

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

Date	Time	Venue
Thursday, 14 May 2015	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.gov.uk/agendas](http://www.renfrewshire.gov.uk/agendas).

For further information, contact  
[democratic-services@renfrewshire.gov.uk](mailto:democratic-services@renfrewshire.gov.uk).

### 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 Report</b>                             | <b>5 - 10</b>   |
|          | Report by Directors of Finance & Resources and Children's Services. |                 |
| <b>2</b> | <b>Capital Budget Monitoring Report</b>                             | <b>11 - 16</b>  |
|          | Report by Director of Finance & Resources.                          |                 |
| <b>3</b> | <b>Glasgow University Evaluation of Families First</b>              | <b>17 - 32</b>  |
|          | Report by Director of Children's Services.                          |                 |
| <b>4</b> | <b>Implementation of 600 hours of Early Learning and Childcare</b>  | <b>33 - 42</b>  |
|          | Report by Director of Children's Services.                          |                 |
| <b>5</b> | <b>Risk Management Plan April 2015</b>                              | <b>43 - 62</b>  |
|          | Report by Director of Children's Services.                          |                 |
| <b>6</b> | <b>Renfrewshire's Policy on Anti-Bullying</b>                       | <b>63 - 94</b>  |
|          | Report by Director of Children's Services.                          |                 |
| <b>7</b> | <b>Education (Scotland) Bill</b>                                    | <b>95 - 104</b> |
|          | Report by Director of Children's Services.                          |                 |

<b>8</b>	<b>Criminal Justice Social Work Grant 2015/16 and Service Update</b>	<b>105 - 114</b>
	Report by Director of Children's Services.	
<b>9</b>	<b>Delegated Management of Resources: Amendments to the Scheme of Delegation</b>	<b>115 - 118</b>
	Report by Director of Children's Services.	
<b>10</b>	<b>Renfrewshire Family Information Service</b>	<b>119 - 122</b>
	Report by Director of Children's Services.	
<b>11</b>	<b>Annual Health and Safety Report 2014/15 and Action Plan 2015/16</b>	<b>123 - 152</b>
	Report by Director of Children's Services.	
<b>12</b>	<b>Proposal to consult on the relocation of Foxlea Pre-five and Community Learning Centre to a new build St Paul's Primary School</b>	<b>153 - 176</b>
	Report by Director of Children's Services.	
<b>13</b>	<b>Proposal to consult on the relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing schools</b>	<b>177 - 200</b>
	Report by Director of Children's Services.	
<b>14</b>	<b>Children's Services Service Improvement Plan 2015/18</b>	<b>201 - 238</b>
	Report by Director of Children's Services.	
<b>15</b>	<b>Voluntary Sector Grants 2015/16</b>	<b>239 - 242</b>
	Report by Director of Children's Services.	



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**To:** Education and Children Policy Board

**On:** 14 May 2015

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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 27 February 2015

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1. **Summary**

- 1.1 Gross expenditure is £59,000 (0.0%) less than budget and income is £59,000 (1.8%) less than anticipated resulting in a **net breakeven** for the service 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	-

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2. **Recommendations**

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to note there have been net budget realignments of £1,525,328 processed since the last report primarily related to additional resources released by the Scottish Government in relation to Teachers' Induction, Teachers' Support and Teachers' Pay, partly offset by Early Years funding transferred to Social Work.
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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 £300,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £117,000</i></b>

The main reasons for the overspend in this service area include additional staffing costs, disclosure and SEEMIS subscription costs, and the net cost of hosting the Mission Discovery project. This is expected to be met from underspends in other service areas.

#### 3.2 **Additional Support for Learning:**

<b>Current position:</b>	<b>Net overspend £202,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £183,000</i></b>

The main reasons for the overspend include transport costs due to increased cost and distances travelled, and additional posts to meet service demands. This is expected to be met from underspends in other service areas.

#### 3.3 **Pre-Five Service:**

<b>Current position:</b>	<b>Net underspend £120,000</b>
<b><i>Previously reported:</i></b>	<b><i>N/A</i></b>

The underspend relates to staffing costs, mainly Pre5 salaries, due to vacancies not being filled as expected. This is expected to offset overspends in other service areas.

#### 3.4 **Primary Schools:**

<b>Current position:</b>	<b>Net underspend £131,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £87,000</i></b>

The underspend relates to staffing costs, mainly teachers' salaries and SPT transport costs. This is expected to offset overspends in other service areas.

