART (Specific, measurable, achievable, realistic and timed) in order to reduce or eliminate risk and potential harm.	Four  The service should ensure that outcomes for young people in relation to achieving work and educational opportunities are improved.  Management, staff and young people should explore how to bring about improved night and day routines.	<b>Progress against requirement:</b>  Young people at risk are the subject of multi-agency procedures and detailed case planning. Risk is monitored closely with SMART objectives and strategies are put in place to minimise this. Changes will be agreed with senior managers. It is the manager's view that this recommendation is met and that there will be ongoing monitoring

			<p>Pathways plan should be progressed as appropriate.</p> <p>The role of the service manager should be clear to all living and working within the house and should include some level of scrutiny</p>	<p><b>Progress against recommendations:</b></p> <p>The service has a dedicated Employability Officer for young people who are LAAC. This means that they are afforded every opportunity to engage in a meaningful way and access further education/training/employment which suits their abilities. It is the manager's view that this recommendation is met.</p> <p>To ensure routines are improved when young people are choosing not to attend work/training/education, staff will continue to encourage young people to engage with services and ensure there are regular planning meetings and evidence to support this. It is the manager's view that this recommendation is met.</p> <p>The new Pathways Plan format is now within the young people's care plan (16+). Senior staff will monitor progress as part of their monthly audit checks. It is the manager's view that this recommendation is met.</p> <p>Visits take place by the service manager to all of the residential houses on a planned basis. It is the manager's view that this recommendation has been met.</p>
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Beech Avenue September 2015	Care: 5 Environment: 5 Staffing: 5 Leadership: 5	None	None	<p><b>Any other relevant developments:</b></p> <p>The service is in the process of developing new questionnaires for young people and a young person will be involved in this process. Young people are encouraged to sign off risk assessments, personal care plans, desired outcomes and behaviour support plans.</p> <p>The service plans to develop a <i>Return to placement pro-forma</i> which would be completed following the return of young people who have been missing/absconded from placement.</p> <p>The service also plans to involve young people and all staff in developing the House/Development plan.</p> <p>Young people are now involved in the recruitment process.</p>
Fostering services September 2015	Care: 5 Staffing: 5 Leadership: 5	None	None	<p><b>Any other Recent Developments:</b></p> <p>The service has developed a support group for fostered children with the aim of encouraging them to share their experiences with others and to give children in foster care an opportunity for their voice to be heard. This is jointly facilitated by Who Cares? Scotland and the Fostering Service.</p>
Roneil Sept 2015	Care: 5 Environment: 5 Staffing: 5 Leadership: 5	None	Two	<p><b>Progress against recommendations:</b></p> <p>Incident reports now include action taken/to be taken. It is the manager's view that this recommendation is met.</p>

Throughcare January 2016	Care: 5 Staffing:5 Leadership:5	None	The role of the service manager should be clear to all living and working within the house and should include some level of scrutiny.  <b>None</b>	Visits take place by the service manager to all of the residential houses on a planned basis. It is the manager's view that this recommendation has been met.
<p><b>Any other relevant developments:</b></p> <p>The Throughcare Service is undergoing a redesign. Additional staff are currently being recruited into the service. The redesign will allow the service to more intensively support young people in supported accommodation. It will also allow the community team to better support those in the community. The service is moving into a newly refurbished building that will allow the service to provide more group work and drop in opportunities for care leavers.</p>				

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**To: Education and Children Policy Board**

**On: 12 May 2016**

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

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**Heading: Consultation Report  
Proposal re: a Catchment Review affecting Glencoats and  
West Primary Schools**

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**1. Summary**

- 1.1 On 5 November 2015 the education and children policy board agreed to a formal consultation on the proposal to review catchment areas affecting Glencoats and West Primary Schools.
- 1.2 In accordance with the Schools (Consultation) (Scotland) Act 2010, a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
- 1.3 The consultation formally opened on 24 November 2015 and closed at 12 noon on 19 January 2016.
- 1.4 The purpose of this report is to provide the education and children policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. There was a minimal response to the consultation and those responses received were predominately positive and supportive. Details of such responses are contained within appendix 1 to this report.
- 1.5 This report also highlights an omission in the original proposal document to consult on the catchment review.
- 1.6 Further to the conclusion of the consultation period Education Scotland notified the Council that during their engagement with parents it was highlighted that Park Lane in Ferguslie was not recorded on the list of streets affected by the proposal.
- 1.7 While this omission is not material to the Council's consideration of the appropriateness of the catchment review affecting these schools the details of the omission and the actions taken to address the inaccuracy are explained in section 6 of this report and a revised list of streets affected by the proposal is attached as appendix 5 to this report.

- 1.8 As set out in Section 5 of the 2010 Act, Education Scotland has been informed of how Renfrewshire Council has classified this omission and they have been given the opportunity to make representations regarding this.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to:
- note the issues raised through the formal consultation detailed in appendix 1;
  - note the comments made by Education Scotland in relation to the educational benefits of the proposal detailed in appendix 4;
  - note that Park Lane in Ferguslie was omitted from the original list of addresses affected by this catchment review. The revised list including Park Lane is attached as appendix 5 to this report;
  - note that all properties on Park Lane are included in the revised catchment area for Glencoats Primary School;
  - note that Education Scotland have made no representation relating to this omission;
  - note that having reviewed the proposal, with regard to the representations received and the report from Education Scotland, no changes have been made to this proposal;
  - approve the revised catchment arrangements affecting Glencoats and West Primary Schools; and
  - note that the catchment changes would be implemented from August 2016.
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## **3. Background**

- 3.1. As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
- 3.2. The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
- 3.3. A focussed review of the primary and pre 5 estates was therefore undertaken to inform Children's Service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
- 3.4. As part of this ongoing development the education and children policy board agreed to a formal consultation on the proposal to review catchment arrangements affecting Glencoats and West Primary Schools at its meeting in November 2015.
- 3.5. Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
- 3.6. The consultation formally opened on 24 November 2015 and closed at 12 noon on 19 January 2016.
- 3.7. There was a minimal response to the consultation. Those responses received were predominately positive and supportive and details of such are contained within appendix 1 to this report.



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#### **4. Consultation**

- 4.1. Following agreement to consult on the proposal to review catchment arrangements affecting Glencoats and West Primary Schools a consultation document was issued to parents and interested parties affected by the proposal.
- 4.2. The consultation document invited members of the public to respond to the proposal either through contributions to a public consultation meeting or by written submissions in hard copy or email to the Director of Children's Services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
- 4.3. A public meeting was arranged for parents and members of the public as part of the consultation process on 24 November 2015.
- 4.4. No parents, members of the public or interested parties attended the public meeting; however a report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.

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#### **5. Comments and observations arising from the consultation**

- 5.1. During the course of the consultation, questions were raised regarding how the Council would progress this proposal. Appendix 1 to this document, "Response to the proposal to review catchment arrangements affecting Glencoats and West Primary Schools" details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in accordance with the Schools (Consultation) (Scotland) Act 2010. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
- 5.3. Renfrewshire Council's proposal is of clear educational benefit. It has the support of almost all parents, children and staff involved. If the proposal is implemented, all children residing in Ferguslie will be able to attend their local school. This will help to promote their health and wellbeing by allowing them to walk to school. Overall, fair and equitable access to schools in the area will be achieved while also potentially increasing social cohesion through an increased sense of community within the local area. In its final consultation report, the council will need to set out the action it has taken to address the alleged omission notified to it.
- 5.4. Renfrewshire Council welcomes the comments made by Education Scotland and sets out the actions taken to address the omission of Park Lane from the list of streets affected by the proposed catchment review in section 6 of this report.

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## **6. Addressing inaccuracy or omission**

- 6.1. Section 7.9 of the original proposal document on this catchment review states that “If any inaccuracy or omission is discovered in this proposal document, either by Children’s Services or any individual, Children’s Services will determine if relevant information has been omitted or, if there has been an inaccuracy.”.
- 6.2. On 3 February 2016, after the closure of the consultation period which ended on 19 January 2016, Education Scotland advised the Council that during their engagement with parents it was highlighted to their inspector that Park Lane in Ferguslie was not recorded on the list of streets affected by the proposal; this list was included as appendix 4 to the original proposal document.
- 6.3. This matter was investigated and it was established that unless specifically named in a street search, Park Lane was not visible on either the Council’s mapping system or Google Maps.
- 6.4. Additionally, while appendix 4 did not record Park Lane as a street affected by the proposal the revised Glencoats Primary School catchment map, included as appendix 5 to the original proposal, clearly demonstrated that Park Lane was within the area of the revised Glencoats catchment.
- 6.5. The Scottish Government provides guidance to support Councils in addressing inaccuracy or omission. This guidance advises that the Council must decide whether the omission is significant enough in its nature (a material consideration) to alter its perspective on the proposal i.e. does this omission change the Council’s opinion that there is a need for a catchment review.
- 6.6. Having reviewed the issue it is clear that the omission is not a “material consideration” as it does not alter the requirement to revise the catchment areas affecting these schools.
- 6.7. While this omission is not a material consideration and the notification to the Council was received after the consultation closed, it is good practice to ensure that all bodies associated with either school are advised of the definitive catchment area for both establishments. Accordingly, Children’s Services will issue a letter to all interested parties affected by the proposal. This letter is attached as appendix 6 to this report. It advises of the omission and provides revised catchment maps for both schools.
- 6.8. As set out in Section 5 of the 2010 Act, Education Scotland has been informed of how Renfrewshire Council has classified this omission and they have been given the opportunity to make representations regarding this.

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## **7. Conclusion**

- 7.1. In terms of section 9 (1) of the 2010 Act Renfrewshire Council has a duty to review its proposal having regard to relevant representations and the report from HMIE.

- 7.2. This review was undertaken with due regard to the comments and observations submitted through the consultation process; demonstrating the Council's commitment to a consultative approach and adherence to the terms of the 2010 Act.
- 7.3. The conclusion reached through this process is that the review of catchment arrangements affecting Glencoats and West Primary Schools will be beneficial to both school communities and should be implemented in August 2016.

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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	· All non-denominational pupils within the defined area will have the opportunity to attend Glencoats Primary School.
Community Care, Health and Well-being	· The travel distance to and from school will be reduced and pupils may have the opportunity to walk to school.
Greener	· The travel distance to and from school will be reduced and pupils may have the opportunity to walk to school.
4. **Legal Implications**  
This Consultation Report has been prepared following on from consultation on a relevant proposal in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010.
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. An equalities impact assessment is attached as appendix 3 to this report.
8. **Health and Safety Implications**  
None.

**9. Procurement Implications**

None

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to consult on: A Catchment Review affecting Glencoats and West Primary Schools.

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

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Children's Services  
IT/GMcK  
21 March 2016

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

## Responses to the consultation on the proposal to review catchment arrangements affecting Glencoats and West Primary Schools

### 1. Consultation Process

- 1.1. Following agreement to consult on a proposal to review catchment arrangements affecting Glencoats and West Primary Schools a consultation document was issued to all interested parties.
- 1.2. A public meeting was arranged for parents and members of the public as part of the consultation process on 24 November 2015, however, no parents or members of the public attended.
- 1.3. Meetings were also held for staff from the affected schools.
- 1.4. The consultation formally opened on 24 November 2015 and closed at 12 noon on 19 January 2016.
- 1.5. Copies of the consultation document were issued to parents of every pupil in attendance at Glencoats Primary School and West Primary School and nursery class and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.6. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the Director of Children's Services.

### 2. Responses to the Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following is a breakdown of written responses received:

Category	Number of Responses	Type of Response
Parent / Carer	7	2 Online questionnaire / 5 written responses
Renfrewshire Council employee		
Staff		
Pupils	2	Email from head teachers on behalf of the pupil bodies
Other		

- 2.2. A public meeting was arranged for parents and members of the public as part of the consultation process however no parents or members of the public attended.
- 2.3. Arrangements were also made to consult directly with the staff of both schools.

- 2.4. A note of these meetings was taken and can be obtained by request to the Director of Children's Services and can be viewed on the Council website at [www.renfrewshire.gov.uk/haveyoursay](http://www.renfrewshire.gov.uk/haveyoursay).

### **3. Analysis of the consultation responses**

- 3.1. 9 responses were received.
- 3.2. 6 responses (67%) were supportive of the proposal and 3 (33%) responses were against the proposal.