### 3.5 Secondary Schools:

<b>Current position:</b>	<b>Net underspend £263,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net underspend £392,000</i></b>

Underspends in transport costs and teachers' salaries are partly offset by an overspend in SQA presentations. This is expected to offset overspends in other service areas.

### 3.6 Special Schools:

<b>Current position:</b>	<b>Net overspend £47,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £83,000</i></b>

The overspend relates to staffing costs within the central cover budget and is expected to be offset by underspends in other service areas.

### 3.7 Facilities Management:

<b>Current position:</b>	<b>Breakeven</b>
<b><i>Previously reported:</i></b>	<b><i>Net underspend £78,000</i></b>

It is now expected that this service area will achieve a breakeven position.

### 3.8 Projected Year End Position

It is anticipated that there will be a requirement to carry forward to future years some unused 2014-15 resources in relation to the Early Years Strategy in order to maintain its delivery over a number of years. After taking account of this carry forward, it is anticipated that Education Services will achieve a break-even year-end position.

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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:** David Forbes, Extension 6424



**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2014/2014**  
**1st April 2014 to 27 February 2015**

**POLICY BOARD : EDUCATION : 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		99,819	87,537	87,203	0	87,203	334	0.4%
Property Costs		8,291	7,560	7,563	(7)	7,556	4	0.1%
Supplies & Services		2,447	2,513	2,709	0	2,709	(196)	-7.8%
Contractors and Others		3,717	2,391	2,312	0	2,312	79	3.3%
Transport & Plant Costs		4,861	4,222	4,315	0	4,315	(93)	-2.2%
Administration Costs		21,220	563	544	0	544	19	3.4%
Payments to Other Bodies		22,934	18,968	18,876	180	19,056	(88)	-0.5%
CFCR		4,877	49	49	0	49	0	0.0%
Capital Charges		15,038	0	0	0	0	0	0.0%
<b>GROSS EXPENDITURE</b>		<b>183,204</b>	<b>123,803</b>	<b>123,571</b>	<b>173</b>	<b>123,744</b>	<b>59</b>	<b>0.0%</b>
Income		(14,314)	(3,236)	(3,097)	(80)	(3,177)	(59)	-1.8%
<b>NET EXPENDITURE</b>		<b>168,890</b>	<b>120,567</b>	<b>120,474</b>	<b>93</b>	<b>120,567</b>	<b>0</b>	<b>0.0%</b>
								<b>underspend</b>
								<b>underspend</b>
								<b>overspend</b>
								<b>underspend</b>
								<b>overspend</b>
								<b>underspend</b>
								<b>overspend</b>
								<b>breakeven</b>
								<b>breakeven</b>
								<b>underspend</b>
								<b>under-recovery</b>
								<b>breakeven</b>

£000's

0.0%

0.0%

Bottom Line Position to 27 February 2015 is breakeven of

Anticipated Year End Budget Position is breakeven of

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2014/2014**  
**1st April 2014 to 27 February 2015**

**POLICY BOARD : EDUCATION : EDUCATION SERVICES**

Description (1)	£000's	Revised Annual Budget (2)	£000's	Revised Period Budget (3)	£000's	Actual (4)	£000's	Adjustments (5)	£000's	Revised Actual (6) = (4 + 5)	£000's	Budget Variance (7)	
												£000's	%
Central Administration		902		1,253		1,553		0		1,553		(300)	-23.9%
Pre-Five Service		15,520		11,837		11,717		0		11,717		120	1.0%
Primary Schools		55,511		37,051		36,820		100		36,920		131	0.4%
Secondary Schools		75,076		54,278		54,207		(192)		54,015		263	0.5%
Special Schools		7,664		5,657		5,704		0		5,704		(47)	-0.8%
Schools Support Services		0		0		0		0		0		0	0.0%
SPS		0		0		0		0		0		0	0.0%
Community Learning & Dev		1,424		1,028		993		0		993		35	3.4%
Healthy Lifestyles		1,000		678		492		186		678		0	0.0%
Add Support for Learning (ASL)		9,676		7,315		7,518		(1)		7,517		(202)	-2.8%
Facilities Management		256		89		89		0		89		0	0.0%
Educational Development		1,171		808		808		0		808		0	0.0%
Psychological Services		690		573		573		0		573		0	0.0%
<b>NET EXPENDITURE</b>		<b>168,890</b>		<b>120,567</b>		<b>120,474</b>		<b>93</b>		<b>120,567</b>		<b>0</b>	<b>0.0%</b>