### **4. Responses to key issues raised in the consultation responses**

- 4.1. Questions, comments and responses from the Council's online questionnaire which asked contributors to comment on why they were supportive or against the proposal.
- C: Easier for my children to attend. They are already in Glencoats and my youngest child will be coming when he is ready to start school.
- C: My granddaughter has just 2yrs in primary school to go and I want her to stay in West school. It is too far for her to travel to Glencoats as we would have to get two buses to get there from our address.
- R: All pupils affected by this catchment review would be entitled to remain at the schools they are currently attending.**
- C: As a parent of 3, I feel that it is my child's right to attend any school I choose. It is their human right to attend any school I choose.
- R: All pupils affected by this catchment review would be entitled to remain at the schools they are currently attending. Placing request legislation allows for parental choice in relation to choosing a school.**
- C: I think you should be able to send your child to a school of your choice and West is a very good school.
- R: Placing request legislation allows for parental choice in relation to choosing a school.**
- C: Residents near Glencoats are being forced to attend West Primary which is far away from their homes.
- R: This will be addressed through the review of catchment areas to ensure all pupils living in Ferguslie will be entitled to attend Glencoats Primary School.**
- C: I think all children that stay in Ferguslie should be able to go to their local school without having to put a placement form in to see if they can go to that school. Why should kids that stay in Ferguslie have to go to another school when all their friends go to a local school in their area?
- R: This will be addressed through the review of catchment areas to ensure all pupils living in Ferguslie will be entitled to attend Glencoats Primary School.**
- C: Would agree that it appears an anomaly and if most children attend Glencoats via placement request then far more sensible to adjust catchment area.
- C: Too many pupils in West primary.

- 4.2. Responses from pupils attending West Primary School and nursery class. All pupils and young children were consulted on the proposal and some concerns regarding the impact on friendships were raised by pupils attending the school.
- R: If the proposal is approved by elected members the head teacher will ensure that pupils are informed of the rationale for the decision made. She will also ensure that it is explained that all pupils currently attending West Primary School have the right to remain in the school.
- 4.3. Responses from pupils attending Glencoats Primary School. All pupils were consulted on the proposal and the majority of pupils supported the proposal.





## THIS IS A CONSULTATION DOCUMENT

### Proposals relating to: The revision of catchment areas affecting Glencoats and West Primary Schools

#### 1. Introduction

- 1.1 Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2 The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3 The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the Council's 4 objectives for the school estate in Renfrewshire:

#### Scottish Government Principles:

- Good consultation to support better outcomes;
- Innovative design and change informed by experience;
- A more integrated, holistic and longer term approach to change;
- Schools must be in a condition to support and enhance their functions;
- Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
- Schools should be greener, more sustainable and environmentally efficient;
- A well managed estate should represent and deliver best value;
- Schools should drive and support effective learning and teaching; and
- Schools should best serve their communities.

#### Council Objectives:

- To provide the best educational experience for all learners in Renfrewshire;
  - To satisfy the condition, sufficiency and suitability core facts;
  - To retain services within communities where possible; and
  - To provide environmentally and economically sustainable facilities with lower carbon footprints.
- 1.4 The Council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.
  - 1.5 Core facts ratings are as follows:
    - A Good

- B Satisfactory
- C Poor
- D Bad

- 1.6 Through its school estate project team the Council continually reviews the performance of the school estate in terms of these core fact findings.
- 1.7 This process identified that the geographical boundary between Glencoats and West Primary Schools zones an area within the Ferguslie neighbourhood outwith its natural boundary and therefore the catchment areas for both schools should be reviewed.
- 1.8 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to revise catchment arrangements between Glencoats and West Primary Schools.
- 1.9 Subject to approval by the education and children policy board to proceed with this proposal, the catchment review could take effect from August 2016.

## **2. Rationale for catchment review**

- 2.1 As part of the SEMP development exercise in October 2013 the views of communities were sought in respect of the principle of catchment reviews in specific areas.
- 2.2 Through its survey, "Renfrewshire Schools Questionnaire", which was about the development of the school estate management plan, the Council gathered intelligence which suggested there was broad support for the review of catchment areas where it was obvious that a geographical anomaly existed.
- 2.3 Through this consultative process it was acknowledged that some pupils attend schools outwith their immediate neighbourhood in Ferguslie. Accordingly, council officers conducted a review of catchment arrangements affecting Glencoats and West Primary Schools; finding that the boundary line between both schools did not follow a natural border line.
- 2.4 It is therefore proposed that new Glencoats and West Primary School catchment areas be created with a natural geographical boundary line formed between the two schools at the railway line; mirroring the catchment review affecting St Fergus' and St Mary's Primary Schools which was approved by the Education and Children Policy Board in March 2015.
- 2.5 The impact of this proposal is illustrated through existing and proposed catchment maps for Glencoats and West Primary Schools attached as appendix 5 to this report.
- 2.6 Additionally, the full list of addresses affected by this alteration is detailed in appendix 3 to this report.
- 2.7 While it is important to address this particular issue the number of pupils affected is moderate as most pupils (from addresses affected by the proposal) already choose to attend Glencoats Primary School through placing requests. For completeness however council officers have considered the potential impact on school rolls which might result from this catchment review. Appendix 4 illustrates the numbers of pupils attending Renfrewshire schools from the addresses affected by this proposed catchment alteration.

- 2.8 It is proposed that, if approved, the catchment changes would be implemented to take effect from August 2016.
- 2.9 If the proposal is approved then all pupils living in affected addresses would be entitled to continue attending the schools they are currently in and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.
- 2.10 Siblings of those pupils attending either school would be entitled to attend the school their sibling attends as long as their sibling is registered in the school when they enrol.
- 2.11 Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.

### **3. Educational benefits statement**

- 3.1 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the Council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other community groups using the schools; children who would be likely to become pupils at the schools; and other pupils within the Council area.
- 3.2 Having carried out a review of the educational benefits of this proposal the following paragraphs detail some of the benefits that would be experienced by children and young people attending both schools if this proposal was implemented by the Council.
- 3.3 This catchment review means that all pupils living in Ferguslie will have the opportunity to attend their local non-denominational primary school and this will contribute to a greater sense of community within Glencoats Primary School.
- 3.4 As Glencoats Primary School is within walking distance of the addresses affected by this proposal it will be possible for those pupils, who are currently transported, to walk to school; encouraging a more active lifestyle which will improve the health and wellbeing of some pupils.
- 3.5 The level of placing requests from West Primary School to Glencoats Primary School from the addresses affected by this proposal is high. By addressing this catchment anomaly the uncertainty and anxiety experienced by families waiting to find out if their placing request has been accepted will be removed.
- 3.6 The educational experience of pupils attending both schools would not be adversely affected by this catchment alteration because the Council's reviews of both establishments reports that pupils experience education of a high quality.
- 3.7 All pupils affected by this catchment review would be entitled to continue attending the schools they are currently in. However, Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.

#### **4. Impact on communities**

- 4.1 An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the Glencoats and West school communities.
- 4.2 The recommendations contained within this report have also 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 and an equalities impact assessment is available on request.

#### **5. Consultation arrangements**

- 5.1 The consultation document, attached to this report as appendix 2, provides background information to the catchment review. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 5.2 The consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.
- 5.3 The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:
- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the Council proposes to discontinue Gaelic medium provision);
  - establish a new school or stage of education in a school;
  - relocate a school or nursery class;
  - vary the catchment area or modify the guidelines for placing requests for a school;
  - vary the arrangements for the transfer of pupils from a primary school to a secondary school;
  - change the school commencement date of a primary school;
  - vary arrangements for the constitution of a special class in a school other than a special school;
  - discontinue arrangements for the provision of transport by the Council for pupils attending a denominational school;
  - change a denominational school into a non-denominational school; and
  - discontinue a further education centre which is managed by the Council.
- 5.4 The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.
- 5.5 Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period Children's Services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;
- Education Scotland will then provide the Council with a report on the educational aspects of this proposal no later than 3 weeks after Children's Services has sent them all of the representations and documents noted above; and
- In preparing their report, Education Scotland may visit establishments affected by the proposal.

5.6 Children's Services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education and children policy board.

5.7 In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the Council will publish its final consultation report. The final consultation report will contain:

- an explanation of how the Council has reviewed the proposal;
- the report from Education Scotland in full;
- a summary of points raised during the consultation – both written and oral – and the Council's response to them; and
- the substance of any alleged or discovered inaccuracies and omissions details of the Council's response and the action taken.

5.8 The report will be available on the Council's website, at the schools affected by the proposal, at education and leisure HQ and at all public libraries. Additionally, all mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.

5.9 If any inaccuracy or omission is discovered in this proposal document, either by Children's Services or any individual, Children's Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Children's Services will then take appropriate action which may include:

- the issue of a correction;
- the reissue of the proposal paper; or
- the revision of the timescale for the consultation period as appropriate.

5.10 The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.



## Equality Impact Assessment relating to:

## SEMP Development: Glencoats and West Primary Schools

Officer and department responsible for completing the assessment.	Ian Thomson, Children's Services
Name of policy, strategy or project.	SEMP: Proposal to revise catchment areas affecting Glencoats and West Primary Schools.
What is the main purpose or aims of the policy, strategy or project?	To address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the Glencoats and West Primary School communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate.</p> <p>Written representation were made to The Director of Children's Services, Renfrewshire Council, Children's Services, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2016.</p> <p>Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, a formal consultation was undertaken regarding this particular proposal between November 2015 and January 2016.</p> <p>A public consultation meeting took place on 24 November 2015; no parents or members of the public attended. An equalities proforma was made available on-line; again no responses were received.</p>
Have you consulted on the policy?	As above.

Complete the following table and give reasons/comment where:

- a) The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- b) The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	



## **Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to review and amend the catchment areas affecting Glencoats and West Primary Schools**

### **Introduction**

This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to revise the catchment areas affecting Glencoats and West Primary Schools. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 24 November 2015 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the sites of Glencoats Primary School and West Primary School, including discussion with children, staff and parents.

### **Consultation Process**

Renfrewshire Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010 and the amendments in the Children and Young People (Scotland) Act 2014.

Renfrewshire Council's consultation on the proposal to review and amend the catchment areas affecting Glencoats and West Primary Schools ran from 24 November 2015 to 19 January 2016. The council held a public meeting on 24 November 2015 at Glencoats Primary School. No parents or members of the public attended. The council received nine written responses on the proposal. Seven of these were from parents/carers. Almost all responses were in support of the proposal.

### **Educational Aspects of Proposal**

The proposal is of clear educational benefit. Glencoats Primary School is located in the Ferguslie area of Paisley. Current catchment arrangements mean that children living at particular addresses have to travel outwith the immediate area to attend their catchment school, West Primary School. For some children this involves being transported by bus or car. If implemented, the proposal ensures that all children from Ferguslie, as of August 2016, will be zoned for their local school, Glencoats Primary School. As a result, children living at the addresses affected by the proposal will be able to walk to school, therefore encouraging a healthy lifestyle.

Implementation of the proposal will have a positive impact on the local community. It has the potential to promote a greater sense of community both within the school and within the Ferguslie area. If implemented, all children from Ferguslie will be entitled to attend their local non-denominational school.

There is currently a significant number of placing requests from West Primary School to Glencoats Primary School from the addresses affected. By addressing the current catchment anomaly, the number of placing requests is likely to decline. As a result, uncertainty or anxiety which families may currently have in waiting to hear the outcomes of their placing requests will be reduced.

The council has taken appropriate steps to minimise any adverse impact of the proposal. This includes a guarantee that children who live in addresses affected by the proposal will be able to continue to attend their current school and will remain entitled to free school transport. The proposal also gives a guarantee to siblings of those children who already attend West Primary School.

Parents and staff who met with HM Inspectors were strongly in favour of the proposal. They felt that it was positive that the council was proposing to give children fair and equitable access to their local school. They also appreciated that the council would make fair provision for children already attending West Primary School to remain there if they so wish. Children who met with HM Inspectors agreed, overall, that the proposal was sensible and felt it would have minimal impact on them.

When stakeholders engaged with HM Inspectors an alleged omission was identified. The council were notified of this and will need to ensure that it takes the necessary steps to investigate this alleged omission. In its final consultation report, the council will need to set out the action it has taken to address any alleged omission notified to it.

### **Summary**

Renfrewshire Council's proposal is of clear educational benefit. It has the support of almost all parents, children and staff involved. If the proposal is implemented, all children residing in Ferguslie will be able to attend their local school. This will help to promote their health and wellbeing by allowing them to walk to school. Overall, fair and equitable access to schools in the area will be achieved while also potentially increasing social cohesion through an increased sense of community within the local area. In its final consultation report, the council will need to set out the action it has taken to address the alleged omission notified to it.

**HM Inspectors**

**Education Scotland**

**February 2016**



**Glencoats Primary School catchment review with West Primary School.**

**Numbers currently attending Renfrewshire schools from affected streets; amended to include Park Lane in Ferguslie.**

Number of Pupils Affected	School		
Pupil's Street	Glencoats	West	Grand Total
Barochan Crescent	5	4	9
Barochan Way	3		3
Dalskeith Avenue	7	3	10
Dalskeith Road (No.s 33+ and 44+)	7		7
Ferguslie Park Avenue (No.s 167+ and 216+)	13		13
Park Lane	6	1	7
Grand Total	41	8	49



To whom it may concern

As you are aware Renfrewshire Council has recently consulted on a catchment review affecting Glencoats and West Primary Schools. The consultation period ended on 19 January 2016.

On 3 February 2016 Education Scotland advised the Council that it was highlighted to their inspector that Park Lane in Ferguslie was not recorded on the list of streets affected by the catchment review.

I would take this opportunity to confirm that Park Lane in Ferguslie should have been included on the list of addresses affected by the consultation about catchment areas but, owing to an administrative error, was not included on that list. However, I would also note that the area where Park Lane is located was shown clearly on the Glencoats Primary School catchment map, which was included as Appendix 5 to the catchment review proposal. In all the circumstances, the Council will not reopen consultation on the proposal about the catchment review.

The catchment maps are provided for you with this letter to advise of the definitive catchment areas for both Glencoats and West Primary Schools in accordance with the catchment review proposal.





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**To: Education and Children Policy Board**

**On: 12 May 2016**

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

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**Heading: Proposed developments in residential care provision**

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## **1. Summary**

- 1.1. Residential child care refers to the service provided within our children's houses, and is a form of accommodation for children who require to be cared for out with a family setting. Residential care is provided by Renfrewshire Council when the specific needs of children and young people means that they cannot remain living with their parents or in an alternative family setting like kinship or foster care.
- 1.2. Renfrewshire has radically reviewed and upgraded its residential estate over the course of the last decade by reducing the number of registered placements provided from 58 to 33, investing in two state of the art houses and launching the Philosophy of Care which is a relationship and trauma informed method of intervention.
- 1.3. Renfrewshire currently has 5 residential children's houses. At the present time there are 28 children and young people accommodated across these establishments.
- 1.4. Renfrewshire Council is committed to reducing the overall number of accommodated children whilst at the same time developing fit for purpose, high quality services and accommodation for children and young people who require it. These ambitions are being realised with the development of 2 new purpose designed children's units and through care resource and the introduction of a range of evidence based programmes. We have also continued to recruit foster carers to provide family based care and have successfully reduced our reliance on external foster care providers.
- 1.5. Notwithstanding the achievements in this area, Renfrewshire continues to place a small number of children in external residential care placements. External provision is used where the needs of the young person are complex and cannot be managed within our internal resource, or where it is in the young person's best interests to be accommodated in another location away from previous social contacts.

- 1.6. Renfrewshire Council is committed to caring for our children within the Renfrewshire area and within resources that are suited to meet their needs, so we would prefer not to place children in external resources unless there is no other option. Our continuous review of residential provision has highlighted a gap in our current service provision which is contributing to children needing to be placed in external provision. This gap relates to our ability to care for children and young people who require the highest levels of staffing support and small group living arrangements.
- 1.7. It is also noted that as we have developed community based resources to support children and families we have experienced a reduction in demand for beds within our residential houses. We currently have 5 vacancies across the residential houses and this was a sustained trend throughout 2015.
- 1.8. While we anticipate that there may always be a small number of young people whose needs are best met out with Renfrewshire, we believe that with the right resource we would be better placed to meet those needs within Renfrewshire. The development of services to date means that we have both the capacity and the opportunity to develop a more specialist resource which will reduce our reliance on placing our most complex and challenging children in external residential resources.
- 1.9. This report outlines a proposal to develop a Close Support model of care within Renfrewshire. The concept of close support is based around the recognition that some young people who enter residential child care require to be placed in a smaller group with higher staff to young people ratios. Initially this close support approach would be developed within one of our existing Children's Houses whilst a purpose designed resource is built. None of our current houses are designed to provide the type of support that we are aspiring to deliver.
- 1.10. It is proposed that the approach would begin to be developed in Roneil Children's House and that once the new purpose designed resource has been built, Roneil would be closed. This is in recognition of the fact that our mainstream residential resources are currently being underutilised and Roneil continues to be our largest children's house with the property being the least fit for purpose.

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## **2. Recommendations**

- 2.1. Members of the Board are asked to
  - a) Note the progress being made within children's services to deliver high quality services and accommodation for children and young people.
  - b) Approve the development of a Close Support model of care as outlined in the report.
  - c) Note the decision of the Leadership Board in December 2015 to approve the construction of new build accommodation to house the new service; and agree that the capital plan be amended to reflect the build costs.

- d) Approve the closure of Roneil Children's House following the transfer of the Close Support service to new build accommodation.
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### **3. Background**

- 3.1. Local authorities have a duty to secure the welfare and protection of children and young people in their care and as corporate parents should look after the young people as any other parent would look after their own child. A number of children in Renfrewshire require to be accommodated in local authority care. In most situations we try to place these children with foster carers however this is not always possible due to carer availability or appropriate due to the needs of the young person. In these circumstances we place children in children's residential houses. Residential care can make a real and positive difference to the lives of children.
- 3.2. How we care for accommodated children now and in the future is arguably one of the greatest challenges the public sector faces. Renfrewshire Council has made significant improvements to this area of service delivery over the past decade. We have built two new Children's Houses, established a purpose designed Throughcare resource for young people leaving care and also significantly increased our internal foster carer resource.
- 3.3. In addition to improving and increasing our resources we have invested significantly in the staff who care for our accommodated children within our residential houses. This was achieved by commissioning the Centre for Excellence for Looked After Children (CELACIS) to deliver bespoke training to our residential care staff and to assist us with developing the "Philosophy of Care" that underpins our work with children and young people in our children's houses.
- 3.4. The Philosophy of Care within Renfrewshire's residential houses was developed in the recognition that most of the young people placed in our houses have experienced varying degrees of trauma and as a consequence of this will display difficult behaviour. Staff have been trained to understand the feelings and meaning behind the behaviour to respond appropriately. As a consequence of this training staff understand that many of these young people have missed out on fundamental nurturing and as a consequence, function at well below their chronological age. The success of this approach was recently recognised at a national level as Renfrewshire Residential Houses won the Scottish Institute for Residential Child Care 2015 award for *Reaching Higher*.
- 3.5. Renfrewshire currently has 5 residential children's houses: Roneil, Longcroft, Beech Avenue, Arkleston and Barochan. Arkleston and Barochan are the two new purpose-built facilities. Longcroft and Beech Avenue provide good family sized accommodation well integrated into the local community. Roneil is a large detached B listed property from the early 1900's. A building of this age and design requires significant ongoing maintenance and does not reflect the change in philosophy over time to the advantages of looking after the young people in smaller groups more akin to a family setting.
- 3.6. There was a noticeable trend in 2015 in decreased demand for beds and this has continued into 2016. We started 2015 with no vacancies but by March averaged 3 per week. This peaked in May with a week of having 9 vacancies.

We currently have 5 vacancies across the residential houses. The reasons for this do not relate to a single cause; increased community based initiatives such as Functional Family Therapy and Intensive Family Support are likely to have played and will continue to play a significant role in reducing this demand and are also part of our strategy to reduce the overall number of accommodated children.

- 3.7. Currently there are small numbers of young people at any given time who present to Children's Services with a range of difficult behaviours. These young people have normally experienced high levels of neglect or abuse. These are the young people who require the highest levels of support but are unable to sustain or be sustained in a family, or within our mainstream residential provision. Often, they spend periods of time in Secure Accommodation.
- 3.8. External provision is used where the needs of the young person are complex and cannot be managed within our children's houses due to them requiring a higher staffing ratio or a smaller group living situation. It may also be in the young person's best interests to be accommodated in another location away from previous social contacts. The cost of the current external provision is significant and is in excess of £2M per annum.
- 3.9. Renfrewshire is committed to caring for children within the area wherever possible and there has been considerable focus over recent years on reducing our reliance on external residential resources as we believe children and young people achieve better outcomes when they remain in local resources. Notwithstanding our commitment to keeping children in Renfrewshire, there are occasions that we place some children externally due to being unable to provide them with the kind of care they require. A review of the reasons for placing the majority of these children has highlighted that in most instances we have done this mainly to achieve a smaller group living situation and a higher staff to child ratio.
- 3.10. Frequently these young people are in receipt of services from Child and Adolescent Mental Health Services, require bespoke Education supports and also require high levels of contact with their Social Workers in order to ensure that their care plan is progressing. Placing children outwith the authority can often impact negatively on our ability to ensure seamless access to all of the supports they require. This inability to deliver Renfrewshire based care to our most vulnerable young people has been identified as a significant gap in our current service provision. It is believed that an alternative delivery model could deliver better outcomes for the young people involved and also provide greater value for money.
- 3.11. It is our view that the next stage of our development of Children's residential services should be the development of a "close support" model of care within a purpose designed resource.
- 3.12. The concept of close support is based around recognition that some young people who enter residential child care require to be placed in a smaller group living situation with higher young people / staff ratios. Fundamentally, Close Support would provide an environment where this reparative nurturing and growth could take place. The high staff / young person ratio and the small group would allow more one to one work to take place and give more opportunity for resilience building opportunities. Currently Renfrewshire

Council has no facility to provide this Close Support internally and we continue to place our most challenging and vulnerable young people with external providers because our existing internal resource is not set up to meet their needs. Any specialist support such as psychology/counselling services is purchased as and when required, at a significant additional cost.

- 3.13. A Close Support model of care is based on providing young people with intensive levels of support from staff who are experienced and trained in working alongside young people with complex and challenging behaviours. The close support service will provide care for a maximum of 4 young people. The staffing ratio will be 1 member of staff for every 2 young people with this increasing to 1:1 at particular times. In addition to care staff, the model will be developed to include additional staff that will bring specialist knowledge in terms of psychological and educational support as it is our intention to recruit a qualified teacher and a psychologist to form part of the core staff team. In addition we will attach an additional member of staff to work specifically with the young people on their life skills and social confidence.
- 3.14. As outlined previously within this report, the majority of our care staff have received bespoke training in our “Philosophy of Care” but it is envisaged that the staff who will be based in the Close Support Service will be our most experienced staff and will receive enhanced training in interventions to support children with the most challenging and complex behaviour.
- 3.15. The specialist staff of the Close Support Unit will be available to work across all residential units undertaking assessments regarding the need to move them into / out of close support and undertaking early intervention and preventative work to stop behaviours escalating to the point that they require close support or secure care. Furthermore, when the Close Support Unit is at capacity the specialist staff will work across the service to prevent placement breakdowns within the mainstream houses and to assist young people to transition back to their family of origin where this is appropriate.
- 3.16. A new building will be required for the close support model of service delivery as none of our current children's houses are fit to provide this due to the size of the properties concerned. All bar one of our current children's houses are 6 / 7 bedded and as outlined above the maximum recommended number of young people will be 4. The physical environment of the close support service will be purpose designed accommodation which will promote a feeling of safety and security for the young people who will live there. Each young person will have their own bedroom with ensuite facilities and the communal living areas will be spacious and open plan to ensure positive behaviour management.
- 3.17. The Close Support new accommodation will be funded from prudential borrowing underpinned by resources released from the existing service budgets. It is envisaged the new service revenue costs will be fully funded from existing children's residential budgets; with the reduced use of external providers generating savings.
- 3.18. As the last remaining 8 bedded children's house, Roneil is an older, large property in substantial grounds which originally provided accommodation to 12 children. The size of the property no longer fits with the model of care we are aspiring to deliver and although the interior is homely, the size of the property and how the interior is configured means that it is not viable to

reduce the number of children placed there in the longer term. Furthermore they have significant running costs associated Roneil due to the maintenance an older building requires and its listed building status.

- 3.19. It would be our intention to minimise the disruption to the young people currently living in Roneil whilst we develop a close support approach and then close Roneil when we move to the new purpose built resource. The majority of the young people currently living in Roneil will move to some form of independent living over the next 12 - 24 months, due to their age and stage. As capacity within Roneil naturally occurs as young people move on this will allow us to begin to develop the close support model of care by reducing numbers and placing young people there who require higher staff / young person ratios and then transfer them to the new resource once built.
- 3.20. Each young person will have an individualised care plan which supports them to move on positively from Roneil or transfer to the new close support resource if this is their assessed need. We will continue to work with Who Cares? Scotland the advocacy service for young people who are looked after and accommodated to ensure the views of each young person is taken account of during this transition.
- 3.21. Although this report recommends that Roneil is closed once the new purpose designed close support resource has been built there are no implications for any existing staff within our children's houses as all current employees will have a job once the closure of Roneil has been completed.
- 3.22. Renfrewshire Council is committed to delivering the best possible outcomes for all Renfrewshire's children but particularly for its most vulnerable. The development of a close support resource will ensure better outcomes for children and more efficient use of Council resources. The establishment of a close support resource within Renfrewshire will ensure that our most vulnerable young people are placed in a resource that provides a safe structured nurturing environment with intensive supports to improve life-skills, educational attainment, and self-esteem. Our use of expensive out of authority external resources will be significantly reduced and young people would have better opportunities to maintain links in their local area in terms of contact with Family and Friends, Access to Education, Employment and Training.

## **Implications of this report**

### **1. Financial Implications**

The Close Support new accommodation will be funded from prudential borrowing underpinned by resources released from the existing service budgets. It is envisaged the new service revenue costs will be fully funded from existing children's residential budgets; with the reduced use of external providers generating savings.

### **2. HR and Organisational Development Implications**

There are no implications for existing staff. Some recruitment will be required for the specialist staff who will be attached to the close support

resource.

### **3. Community Plan/Council Plan Implications**

Children and Young People	- Providing good quality care is central to ensuring that the most vulnerable children in Renfrewshire are provided with an opportunity to be cared for in a safe and nurturing environment.
Community Care, Health and Well-being	- None
Empowering our Communities	- None
Safer and Stronger	- Providing children and young people with safe, supportive and nurturing placements, increases the likelihood of them becoming effective citizens who contribute productively to the communities in which they live

### **4. Legal Implications** None.

### **5. Property/Assets Implications** A new purpose designed and built resource will be required. Once Roneil has been closed it will be placed for sale on the open market.

### **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**

If we do not implement the changes outlined in this report we are at risk of additional expense by continuing to need to place children externally. This is much more costly and often leads to poorer outcomes for individual children

## 11. Privacy Impact

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### List of Background Papers

- (a) Background Papers : None

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**Author:** Dorothy Hawthorn Head of Service Child Care and Criminal Justice, Children's Services



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**To: Education and Children Policy Board**

**On: 12 May 2016**

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

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**Heading: Children and Young People (Scotland) Act 2014**

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## **1. Summary**

1.1 The Children and Young People (Scotland) Act 2014 is a wide ranging piece of legislation containing 18 parts and spanning policies that have developed over a number of years in relation to kinship care, care leavers, integrated services, pre-school education and Getting It Right for Every Child (GIRFEC). The intention of the Act is to bring about transformational changes to working practices across a wide range of public bodies. These changes are in force and other areas will come into force over the next two years. These duties span all partners within the community planning partnership.

### **1.2 Content of the Act:**

- Part 1: Rights of the Child
- Part 2: Commissioner for Children and Young People in Scotland
- Part 3: Children's services planning
- Part 4: Provisions of the named person
- Part 5: Child's plan
- Part 6: Early learning and childcare
- Part 7: Power to provide school education for pre-school children
- Part 8: Day care and out of school care
- Part 9: Corporate Parenting
- Part 10: Aftercare
- Part 11: Continuing Care
- Part 12: Services in relation to children at risk of becoming looked after
- Part 13: Support for kinship care
- Part 14: Adoption register
- Part 15: School Closure proposals
- Part 16: Children's hearings
- Part 17: Other reforms
  - Detention of children in secure care accommodation
  - Children's legal aid
  - Provision of school meals

## **2. Recommendations**

- 2.1. The Board is asked to note the extent of the implications of the Children and Young People (Scotland) Act 2014 and the progress being made in implementing the new duties.
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## **3. Background**

- 3.1 The Act sets out a number of new duties on public authorities in Scotland. Currently, duties in the Act are at varying stages of implementation due to commencement dates within the Act. Implementation dates for different duties of the Act are noted below**

### **Part 1: Rights of the Child**

- 3.2 As soon as is practicable after the end of the 3 year period, beginning in April 2015, public bodies, such as Local Authorities and Health Boards and Police Scotland must publish a report on the steps they have taken during that period to secure better or further effect the rights set out in the United Nations Convention on the Rights of the Child (UNCRC) within its areas of responsibility.
- 3.3 The report can be produced in a manner that the public body considers appropriate. Public bodies can prepare reports jointly with others. The Act states that two or more public bodies can prepare a report which means that a joint report covering all of the steps taken within a Community Planning Partnership could be prepared. The first report will be due as soon as practicable after the three year period ending in April 2017. Part 1 duties of public authorities in relation to UNCRC (sections 2 and 3) will commence in April 2017, with 2020 as the date of first reporting.

### **Part 2: Changes to the role of Scotland's Commissioner for Children and Young People (SCCYP)**

- 3.4 The Commissioner currently has the power to carry out an investigation when s/he is alerted to an issue affecting the rights of children / young people as a group – for example, young people attending the same school or young people facing a particular issue. The Act will allow the Commissioner to investigate cases affecting individual children / young people. The commissioner can be asked to do this by the child or young person themselves or by someone else on behalf of the child or young person – for example, a parent or carer.
- 3.5 When the Commissioner's powers are extended, the SCCYP Enquiries Service will be expanded from its current role of providing advice and signposting to a complaints and investigation service.

### **Part 3: Children's Services planning**

- 3.6 This duty requires the provision of a three year children's services plans for the period 2017 – 20 will be expected to be in place from April 2017. The current Integrated Children's Service Plan is due to be refreshed and will take account of the requirements.

### **Part 4: Named Person**

- 3.7 The Named Person service refers to the organisational arrangements put in place to support the functions of the Named Person. The Named Person service, as set out in the duties of the Act, provides a structured way to ensure that a child-focused approach persists through a child's life into adulthood. Through children and families knowing who to contact, their access to help is made easier. The Act places a duty on local authorities to provide a Named Person service for children from five years, or school entry, until their 18<sup>th</sup> birthday whether in school, or otherwise educated, or having left school. The Named Person is a professional in the universal services of health and education, most often known to the child and parents/carers, and available to support children and families when there is a need, and to act as a point of contact for other practitioners who may have a concern about the child. A separate report on Named Person is being provided to update the Board.

### **Part 5: Child's Plan**

- 3.8 The aim of the duties in Part 5 of the Act is to improve outcomes in relation to children's wellbeing by ensuring that a single statutory plan, the Child's Plan, is prepared for every child who needs one. Streamlining the planning process aims to ensure that there is a single planning framework in operation across children's services to make good use of resources and to avoid unnecessary duplication for the child, their parents, and practitioners. Progress in relation to the Child's Plan is also subject of a separate report to the Board.

### **Parts 6 - 8: Early learning and childcare**

- 3.9 These duties increased the amount and flexibility of funded early learning and child care to a minimum of 600 hours for 3 and 4 year olds and for 2 years olds who are, or have been since turn 2, looked after or subject to a kinship care order. 2 year olds who are from workless households were also made eligible for 600 hours per year of funded early learning and child care. Both commenced in August 2014.
- 3.10 From August 2015 eligibility was further extended to include 2 years olds who would currently be eligible for free school meals. Ongoing consultation is required as well as engagement with both local authority and partner providers to ensure high quality provision is in place.

### **Part 9: Corporate Parenting duties**

- 3.11 Under Parts 9-14 of the Act, there are a number of significant changes being made to the range of duties and powers that affect those in care and care-leavers. In relation to Corporate Parenting, Part 9, the Act provides for a clear definition of Corporate Parenting, and defines the bodies to which it will apply.

- 3.12 Part 9 puts the concept and policy of corporate parenting onto a statutory basis in Scotland. It established a framework of duties and responsibilities for relevant public bodies requiring them to be systematic and proactive in their efforts to meet the needs of looked after children and young people and care leavers. This also introduces new reporting and accountability structures, with national reporting to Scottish Parliament every 3 years. Commencement of corporate parenting responsibilities was from April 2015.
- 3.13 Development of corporate parenting guidance has been led by CELCIS in collaboration with the Scottish Government. The Statutory Guidance was issued in August 2015 under s63 of the Act and provides corporate parents with information and advice about how they should fulfil the duties set out in Part 9.
- 3.14 The guidance will be accompanied by corporate parenting national practice notes designed to support individual or groups of corporate parents to understand their legal responsibilities and to learn from existing good practice.
- 3.16 The definition of a 'corporate parent' is provided by Section 56 of the Children and Young People (Scotland) Act 2014. An organisation or individual is a corporate parent if they are listed, or within a description listed, in schedule 4 of the Act. Elected officials within a local authority area, staff members or a professional working in any of the public services listed in schedule 4 now have a corporate parenting duty in relation to looked after children and care leavers up to 26 years of age in their area.
- 3.17 The 'corporate parenting responsibilities' represent the core element of Part 9. The six duties provide a working definition of corporate parenting, and it is through a corporate parent's efforts to fulfil these duties that they will safeguard and promote the wellbeing of looked after children and care leavers under section 58.
- 3.18 The concept of corporate parenting is well established within Renfrewshire. We work closely with Who Cares? Scotland and we have recently secured funding through the Life Changes Trust to support the development of our corporate parenting work and our Children's Champion Board.

#### **Parts 10 & 11: Aftercare provisions and continuing care**

- 3.19 Both duties came into force from April 2015. The right to 'continuing care' will only be available to new care leavers (those who leave care in or after April 2015) who were born after 1 April 1999 and whose last placement was away from home.
- 3.20 Aftercare provisions, Part 10, came into force in April 2015. This new legislation introduces a new obligation on local authorities to secure some care leavers in their looked after placement, or suitable alternative accommodation, up to their 22nd birthday. The changes introduced by the Act reflect the principles of *Staying Put Scotland* (October 2013), guidance for local authorities and other corporate parents. The 2014 Act changes the legal definition of a 'care leaver'. From April 2015 any young person who ceases to be looked after on or after their 16th birthday will be classified as a 'care leaver'. (The current definition restricts the category of 'care leaver' to young

people who ceased to be looked after beyond their minimum school leaving age.) The 2014 Act extends eligibility to 'Aftercare' services to care leavers aged 21 to 25.

- 3.21 This change will result in an expansion of the population eligible for 'Aftercare' support in two ways. First, young people aged between 19 and 21 who are currently in receipt of 'Aftercare' will be able to continue to receive support up to their 26th birthday. Second, care leavers between the ages of 21 and 25 will be able to re-apply for support. The Scottish Government estimates that in 2015-16 approximately 3,225 care leavers aged 19 to 25 will request 'Aftercare' support, of which 65% (2,096) are likely to be successful.
- 3.22 From April 2015 all care leavers aged 19 – 26 will be entitled to request assistance from their local authority. The local authority must undertake an assessment and, if the care leaver is assessed as having eligible needs which cannot be met by other means, the local authority must provide them with 'such advice guidance and assistance as it [the local authority] considers necessary for the purposes of meeting those needs' (Section 60(2)). 'Eligible needs' will be defined by the Scottish Government through a Ministerial Order (regulations).
- 3.23 The 2014 Act also amends Section 30 of the 1995 Act, which sets out when a local authority may give financial assistance towards the education or training expenses of young people who have ceased to be looked after. From April 2015 the upper age to which this financial support can be requested is 25 (up from the previous limit of 21, or the conclusion of the young person's course). This is a discretionary power, and local authorities are under no duty to provide this financial assistance.
- 3.24 Part 11 of the Act introduces a new duty on local authorities to provide care leavers whose final placement was "away from home" with a continuation of the kinds of support they received prior to their ceasing to be looked after, including accommodation in a "looked after" placement.
- 3.25 The policy intention behind the "Continuing Care" provisions is to provide care leavers with a more graduated transition out of care and normalise the experience by allowing strong and positive relationships between the young person and carer to be maintained into adulthood.
- 3.26 Continuing Care is being introduced in a staged process. In the first year (2015-2016) only 16 year old care leavers will be eligible. In each of the next four years the right will be extended to an older age group until the right will apply to care leavers up until their 22<sup>nd</sup> birthday.
- 3.27 Renfrewshire has already taken on board the principle underpinning the legislation and many of our young people already remain in placement, whether this is in our children's houses or foster placements that become supported accommodation placements.

## **Part 12 – Services to children at risk of becoming looked after**

- 3.28 The aim of Part 12 is to ensure that a range of 'relevant services' is available to children and their families at risk of becoming 'looked after' by a local authority. The types of services which must be made available by local

authorities will be set out by Scottish Ministers in due course. This part of the act comes into force in August 2016.

- 3.29 The Act states that services must be provided to a child at risk of becoming looked after, a 'qualifying person' in relation to a child at risk of becoming looked after, a woman who is pregnant with a child who is at risk of becoming looked after once born and a qualifying person in relation to a pregnant woman which includes, husband, partner and any other person whom the Local Authority decides will become that when the child is born. Scottish Ministers also have the power to make provisions about 'when' and 'how' relevant services are to be provided to eligible children or qualifying persons.
- 3.30 A relevant service is defined as:
- Providing information about a matter
  - Providing advice or counselling about a matter
  - Taking action to facilitate the addressing of a matter by a person
- 3.31 The relevant services which must be made available in part 12 will be listed in secondary legislation

### **Part 13: Kinship Care**

- 3.32 Part 13 of the Act deals with kinship care, where a child is looked after by their extended family or close friends if they cannot remain with their birth parents. Scottish Government have funded organisations such as Children 1<sup>st</sup> and Citizens Advice Scotland to provide advice and support. In line with the 2014 Act Renfrewshire already recognises kinship carers not only where there is a looked after status, but also support families where there is a child in need, and where there is not a statutory order in force.
- 3.33 It is noted that the Board approved revised payment rates for kinship carers on 10 March 2016 to ensure parity for the payments of allowances for children for both kinship and foster carers.

### **Part 14 – Adoption register**

- 3.34 The Scottish Government has funded the British Association for Adoption and Fostering (BAAF) to run the Adoption Register in Scotland since it was established in 2011. The register facilitates family finding across Scotland which has increased the numbers of placements of children linked for adoption. The register is a database which records and stores information already held by adoption agencies. The register uses this information to identify potential links between children with a plan for adoption and prospective adopters.
- 3.35 Part 14 of the Act places a duty on all adoption agencies to use Scotland's Adoption Register, what information is required and within agreed time scales. The 2014 Act adds new sections 13A to 13G to the Adoption and Children (Scotland) Act 2007. Section 13A (2) (a) empowers Scottish Ministers to prescribe in Regulations the information relating to adoption to be included in the Register.
- 3.36 Section 13C(1)(a) places a duty on an adoption agency to provide Scottish Ministers with such information as may be prescribed in regulations about

children who it considers ought to be placed for adoption. Adoption agencies would be required to refer a child to the Register at the stage of the Agency Decision Maker confirming that adoption is in the child's best interests. Renfrewshire Adoption Panel is currently reviewing its processes to ensure compliance with the legislation.

## **Part 15: School Closure**

3.37 Part 15 (School Closure Proposals) of the Children and Young People Act 2014 relates to the Schools (Consultation) (Scotland) Act 2010 in respect of the development of the school estate. It updates the previous Act in relation to:

1. Restrictions on closure proposals;
2. Requirements to provide detail of financial implications of closure proposals;
3. Corrections to proposal papers;
4. Special provision for rural school closure proposals, incorporating:
  - Presumption against rural school closure;
  - Preliminary requirements in relation to rural school closure;
  - Additional consultation requirements;
  - Call-in of closure proposals;
  - Referral to the Convener of the School Closure Review Panels;
  - Review by Panel;
  - Decision following review; and
  - Appeal against decision of the Panel

## **Part 17: Other reforms and Children's legal aid**

3.38 The Act makes provision for the Scottish Ministers to make children's legal aid available by Regulations for court proceedings under the Children's Hearings (Scotland) Act 2011. The Scottish Ministers already had power to do the same in relation to legal aid for specified children's hearings, and made the Children's Legal Assistance (Scotland) Regulations 2013.

3.39 The same tests would apply to similar circumstances as to legal aid available under other provisions. In relation to court proceedings where the person is an adult, the eligibility tests are reasonableness and whether undue hardship would occur if legal aid is not provided. In relation to court proceedings where the person is a child, the eligibility tests are reasonableness, undue hardship, and whether it is in the best interests of the child for children's legal aid to be made available. If the court proceedings are an appeal, there is an additional test of substantial grounds for making or responding to that appeal.

## **Part 18: Wellbeing**

3.40 Part 18 of the Children and Young People (Scotland) Act 2014 focuses on 'wellbeing'. The Act provides for a number of duties that seek to safeguard, support and promote the wellbeing of children and young people. To ensure that these duties take a holistic view of what a child or young person needs, the Act provides for a holistic definition of wellbeing by reference to SHANARRI ie safe, healthy, achieving, nurtured, active, respected, responsible and included.

- 3.38 While each indicator is separately defined, in practice, the indicators are not discrete, but connected and overlapping. In this way, they give a holistic view of each child or young person, and allow the child or young person, and the adults supporting them, to consider strengths as well as barriers to growth and development. SHANNARI is embedded in the assessment processes of all the partners in children's services in Renfrewshire.
- 

## **Implications of this report**

### **1. Financial Implications**

Funding has been provided by Scottish Government to support implementation of the act.

### **2. HR and Organisational Development Implications**

None.

### **3. Community Plan/Council Plan Implications**

Children and Young People

- Implementation of the Children and Young People's Act 2014 supports our aspiration to give our children the best start in life and achieve all they can.

Community Care, Health and Well-being

- Implementation will support us to meet the wellbeing needs of our children and young people.

Safer and Stronger

- Implementation of the Act recognises that the need for support for some young people extends beyond the age of 18.

### **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.



- 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 Sharon Glasgow, Senior GIRFEC Officer, Tel 0141 618 6804

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**Children's Services**

DH/SG

14 April 2016

**Author:** Sharon Glasgow, Senior GIRFEC Officer, Tel 0141 618 6804  
Sharon.Glasgow@renfrewshire.gcsx.gov.uk



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**To:** Education and Children Policy Board

**On:** 12 May 2015

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

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**Heading:** The Children and Young People (Scotland) Act 2014 -  
Named Person Service and Child's Plan

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## **1. Summary**

- 1.1. The Children and Young People (Scotland) Act 2014 (the Act) was passed by the Scottish Parliament on 19 February 2014 and received Royal Assent on 27 March 2014. Underpinned by the Scottish Government's commitment to the United Nations Convention on the Rights of the Child 1989 (UNCRC) and Getting it Right for Every Child (GIRFEC) the Act also establishes a new legal framework within which services are to work together in support of children, young people and families.
- 1.2. The Act places in statute key elements of GIRFEC. These are:
  - every child and young person in Scotland to have access to a Named Person
  - a statutory Child's Plan should be prepared for every child or young person who requires one as a result of their wellbeing needs
  - a holistic explanation of wellbeing, which is set out in the Act
- 1.3. The Scottish Government consulted nationally on Statutory Guidance in relation to parts 4 (Named Person) 5 (Child's Plan) and 18 (Wellbeing) of the Act between 6 February 2015 and 1 May 2015.
- 1.4. Renfrewshire Children's Services Partnership is currently preparing a GIRFEC implementation plan to ensure readiness for the GIRFEC elements of the Act coming into force in August 2016.

- 1.5. Engagement with education staff about the role of the Named Person service has begun and a Named Person reference group of practitioners has been set up to work towards implementation.
  - 1.6. Children's services have been working on implementation of an electronic Child's Plan which incorporates the core data set as set out in the Act.
- 

## **2. Recommendations**

- 2.1 Members of the Education and Children Policy Board are asked to:
    - a) note that the GIRFEC elements of the Children and Young People (Scotland) Act 2014 will come into force in August 2016
    - b) note the ongoing work to develop an implementation plan for the Named Person service
    - c) note the progress made towards achieving a single Child's plan across Children's Services
- 

## **3. Background**

- 3.1 The Children and Young People (Scotland) Act 2014 is a wide- ranging piece of legislation, containing 18 parts and spanning policies that have developed over a number of years in relation to kinship care, care leavers, integrated services, early learning and childcare, and GIRFEC. With respect to GIRFEC, the Act provides the legislative impetus to bring about transformational changes to working practices across a wide range of public bodies.
- 3.2 GIRFEC is the national approach to improving the wellbeing of children and young people in Scotland. Through policy and delivery of services at both national and local level the approach:
  - puts the best interests of the child at the heart of decision making
  - takes a holistic approach to the wellbeing of a child
  - works with children, young people and families on ways to improve wellbeing
  - advocates preventative work and early intervention to support children, young people and their families: and
  - believes professionals must work together in the best interests of the child
- 3.3 The wellbeing of children and young people is at the heart of the GIRFEC approach. Recognising when a child needs support and being able to respond when a parent asks about any aspect of their child's wellbeing is important if services are to be timely, appropriate and effective in a child's life. For that reason, GIRFEC uses eight indicators of wellbeing. It focuses professionals and families attention on how safe, healthy, achieving, nurtured, active, responsible, respected and included a child feels.

- 3.5 The GIRFEC approach recognises that at different stages of their life each child will have different needs. Services need to be responsive to how these needs differ between children, how they change as they get older and whether they can be met with the universal support available to all children.

#### **4. Named Person Service**

- 4.1 The Named Person service refers to the organisational arrangements put in place to support the functions of the Named Person. The Named Person service, as set out in the duties of the Act, provides a structured way to ensure that a child-focused approach persists through a child's life into adulthood. Through children and families knowing who to contact, their access to help is made easier.
- 4.2 Part 4 Section 20 of the Act places a duty on a health board to make available a Named Person service for each pre-school child living in the area.
- 4.3 Part 4 Section 21 of the Act places a duty on local authorities to provide a Named Person service for children from five years, or school entry, until their 18<sup>th</sup> birthday whether in school, or otherwise educated, or having left school.
- 4.4 The Named Person is a professional in the universal services of health and education, most often known to the child and parents/carers, and available to support children and families when there is a need, and to act as a point of contact for other practitioners who may have a concern about the child. This approach means that a network of support can be developed efficiently and quickly around the child and family if extra support is needed.
- 4.5 For children aged 5 - 18 the Named Person for children and young people attending school in a local authority area is expected to be a registered teacher who holds a promoted post in the school the child or young person is at, and who holds, or has held, a post which gives them experience in relation to pupil support, pastoral care/guidance.
- 4.6 The person who takes on the role of Named Person for a child should be the person who has the overview of the child's well-being and the responsibility for co-ordinating any single agency support which a child may require. When a child's needs become more complex, then the Named Person role would give way to the Lead Professional role, as set out in the *Getting it Right for Every Learner* (GIRFEL) policy (Education and Leisure Services 2014).
- 4.7 It is anticipated that the Named Person will not have to do anything more than they normally do in the course of their day-to-day work. If there are concerns about the way a child is progressing, the Named Person will take action to help the child, or arrange for someone else to do so. This will be recorded in a single-agency plan and chronology.
- 4.8 There is no legal liability on an individual with regards to them taking on the role of Named Person. Legal responsibility lies with the local authority (service provider) and not the individual Named Person.

- 4.9 Section 23(3) of the Act places an obligation on the Named Person service to share information with any other service provider if they consider it affects or may affect the wellbeing of the child or young person. The concern may arise directly from the child or parents or anyone else who knows the child, or from observation or assessment by a professional.
- 4.10 It will be important for the Named Person, in considering which service provider or relevant authority it is appropriate to share information with under this section, to have a general awareness of what support is available, who supplies it, and how to access it.
- 4.11 Section 26 of the Act provides a framework to support proportionate and appropriate sharing of information by the Named Person and others in support of the exercise of their functions under the Act.
- 4.12 In Renfrewshire, work has begun to raise awareness of the Named Person service and engage with staff about the role and functions of a Named Person. An input was made to all head teachers at the Education and Leisure service meeting in May 2013. Awareness raising sessions took place with school staff during January and February 2014. Further engagement has taken place with head teachers during 2015 and a Named Person reference group has been set up involving representation from the primary and secondary sectors. Schools in Renfrewshire have been asked to consider which designation of staff within their establishment are best placed to carry out the Named Person role.
- 4.13 Ongoing liaison is taking place with teacher's trade unions locally and the local authority in relation to the implementation of Named Person in Renfrewshire schools.
- 4.14 The Renfrewshire Children's Services Partnership (RCSP) is considering the multi-agency implications for the implementation of the Named Person service in Renfrewshire. The following arrangements and systems will require to be addressed before full scale implementation:
- How the local authority will make provision for the Named Person service in relation to the following circumstances:
    - during school holidays
    - for young people 16-18 who have left school
    - for children educated at home
    - for any child experiencing interrupted education
    - for gypsy traveller children
  - Publishing information about the Named Person service including how to contact Named Persons

- The setting up of secure systems for sharing, transferring and storing information including the development of business processes for these
- Training for all Named Persons on their role and function including clear direction on information sharing and recording processes
- Training for all relevant agencies and service providers on their duties in relation to complying with requests from and sharing information with the Named Person
- The provision of a local directory of all support services and support pathways
- Business support arrangements for all of the above

## **5. Child's Plan**

- 5.1 The aim of Part 5 of the Act is to improve outcomes in relation to children's wellbeing by ensuring that a single statutory plan, the Child's Plan, is prepared for every child who needs one. Streamlining the planning process aims to ensure that there is a single planning framework in operation across children's services to make good use of resources and to avoid unnecessary duplication for the child, their parents, and practitioners.
- 5.2 There are two main considerations in deciding if a child requires a Child's Plan. The first is based on an assessment of wellbeing, as defined in section 96(2) of the Act. The second relates to the support judged necessary to meet the identified wellbeing need. A Child's Plan is required only when the wellbeing need cannot be met without the provision of a 'targeted intervention' which is support not generally available within a school setting e.g. support from specialist teachers such as those providing support for English as an additional language, sensory issue or looked after children; support from additional support needs assistants; support from specialist authority education provision; support from health and social work services.
- 5.3 The Named Person has a key role in promoting, supporting and safeguarding the wellbeing of the child. In most circumstances the Named Person, acting on behalf of the responsible authority, will be involved in deciding if a child requires a Child's Plan.
- 5.4 The required content of a Child's Plan is described in Section 34 of the Act. The Child's Plan has been designed to help all staff working with children and families to think about the wellbeing needs of a child and what can be done to improve their outcomes. The Child's Plan should be clear and succinct and should refer to needs that have been identified and will be addressed through the provision of targeted intervention. The Child's Plan should replace all other plans whether the child is being supported on a single or multi-agency basis, on a voluntary or a statutory basis.

- 5.5 The Getting it Right for Every Learner (GIRFEL) policy was approved by the education policy board in March 2014. It sets out the basis for how education services will progress with the requirement to provide a Child's Plan for those children who need one. It sets out a planning framework which delineates how education staff should plan to meet the learning and wellbeing needs of all children through a staged intervention approach.
- 5.6 The education Child's Plan was developed in conjunction with a number of pathfinder education establishments who agreed to work with the children's services support team and social work staff in designing and trialling the Child's Plan. The Child's Plan uses the same format as the paperwork currently utilised to complete an integrated assessment on a child requiring support from more than one agency. Going forward, the paperwork will be known as the Child's Plan across agencies.
- 5.7 The education Child's Plan was rolled out as an interactive PDF document across all education establishments, following training, in October 2013. Ongoing support has been provided in relation to the use of the new documentation. Issues which have arisen during the first phase of implementation are being addressed and further training is being delivered to education staff during May 2015.
- 5.8 The RCSP is in the process of reviewing the Child's Plan, its functionality, format and processes to ensure that it will be fully compliant with the requirements set out in section 5 of the Act by August 2016.
- 

## **Implications of this report**

### **1. Financial Implications**

£16,000 has been made available from the Scottish Government to the Renfrewshire Community Planning Partnership on a one off basis to support implementation of the Act. This will be used to support training requirements.

### **2. HR and Organisational Development Implications**

Business support processes and functions require to be identified and provided to support the implementation of the Act

### **3. Community Plan/Council Plan Implications**

Children and Young People

- The implementation of sections 4, 5 and 18 of the Act aims to improve outcomes for children and young people by focussing on improving their wellbeing



Community Care, Health and Well-being	- Children and young people will have their wellbeing needs met and get the help they need when they need it
Empowering our Communities	- Implementation of the GIRFEC approach involves all agencies, including the 3 <sup>rd</sup> sector, and the community.2014
Safer and Stronger	- The GIRFEC approach has a clear focus on the safety and wellbeing of all children particularly the more vulnerable.

**4. Legal Implications**

The Children and Young People ( Scotland) Act sections 4,5 and 18 places legal duties on the local authority to provide the services outlined in this report

**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.

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## List of Background Papers

- (a) Background Paper 1: Consultation on the draft statutory guidance for Parts 4, 5 and 18 (section 96) of the Children and Young People (Scotland) Act 2014 (Scottish Government)
- (b) Getting it Right for Every Learner in Renfrewshire – A Partnership Approach (March 2014 Renfrewshire Council)

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Susan Bell, Education Manager (GIRFEC) Tel 618 7221.

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SB/LG/JT  
28 April 2016

**Author:** Susan Bell, Education Manager (GIRFEC) Tel 618 7221

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**To:** Education and Children Policy Board

**On:** 12 May 2016

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

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**Heading:** Numeracy and Mathematics Development

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## 1. Summary

- 1.1. Renfrewshire Council has increased its focus on improving attainment levels in Numeracy and Mathematics across primary schools. All primary schools have been supported through the introduction of a Renfrewshire 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.
- 1.2. The Scottish Government commissioned the policy review "Improving Schools in Scotland: An OECD Perspective" in June 2015. The agreed purpose was to inform the ongoing development of education policy, practice and leadership in Scotland, by providing an independent review of the direction of the Curriculum for Excellence (CfE) and emerging impacts seen in quality and equity in Scottish schooling. It focuses especially on the cycles corresponding to Broad General Education (BGE, i.e. up to student age 15) with the brief being to:
  - Highlight key impacts of the approach taken to developing the curriculum to date.
  - Analyse key aspects of education policy and practice in Scotland, and integrate insights from PISA and other evidence from different countries/regions.
  - Highlight areas where further change or development could add value to an ongoing programme of educational improvement.
- 1.3. This report highlighted particular findings with regards to Numeracy and Mathematics :

"There have been declining relative and absolute achievement levels in mathematics *on international data*. On the most recent 2012 PISA surveys, Scotland was similar to the international average after having been one of the leading countries in maths achievement a decade before." (OECD report 2015); and

“Scottish Survey in Literacy and Numeracy (SSLN) shows that performance in numeracy actually declined between 2011 and 2013, although with a different pattern for children in primary and secondary schools. In primary schools, the drop was due to smaller numbers among the top performers in numeracy, which decreased by 10% (8 percentage points) and 8% (6 percentage points) in P4 and P7 respectively. In S2, the relative size of the top achieving group stayed the same but that of the low performers jumped by 9% (3 percentage points). For different reasons, therefore, there was a decline in levels of numeracy achievement in both primary and secondary education over this period.” (OECD report 2015)

- 1.4. In January 2013, Renfrewshire Council created the post of Numeracy Development Officer with a 0.2 FTE commitment to address issues arising from the 2011 Scottish Survey of Literacy and Numeracy.
  - 1.5. Renfrewshire Council has been allocated £8,344 to date from the Scottish Government to facilitate the sharing of good practice and raising awareness of the Education Scotland Virtual Numeracy Hub, which is accessible through Glow, and therefore assist the development of best practice in Numeracy and Mathematics teaching and learning.
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## **2. Recommendations**

- 2.1. The education and children policy board is asked to note:
    - Renfrewshire Council’s Children’s Services’ progress to date in response to the Government’s commitment to introducing Numeracy Hubs for the sharing of good practice and consistency of experiences across establishments;
    - the allocation of £8,344 provided by the Scottish Government (from the £1.2 million across Scotland) to support the development of the Numeracy Hub Initiative across Renfrewshire.
- 

## **3. Background**

- 3.1. Renfrewshire Council appointed a Numeracy Development Officer 0.2 FTE in December 2013. A baseline assessment was carried out to establish current areas of priority both in attainment and teacher confidence in the teaching of Numeracy and Mathematics across Primary, Secondary and ASN establishments. The results of this baseline closely matched the trends seen in the SSLN teacher questionnaire results.
- 3.2. Through consultation with staff , analysis of CEM and attainment data resulted in Progression, Active Approaches and Mental Agility being identified as priorities
- 3.3. A cross sector Numeracy Outdoor Learning working party was created and a progression of suggested activities for each Numeracy and Mathematics experience and outcome was produced. Professional learning opportunities were offered via Renfrewshire CPD site and this resource was launched.
- 3.4. Creation of Progression and Support Documents, Pathways and Discrete Assessments was undertaken by Numeracy Development Officer. The aim of this documentation was to ensure that there was a consistency of standards of skills being taught across the authority and to support staff members in understanding the progression of skills at each step of the journey from Early to Second Level.

- 3.5. In December 2014, the Numeracy Development Officer took up post as Numeracy Hub Champion for Renfrewshire Council .The meetings of representatives from each local authority and the Numeracy and Mathematics team from Education Scotland commenced in February 2015. This was an 18 month commitment with a potential extension.
- 3.6. The main objectives of involvement in the Numeracy Hub project are to raise attainment in numeracy and mathematics within Renfrewshire, promote the national numeracy hub and plan and deliver training on raising attainment in numeracy. A grant of £8,344 has been awarded to aid this process and also allow teacher cover for attendance at Numeracy Hub meetings for the Champion. Regular Action Plans and Impact reports are submitted to Education Scotland.
- 3.7. Progression and support materials were launched at a Primary head teacher meeting and shared with Principal Teachers of Mathematics in the Secondary sector in May 2015. Primary head teachers were asked to nominate a Numeracy Champion for their school. The Champion plays an essential role in cascading information to practitioners at school level. This is phase one of the initiative. Phase two will involve Nursery, Pre-five and Secondary establishments with an emphasis on transition.
- 3.8. The Education Scotland Numeracy Hub Grant has been used to purchase resources to pilot and support methodologies in the teaching of mental strategies. SolveIT Blocks and Rekenreks are being used at St. Anthony's Primary School and Todholm Primary School. These resources are being monitored and evaluated using public service improvement methodology.
- 3.9. Presentations on numeracy developments to Pre-five heads of centre and Secondary Head teachers took place in December 2015 and a Secondary Numeracy Development Coordinator was appointed in February 2016 to assist progress in the secondary sector.
- 3.10. The provision of high quality professional learning opportunities and the support materials have resulted directly in early signs of positive impact on teachers attitudes and confidence in the implementation of new teaching approaches in numeracy and mathematics.
- 3.11. At the beginning of the school session 2015-2016 there was a commitment to participation in the Numeracy Champion initiative by all schools that included the Numeracy Development Action Plan in their School Improvement Plan. By the end of school session 2015-2016 all staff in participating schools and Early Years Teaching Team should have received training that has been cascaded down from the Numeracy Development Officer, via the Numeracy Champions. This constitutes 48 Champions delivering in the 49 primary schools plus one member of the Early Years Teaching Team.

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## **Implications of this report**

### **1. Financial Implications**

The Scottish Government has committed £1.2 million to the development of Numeracy Hubs between 2014/17. Renfrewshire's allocation is £8,344 within the 18 month commitment. Further funding may follow in 2016/17.

### **2. HR and Organisational Development Implications**

None

### 3. Community Plan/Council Plan Implications

Children and Young People

- All young people in Renfrewshire will be entitled to learn numeracy and mathematics within their BGE.

### 4. Legal Implications

None.

### 5. Property/Assets Implications

None.

### 6. Information Technology Implications

Use of GLOW site to support implementation.

### 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.

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## List of Background Papers

*"Improving Schools in Scotland: An OECD Perspective"* (OECD 2015)

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Laura McAllister, Education Manager (Curriculum and Early Years)).

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**Children's Services**

LMcA/GMcK/LG

28 April 2016

**Author:** Laura McAllister, Education Manager, 0141 618 [7301/ laura.mcallister@renfrewshire.gov.uk](mailto:laura.mcallister@renfrewshire.gov.uk)

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**To: Education and Children Policy Board**

**On: 12 May 2016**

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

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**Heading: Standard Circular 16a – The Appointment of Senior Promoted Staff in Primary, Secondary and Special Schools**

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## **1. Summary**

- 1.1. SC16a relates to the appointment of senior promoted staff in primary, secondary and special schools.
  - 1.2. The amendments to the revised circular relate to denominational education.
  - 1.3. Following discussions between the director of children services and the Roman Catholic Church, minor amendments have been made to the existing SC16a to reflect this duty and to enable the local authority to ensure that the best possible candidate is selected.
- 

## **2. Recommendation**

- 2.1. The education and children policy board are asked to approve the minor amendments being recommended, in italics in the attached appendix, made to SC16a with respect to denominational education.
- 

## **3. Background**

- 3.1. SC16a relates to the appointment of senior promoted staff in primary, secondary and special schools.
- 3.2. The amendments to the revised circular relate to denominational education.
- 3.3. Section 21(2A) of the Education Scotland Act 1980 states that:  
“A teacher appointed to any post on the staff of any such school by the education authority shall. . . satisfy the Secretary of State as to qualification, and shall be required to be approved as regards his religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted; ...”

- 3.4. The amendments to the circular relates to any denominational schools that may occur in Renfrewshire in the future (Roman Catholic, Jewish, etc).
- 3.5. A working group has been set up to look at the appointment of senior promoted staff in primary, secondary and special schools and following completion of its work a further revised version of this circular will be put forward to the education and children policy board.
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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

- The appointment of high quality leaders which will have a positive impact on the leadership and management of schools across Renfrewshire.

### **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.



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## List of Background Papers

- (a) Background Paper 1: (delete row if not used or add further rows if required or state '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 Michael Dewar, acting head of service, 0141 618 7194, [michael.dewar@renfrewshire.gcsx.gov.uk](mailto:michael.dewar@renfrewshire.gcsx.gov.uk)

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### **Children's Services**

MD/LG

1 April 2016

**Author:** Michael Dewar, acting head of service, 0141 618 7194,  
[michael.dewar@renfrewshire.gcsx.gov.uk](mailto:michael.dewar@renfrewshire.gcsx.gov.uk)





Children's Services  
Cotton Street  
Paisley  
PA1 1LE

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**To: Heads of all Educational Establishments**

Dear Colleague

**THE APPOINTMENT OF SENIOR PROMOTED STAFF IN PRIMARY,  
SECONDARY AND SPECIAL SCHOOLS**

**1. Introduction**

- 1.1 The quality of senior promoted staff (head teacher and depute head teacher) is vital to the effective implementation of the policies of the council and the provision of the best possible education in schools.
- 1.2 Appointments to senior posts are made by appointment panels set up by the authority in accordance with section 14 of the Scottish Schools (Parental Involvement) Act 2006, "the Act", and secondary legislation made under the Act, the Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations 2007, "the Regulations".
- 1.3 This circular describes in detail the authority's strategy and related procedures for the filling of senior posts which satisfy current legislation. They are designed to be equitable and credible and to conform to the authority's equal opportunities policies. Their main aim is to ensure that the best possible candidate is selected.
- 1.4 Consultation on the strategy and key stages within the strategy will be undertaken with Parent Councils to ensure that due regard is taken of their views in accordance with regulation 4 of the Regulations. The authority will give the Parent Council a reasonable time to respond but will set a deadline for responses to be provided within a specific timescale.
- 1.5 Where no Parent Council exists, the authority will invite representation from the Parent Forum to contribute to these consultation procedures.

1.6 The education authority will make appropriate arrangements to ensure that training will be provided to support members of the Parent Council or any person assisting the Parent Council to discharge their function in connection with the appointment process.

1.7 This circular should be read in conjunction with Standard Circular 16.

## **2. The Appointment Strategy**

2.1 The main stages of the recruitment and selection process are:

- (i) the establishment of a person specification and selection criteria, based on the job description;
- (ii) the provision of information about the post through an advertisement;
- (iii) the preparation of a recruitment package which will consist of a school profile, job description and person specification;
- (iv) short listing;
- (v) the appointment process; and
- (vi) post-interview stage.

2.2 Stages within the strategy are considered in some detail in the following sections. For head teacher posts all of the selection arrangements will be overseen by the director or appropriate head of service. For deputy head teacher posts the arrangements will be made by the head teacher and advice will be available from the school's link manager.

2.3 No person who has a material interest in or relating to any matter to which the Regulations relate may participate in the short list procedure or sit on an appointment panel, in accordance with regulation 8(1) of the Regulations. A person will not be deemed to have a material interest by virtue of chairing an appointment panel under the provision made in that regard in regulation 7(1) and 7(2) of the Regulations.

## **3. Information about the Post**

3.1 Senior posts will normally be advertised in the national press and on the council website. The advertisement will contain basic information about the post and the school. It will indicate where applicants can obtain further information and application forms and will state the closing date for applications and to whom they should be sent.

3.2 A more flexible approach may be taken in cases of school mergers. The Joint Negotiating Committee (JNC) Circular 8 gives more detailed advice in this context. Where the authority decides that an internal advertisement is more appropriate, similar selection procedures apply.

- 3.3 School profiles will include information about the aims of the school, its roll and capacity, a brief description of the building and its catchment area and any other relevant details. Sample profiles are attached as appendix 1.
- 3.4 A job description and person specification will be prepared for each post. Consultation will be undertaken with the Parent Council to ensure that due regard is taken of its views in accordance with regulation 4 of the Regulations.

#### **4. Job Description and Person Specification**

- 4.1 The job description will correspond to national and Renfrewshire JNC agreements and will indicate clearly the general duties of the post, reporting arrangements, areas of responsibility and any other relevant factors. Sample job descriptions are attached as appendix 2.
- 4.2 The person specification will conform to a pattern agreed through Renfrewshire JNC and will be based on selection criteria which may vary in detail according to the post. The criteria will include:
- registration with the General Teaching Council for Scotland;
  - appropriate qualifications;
  - previous experience;
  - record of professional development; and
  - evidence of very good leadership skills in the delivery of education and the leadership of improvement and change.

Additional criteria may be added to suit the individual needs of each post.

*Please be advised that subject to Section 21(2A) of the Education Scotland Act 1980, those seeking positions in a denominational school will require to obtain Church Approval for these posts.*

- 4.3 The person specification will describe the kind of person being sought for the post. It will list essential and desirable requirements in terms of qualification, experience and personal qualities. Sample person specifications are attached as appendix 3. Entries in the essential and desirable columns should be tailored to meet the needs of each post.
- 4.4 The criteria should reflect the authority's commitment to equal opportunities.

#### **5. Recruitment Package**

- 5.1 In view of the importance of all applicants having information about the post, the school and the kind of person required before submitting their application, applicants will be invited to request from the school, or from the education and leisure services personnel section in the case of head teacher posts, a recruitment package consisting of an application form, school profile, job description and person specification for the post.

## **6. Short Leet Procedure**

- 6.1 The Parent Council will be invited to participate in the preparation of a short leet of candidates, in accordance with regulation 5(1) of the Regulations. Participation in the process is not mandatory, however.
- 6.2 If a Parent Council decides that it wishes to participate in the short leet procedure, it will nominate a member of the council or another representative to assist it, in accordance with regulation 5(2) of the Regulations. It is envisaged that at least one of the parent representatives will be a parent with a child in the school in question.
- 6.3 Regulations 5(1) and 5(2) do not apply where the education authority decides that the post of head teacher will be filled by redeploying an existing head teacher currently employed elsewhere or by redeploying an existing depute head teacher currently employed elsewhere, in accordance with regulation 5(3) of the Regulations.
- 6.4 In most cases it will be possible to consider applications and decide on a short leet which will be interviewed by the appointment panel. Any candidate who is deemed to be unsuitable or who does not meet the criteria can be omitted. The post will be re-advertised if the leet is reduced to fewer than two, other than in exceptional circumstances.
- 6.5 The leeting process for any head teacher or depute head teacher post must provide for robust professional screening. A sample record leeting sheet is attached as appendix 4.
- 6.6 The director, head of service or head teacher, depending on the post to be interviewed, will arrange an informal and confidential briefing meeting involving members of the Parent Council.
- 6.7 All short leeted candidates should be given the opportunity to visit the school to allow them to be briefed on major issues affecting the school, to meet the appropriate staff and to seek any information about the school which they feel might be helpful to them. Parent Council members to be involved in the interview process will also be invited to attend.
- 6.8 The visits described above are for the benefit of candidates and should not be regarded by Parent Council members or any staff involved in the visit as forming part of the selection process. Travel and subsistence expenses will not normally be paid in connection with such visits.

## **7. Appointment Panels**

- 7.1 Interviews for posts of head teacher and depute head teacher will be conducted by an appointment panel constituted in accordance with regulation 6(1) of the Regulations.

- 7.2 An appointment panel must consist of the agreed numbers of persons nominated by the education authority and the Parent Council. In addition the head teacher of the school is present as chairperson when the appointment of a deputy head teacher is being considered.

## **8. Appointment to Head Teacher Posts**

- 8.1 An appointment panel for the post of head teacher will normally consist of 2 nominees of the Parent Council and 4 nominees of the education authority, in accordance with regulation 6(2) of the Regulations.
- 8.2 The Parent Council can nominate a combination of a parent member or members of the Parent Council or a person who is not a member of the Parent Council, who at its request is assisting it in discharging its functions in connection with the appointment process, in accordance with regulation 6(3) of the Regulations.
- 8.3 The education authority will normally nominate:
- the convener of the Education and Children Policy Board or his/her representative;
  - a head teacher from another school in the appropriate sector. *In the case of Denominational Schools this would be, in normal circumstances a head teacher from a Denominational School.*
  - the director of education and leisure or his/her representative, normally a head of service; and
  - a senior education officer, normally the school's link manager.
- 8.4 The appointment panel will normally be chaired by the elected member, in accordance with regulation 7(1) of the Regulations.
- 8.5 The chair will have both a deliberative and a casting vote, in accordance with regulation 7(3) of the Regulations.
- 8.6 Where, for any reason, a Parent Council has not been established the appointment panel will include representatives of the Parent Forum.

## **9. Appointment to Deputy Head Teacher Posts**

- 9.1 An appointment panel for the post of deputy head teacher will consist of 2 nominees of the Parent Council and 2 nominees of the education authority together with the head teacher of the school, in accordance with regulation 6(2) of the Regulations.
- 9.2 The Parent Council can nominate a combination of a parent member or members of the Parent Council or a person who is not a member of the Parent Council, who at its request is assisting it in discharging its functions in connection with the appointment process, in accordance with regulation 6(3) of the Regulations.

9.3 The education authority will normally nominate:

- a teacher of equivalent rank who will have experience of carrying out the duties of a similar post. *In the case of Denominational Schools this would be, in normal circumstances a teacher of equivalent rank in a Denominational school, and*
- a representative of the director, normally a senior member of staff who will monitor on behalf of the director those parts of the selection process in which he/she is involved.

No two members of the appointment panel nominated by the authority should be members of staff of the same school.

9.4 The appointment committee for the post of deputy head teacher will be chaired by the head teacher of the school or, unless deemed inappropriate by the education authority, by the acting head teacher of the school, in accordance with regulation 7(2) of the Regulations.

9.5 The chair will have both a deliberative and a casting vote, in accordance with regulation 7(3) of the Regulations.

9.6 Where, for any reason, a Parent Council has not been established, the appointment panel will consist of nominees of the authority together with the head teacher of the school in the chair and will include representatives of the Parent Forum.

**10. The Format of the Interview for Head Teacher and Deputy Head Teacher Posts**

10.1 The format of the interview for head teacher posts will be agreed between the director or head of service and the Parent Council at the same meeting at which the short list is considered.

10.2 The format of the interview for deputy head teacher post should be determined in advance by the head teacher and the representative of the Director of Children's Services involved in drawing up the list. Account should be taken of any views expressed by the Parent Council.

10.3 The format can vary provided that it is seen to be credible and fair.

10.4 A formal interview will continue to play a key role in determining which of the listed candidates should be recommended for appointment.

10.5 The minimum time allowed for each candidate should normally be 45 minutes.

10.6 The format may be supplemented in one or more of the following ways:

- i the first part of the interview may consist of a presentation by the candidates on an educational topic of which they will have been informed in advance. Initial questioning may relate to the presentation.



- ii candidates may be invited to prepare a brief paper on an educational issue. Such papers would require to be written under supervision within a prescribed timescale.
- iii a group discussion may be held involving candidates and the appointment committee.

Candidates should be informed in advance of the format to be employed.

- 10.7 The interview arrangements should allow the same time for each candidate. The same broad questions should be asked of each candidate and there should be an opportunity for candidates to clarify essential matters by putting questions to the head teacher. Sample assessment sheets for the evaluation of interview performance are attached as appendix 5.
- 10.8 The interview process will be monitored by the representative of the director on the appointment committee. Any concerns expressed by the director's representative, which cannot be resolved at the time of the interview, will be reported to the appropriate head of service. No recommendation for appointment can be made until the matter has been resolved.

## **11. Post-Interview Stage**

- 11.1 At the end of the selection process the appointment panel will make its recommendation and the post will be offered to the recommended candidate (except in the unlikely circumstances where the candidate is ineligible or where the selection process has been conducted improperly).
- 11.2 All leeted candidates will be given the opportunity to discuss their performance at interview with one of the authority's representatives on the appointment committee. The interview assessment sheet which gives the overall assessment of the candidate will form the basis of this discussion.

Yours sincerely

Peter Macleod  
Director of Children's Services

March 2016



Renfrewshire Council: Children's Services

## **ANYTOWN HIGH SCHOOL**

### **Sample Secondary School Profile**

*Anytown High School provides non-denominational/denominational education for high school children serving a delineated area of Anytown. Anytown High School was built in 1978 to meet the needs of a modern, comprehensive education. The curriculum is designed to give students a broad, well-balanced experience with the opportunity and encouragement to achieve their maximum potential. An important part of school life is the development of strong links with the community. The school provides a positive (faith) ethos within which pupils have equality of opportunity within a safe and secure learning environment.*

The design of the building has many special features including a fully equipped theatre and an extensive physical education complex. There are good social areas for students with S5 and S6 having their own separate common rooms.

The school is situated just off Main Street, Anytown near the town centre by-pass.

This year there are 1182 pupils on the roll. The capacity of the building is 1250.

The teaching staff numbers 87 and includes the head teacher, 4 depute heads, 12 principal teachers (curriculum) and 4 principal teachers (guidance). There are also 5 technicians, a librarian, 4 clerical assistants and 6 classroom assistants.

The school offers many extra-curricular activities. Football and volleyball are particularly strong although other sports and activities are well supported. Each year the English and music departments stage a full scale production in the theatre.

More information can be had by writing to the head teacher, John Smith at North Street, Anytown, GT16 3TK or by telephoning 01326 442211.



Renfrewshire Council: Children's Services

**RENFREWSHIRE PRIMARY SCHOOL  
ANYTOWN**

**Sample Primary School Profile**

Renfrewshire Primary School provides non-denominational/*denominational* education for primary children serving a delineated area of Anytown. The varied catchment area includes both local and private housing and also includes the new housing developments.

Renfrewshire Primary School was built in 1961 of traditional design. The accommodation comprises eleven classrooms, one resource room, an early stages activity room, an ICT suite a parents' room, a large gym hall with well equipped stage, separate dining room, kitchen and a medical room. There are plans to add additional classrooms and upgrade facilities when the new housing development contributes to a rising roll.

At present there are 238 pupils on the school roll, formed into ten classes. The pupils come from a variety of social backgrounds.

The school provides a positive (*faith*) ethos within which pupils have equality of opportunity within a safe and secure learning environment. A priority for the school is to continuously improve learning and teaching, thereby raising achievements of all pupils.

The pupils are actively encouraged to pursue a healthy lifestyle through our vigorous health promotion programme and annual calendar of health related events.

The staff and the school strive to provide all children with a broad, balanced and differentiated curriculum in line with 5-14 guidelines and a Curriculum for Excellence. A wide variety of additional activities is also provided.

The school openly promotes and rewards positive behaviour. Renfrewshire Primary School promotes team spirit, it has excellent relationships with parents and the wider community and has a very welcoming ethos.



**SAMPLE**

<b>Renfrewshire Council Children's Services</b>
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**JOB DESCRIPTION**

**Designation of Post:**                      **Head Teacher**

**Name and Address of School:** **Silverton Primary School**  
**North Street**  
**Anytown**

**General Duties**

Responsibility to carry out the list of duties contained in Renfrewshire Council children's services job description – head teacher.
--

**Reporting Arrangements**

The head teacher is responsible to the Director of Children's Services
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**Other Duties**

(This part may include specific features of the post which may vary from school to school or highlight particular priorities for the head teacher)
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For example:

**Features:**

- liaison with organisations located within school buildings
- responsibility for special units
- responsibility for pilot projects

**Priorities:**

- primary secondary liaison
- attendance
- PSD
- A Curriculum for Excellence
- learning support
- *Leading the Faith Community (Denominational Schools only)*

<b>Renfrewshire Council Children's Services</b>
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**JOB DESCRIPTION**

**Designation of Post:** Depute Head Teacher

**Name and Address of School:** Silverton Primary School  
North Street  
Anytown

**General Duties**

Responsibility to carry out the list of duties contained in Renfrewshire Council children's services job description – depute head teacher.

**Reporting Arrangements**

The depute head teacher is responsible to head teacher.

**Teaching Duties**

To teach pupils as directed by the head teacher.  
In the event of short term absence, the depute head may be asked to teach classes at any stage.

**Curricular Duties**

Oversee the development and implementation of the Assessment is for Learning programme.  
Responsible for the use of computers throughout the curriculum.  
Together with other members of the senior management team to have an understanding of all aspects of the school curriculum, in particular, have a sound awareness of the principles of the A Curriculum for Excellence.

**Other Duties**

Deputise for the head teacher.  
Supervise supply teachers and arrange for cover for absent teachers.  
Staff development co-ordinator.  
Organise stage assemblies.  
Liaise with P2-P3 staff.  
To promote and maintain good order and discipline among pupils.  
To be responsible for the guidance and discipline of P1-P3 pupils.  
*Support the Faith Dimension of the School  
(Denominational Schools only)*

**Please note that all the above duties may be varied according to the needs of the school as determined by the head teacher**



<b>Renfrewshire Council Children's Services</b>
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**JOB DESCRIPTION**

**Designation of Post:** Head Teacher

**Name and Address of School:** St Mary's High School  
Main Street  
Anytown

**General Duties**

Responsibility to carry out the list of duties contained in Renfrewshire Council children's services job description – head teacher

**Reporting Arrangements**

The head teacher is responsible to the Director of Children's Services

**Other Duties**

(This part may include specific features of the post which may vary from school to school or highlight particular priorities for the head teacher)

For example:

**Features**

- liaison with organisations located within school buildings
- responsibility for special units
- responsibility for pilot projects

**Priorities:**

- primary secondary liaison
- attendance
- PSD
- post 16
- learning and behaviour support
- *leading the Faith Community (Denominational Schools only)*

<b>Renfrewshire Council Children's Services</b>
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**JOB DESCRIPTION**

**Designation of Post:** Depute Head Teacher

**Name and Address of School:** St Mary's High School  
Main Street  
Anytown

**General Duties**

Responsibility to carry out the list of duties contained in Renfrewshire Council children's services job description – depute head teacher
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**Reporting Arrangements**

The depute head teacher is responsible to head teacher
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**Teaching Duties**

As determined by:
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- |  |
|--|
| <ul style="list-style-type: none"> <li>• The head teacher</li> <li>• The teaching qualifications of the depute head teacher</li> </ul> |
|--|

**Curricular Duties**

Responsibility for the post 16 curriculum and the further implementation of Intermediate 1 and 2 courses.
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**Other Duties**

To be responsible for:
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- |   |
|---|
| <ul style="list-style-type: none"> <li>• The day to day administration of the school</li> <li>• The timetable</li> <li>• Absence cover</li> <li>• The day to day discipline of pupils</li> <li>• The guidance, curriculum and discipline of S5 and S6 pupils</li> <li>• Returning adults</li> <li>• Overall responsibility for the behaviour support unit located within the school.</li> <li>• <i>Support the Faith Development of the School (Denominational Schools only)</i></li> </ul> |
|---|

Please note that all the above duties may be varied according to the needs of the school as determined by the head teacher

**FURTHER INFORMATION ON THIS POST IS AVAILABLE BY CONTACTING THE HEAD  
TEACHER OF THE RELEVANT SCHOOL**

**Renfrewshire Council  
Children's Services**

**PERSON SPECIFICATION**

**Post:** Head Teacher **School:** Primary

Criteria	Essential	Desirable
Qualification	As required by GTC ( <i>Church Approval – denominational schools only</i> )	Additional qualifications ( <i>Certificate of Religious teaching – denominational schools only</i> )
Experience	Experience in senior promoted post or equivalent	Successful range of experiences in post of DHT or equivalent
Professional Development	Experience of undertaking opportunities for personal development in a range of key issues with particular reference to management of the curriculum	Experience of organising in-school in-service and staff development to meet identified needs <i>for example promoting a positive school ethos, developing the Faith Community in denominational schools, learning and teaching, CFE, GIRFEC</i>
Working with and Leading Others	Proven success in developing and leading a team of staff in pursuing an active role in the school community	<i>Involvement in national, regional and divisional initiatives (Experience of faith awareness/development related activities in school – denominational schools only)</i>
Management Skills	Evidence of effective use of time, personnel and resources in the management of whole school issues	Experience of successfully managing a whole school initiative or issue
Communication Skills	Evidence of good communication in planning, organising and co-ordinating major school activities	Confidence and experience in making formal presentations to a variety of audiences
Curriculum Initiative	Significant positive and enthusiastic contribution to innovative school development	Effective managerial involvement in the implementation of an important curricular initiative
Interpersonal Skills	Supportive of colleagues and highly participative	Proven success in motivating, encouraging and supporting others

Commitment to Current Council Priorities	Direct involvement in ensuring that education of the highest standard is delivered to all pupils	Actively involved in promoting council priorities
Customer Care	A known reputation for treating parents and the wider community as valued customers	Ability in establishing effective procedures for meeting the expectations of all customers

<b>Renfrewshire Council Children's Services</b>
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**PERSON SPECIFICATION**

**Post:** Depute Head Teacher **School:** Primary

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Qualification	As required by GTC ( <i>Church Approval – denominational schools only</i> )	Additional qualifications
Experience	Considerable successful teaching experience	Experience in a promoted post
Professional Development	Awareness of council initiative towards School Development Planning	Involvement in organising and leading in-school in-service and staff development to meet identified needs
Working with and Leading Others	Experience of developing and leading a team of staff	Active participation in leading staff development activities ( <i>Experience of Faith awareness/development related activities in schools – denominational schools only</i> )
Management Skills	Evidence of effective use of time, personnel and resources	Experience of managing a cross-curricular initiative
Communication Skills	Evidence of ability to communicate clearly, simply and effectively, new ideas to staff at all levels	Experience of giving presentations to parents / staff / groups / workshops
Curriculum Initiative	Initiative in carrying through developments	Responsible for implementing a whole school initiative
Interpersonal Skills	Evidence of good working relationships throughout the school	Ability to motivate, encourage and support others
Ethos	Willingness to actively contribute to the corporate life of the school	Leading staff and pupils in activities which enhance the school ethos <i>for example organising fundraising and charity events, Faith awareness/ development of the School, schools shows and concerts</i>

Community Involvement	Experience of working with external groups within a school's community to the benefit of all	Initiative in developments which have enhanced community ( <i>or faith – denominational schools only</i> ) involvement
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**Renfrewshire Council  
Children's Services**

**PERSON SPECIFICATION**

**Post:** Head Teacher **School:** Secondary

Criteria	Essential	Desirable
Qualification	As required by GTC ( <i>Church Approval – denominational schools only</i> )	Additional qualifications
Experience	Experience in senior promoted post or equivalent	A range of <i>relevant</i> senior management activities
Professional Development	Detailed understanding of staff development and review	Active participation in council or national initiatives
Working with and Leading Others	Proven ability in creating, developing and leading a team of staff	Evidence of success in developing good relationships with the wide school community and outside agencies ( <i>Experience of Faith awareness/development related activities in school – denominational schools only</i> )
Management Skills	Ability to maintain an overview of a variety of whole school issues and to provide direction and support in any of them, as necessary	Success in management of a major whole school change/initiative
Communication Skills	Evidence of high standards of communication in planning, organising and co-ordinating major school activities	A positive attitude in ensuring effective communication in promoting and facilitating partnerships with parents and the business community
Curriculum Initiative	Effective managerial involvement in the implementation of a major curricular change	Responsible for implementing a major whole school development
Interpersonal Skills	Evidence of good working relationships throughout the school	Proven success in motivating, encouraging and supporting a wide range of people
Customer Care	An appreciation of the views of the school's different customer groups and experience on how to deal with these	Ability in establishing effective procedures for meeting the expectations of all customers

Monitoring and Evaluating	Effective use of a variety of monitoring methods, such as meetings, reports, interim evaluations, interviews	Successful involvement in the formulation and evaluation of a major whole school development
Quality Assurance	Understanding of the school development planning process and the use of the plan in the management of the school	Use of performance indicators to establish, monitor and evaluate key areas of development



**Renfrewshire Council  
Children's Services**

**PERSON SPECIFICATION**

**Post:** Depute Head Teacher **School:** Secondary

Criteria	Essential	Desirable
Qualification	As required by GTC ( <i>Church Approval – denominational schools only</i> )	Additional management qualifications
Experience	Experience in senior promoted post or equivalent	A range of <i>relevant</i> management activities at senior level
Professional Development	Evidence of undertaking opportunities for personal development in a range of key issues with particular reference to management of the curriculum	Involvement in national and local initiatives
Working with and Leading Others	Proven ability in developing and leading a team of staff	Evidence of good leadership through contributions to in-service training and/or acting as convener of teams and staff ( <i>Experience of support for Faith awareness / development of the school – denominational schools only</i> )
Management Skills	Ability to involve others in management issues and decisions	Experience of managing a whole school initiative or issue
Communication Skills	Evidence of effective communication in planning, organising and co-ordinating major school activities	Successfully demonstrated skills in giving presentations to parents / staff / groups / workshops
Curriculum Initiative	Ability to take national and local developments and design an implementation programme for school / department	Responsible for implementing a cross curricular initiative
Interpersonal Skills	Sympathetic listener, supportive of staff and pupils	Proven ability in facilitating good communication between senior management and staff
Ethos	Evidence of a commitment to a learning community	Active involvement in activities which create, develop and maintain a positive ethos throughout the school

Community Involvement	Experience of working with external groups within a school's community to the benefit of all	Initiative in developments which have enhanced community <i>(or faith – denominational schools only)</i> involvement
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## RECORD OF LEETING FOR A SENIOR PROMOTED POST

Post:	School:	Completed by:	Date:
<b>NAME:</b>			
<b>Qualifications</b>			
<b>Present Post/School</b>			
<b>Experience</b>			
<b>Length of Service</b>			
<b>Professional Development</b>			
<b>Communication Skills</b>			
<b>Curriculum Initiatives</b>			
<b>Working with and Leading Others</b>			
<b>Management Skills</b>			
<b>Interpersonal Skills</b>			
<b>School Improvement / Performance Management</b>			



Renfrewshire Council: Children's Services

**INTERVIEW ASSESSMENT SHEET**

Name of Candidate	Date
Post	

Interview Time	Actual Start	Finish
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**1a Presentation/Responses to Questions**

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**1b Questions**

1.	
2.	
3.	
4.	
5.	
6.	

## 2. Overall Impressions

## 3. Assessment (tick one box)

1	2	3	4	5	6	7	8	9	10

Meets essential  
requirements

Of person specification

Meets some of the  
desirable requirements  
of person specification

Meets all or most of the  
desirable requirement of  
person specification

## 4. Overall Panel Assessment and Recommendation

Signature

Date