Bottom Line Position to 27 February 2015 is breakeven of 0.0%

Anticipated Year End Budget Position is breakeven of 0.0%

**To: EDUCATION POLICY BOARD**

**On: 14 MAY 2015**

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

**Heading: Capital Budget Monitoring Report**

**1. Summary**

- 1.1 Capital expenditure to 27<sup>th</sup> February totals £5.223m compared to anticipated expenditure of £5.214m for this time of year. This results in an over-spend position of £0.009m 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	£0.009m o/spend	0% o/spend	£0.132m u/spend	3% u/spend
<b>Total</b>	<b>£0.009m o/spend</b>	<b>0% o/spend</b>	<b>£0.132m u/spend</b>	<b>3% u/spend</b>

- 1.2 The expenditure total of £5.223m represents 75% 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 27<sup>th</sup> February 2015, and is based on the Capital Investment Programme which was approved by members on 13<sup>th</sup> February 2014, and adjusted for movements since its approval.
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### 4. **Budget Changes**

- 4.1 Since the last report budget changes totalling £1.387m have arisen which are the net result of:-

Re-profiling from 2015/16 to 2014/15 of :-

- Schools Investment Programme (£0.034m), reflecting the expected delivery timescales of the programme.

Re-profiling from 2014/15 to 2015/16 of :-

- Early Years Estate Programme (£0.106m), reflecting the revised delivery timescales of a number of the programmes.
- Primary Schools Estate Programme (£0.526m), reflecting the Mossvale/St James refurbishment programme in line with a revised cashflow profile. There has also been a re-profiling to the St Fergus new build project which reflects minor spend in the year as the programme is refined.
- New Linwood School (£0.641m), reflecting further changes to the cashflow profile provided by the contractor. The programme completion date has not changed.
- Trinity High - External Sport/Social Space Improvements Programme (£0.148m), reflecting a revised completion date of early 2015/16. An element of this reprofiling consists of an anticipated underspend to be confirmed on completion of the project, and which will be redirected to the Strategic Asset Management Fund.

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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 2014/15 & 2015/16 – Council,  
13<sup>th</sup> February 2014.

The contact officers within the service are:

- *Paul Davies (Finance & Resources)*
- *Alison Fraser (Education & Leisure)*

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**Author:** *Paul Davies, Principal Accountant, 0141 618 7211,  
paul.davies@renfrewshire.gov.uk.*

## Appendix 1

### CAPITAL PROGRAMME 2014/15 - BUDGET MONITORING REPORT TO 27 FEBRUARY 2015 (£000s)

POLICY BOARD Department	Council Approved Programme	Current Programme	Share of Available Resources	Year to Date Budget to 27-Feb-15	Spent to 27-Feb-15	Variance to 27-Feb-15	% variance	Unspent Cash Flow For Year	% Cash Spent
<i>Education</i>									
Education & Leisure Services (Education	8,158	7,009	7,009	5,214	5,223	-9	0%	1,786	75%
<b>TOTAL</b>	<b>8,158</b>	<b>7,009</b>	<b>7,009</b>	<b>5,214</b>	<b>5,223</b>	<b>-9</b>	<b>0%</b>	<b>1,786</b>	<b>75%</b>





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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Glasgow University Evaluation of Families First**

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## **1. Summary**

- 1.1. Renfrewshire's Community Planning Partnership is committed to ensuring that all children and young people in Renfrewshire are given the best start in life. An early years strategy was approved by the council's education policy board on 7 March 2013. This strategy commits the partnership to a family centred approach to improving outcomes for children and families.
- 1.2. Following extensive consultation an implementation plan was developed prior to full implementation in the autumn of 2013. An early years steering board was established in order to provide clear governance and accountability for the implementation of the strategy. This board reports to the Children and Young People Thematic Board and draws its membership from across the community planning partnership.
- 1.3. Although the early years strategy is at an early stage of implementation current progress is already demonstrating indications of a positive impact on children and families in Renfrewshire. In order to determine the impact and effectiveness in achieving agreed outcomes an evaluation plan is in place. This comprises two strands:
  - i) an outcome focussed self evaluation framework involving ongoing monitoring of the implementation plan by the evaluation team and
  - ii) an external evaluation.
- 1.4. The external evaluation of the family centred approach in Linwood and Ferguslie by Glasgow University has now been completed and a summary of the final report is attached as an appendix to this report. The key findings of the evaluation report are "overwhelmingly positive". The report highlights a number of key strengths of the approach. These are that, to better meet the needs of families, services should be:

- Faster in response and more able to devote time to building up and maintaining relationships with families. Initial presenting issues may just be one of many that families face and it takes time to understand parents and children's, often complex, situations
  - Willing to model appropriate behaviour for families rather than merely 'instructing them what to do'
  - Building relationships with families based on mutual respect and relating to them on their terms
  - Prepared to 'go the extra mile'. Services which are able to operate in a flexible manner and go beyond families expectations of what is required are held in high esteem by the community
  - Reducing the number of agencies families have to deal with at times of crisis. Having a one-stop service with an emphasis on building strong professional client relationship helps maintain parental confidence at times in their lives when self-belief and self-esteem is often low. At such times families are often ill prepared to cope with the demands imposed on them by any number of professional agencies.
- 1.5. It is recognised that much work is still required and ongoing evaluation will continue as the teams in Linwood and Ferguslie become embedded and further development is considered in response to the recommendations of Renfrewshire's Tackling Poverty Commission.
- 1.6. The early years steering board are considering the implications of this evaluation report. This will form the basis for further development of the strategy.
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## **2. Recommendations**

- 2.1. The education and children policy board is asked to note the very positive evaluation by Glasgow University of Families First in Linwood and Ferguslie.
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## **3. Background**

- 3.1. Renfrewshire's Community Planning Partnership is committed to ensuring that all children and young people in Renfrewshire are given the best start in life. The early years steering board was established in order to provide clear governance and accountability for the implementation of the strategy. This board reports to the Children and Young People Thematic Board and draws its membership from across the community planning partnership. This board also provides strategic leadership for the implementation of the early years collaborative stretch aims and associated key change areas. These aims are embedded within the Integrated Children's Services Plan.

- 3.2. The Families First core teams in Linwood and Ferguslie have been in place since November 2013. Roles and responsibilities for staff within the core teams were developed by managers who understood the needs of local children and families. Extensive consultation has been carried out with communities and community planning partners in order to ensure the approaches being developed meet the needs of families in the identified areas.

This includes the following:

- 20 formal focus groups were carried out with families in Linwood and Ferguslie to establish needs of families in these areas;
  - 306 (as at end of March 2015) referrals have now been made to the core teams from self-referrals, pre-5 centres, schools, social work and health visitors;
  - a significant number of self referral demonstrates the growing trust of the approach in the areas;
  - drop -in sessions and universal groups such as Baby Massage, Active Mums and Cooking on a Budget have been established for all families with children between 0-8;
  - personalised support for families is evidenced through a well produced video and interviews with family members;
  - £660,077 income has been maximised for families in Linwood and Ferguslie as a result of financial advice being provided;
  - funding to address fuel poverty has been used to recruit two energy advocates to support families across Renfrewshire with one working as part of the Families First team; and
  - the model adopted in Linwood and Ferguslie actively promotes a culture in which staff from a broad range of agencies value each other's contribution.
- 3.3. A range of partners are now working within each of the localities in order to ensure the focus and keeping children and families at the heart of service provision. For example, HomeStart provides volunteer support to families across Renfrewshire with a more focused approach now being implemented within the core team areas of Linwood and Ferguslie.
- 3.4. The external evaluation of the family centred approach in Linwood and Ferguslie by Glasgow University has now been completed and a summary of the final report is attached as an appendix to this report. The key findings of the evaluation report are "overwhelmingly positive". The report highlights a number of key strengths of the approach, These are that, to better meet the needs of families, services should be::
- Faster in response and more able to devote time to building up and maintaining relationships with families. Initial presenting issues may just be one of many that families face and it takes time to understand parents and children's, often complex, situations

- Willing to model appropriate behaviour for families rather than merely 'instructing them what to do'
- Building relationships with families based on mutual respect and relating to them on their terms
- Prepared to 'go the extra mile'. Services which are able to operate in a flexible manner and go beyond families expectations of what is required are held in high esteem by the community
- Reducing the number of agencies families have to deal with at times of crisis. Having a one-stop service with an emphasis on building strong professional client relationship helps maintain parental confidence at times in their lives when self-belief and self-esteem is often low. At such times families are often ill prepared to cope with the demands imposed on them by any number of professional agencies.

3.5. As a result of this evaluation our next steps include:

- ongoing evaluation of the impact of actions within the current operational plan through self evaluation and the Glasgow University external approach;
- learning lessons from the core team approach providing support for children and families in Linwood and Ferguslie in order to consider development of sustainable approaches across Renfrewshire; and
- further development of the implementation of the early years collaborative stretch aims through appropriate use of improvement methodology along with other approaches in order to ensure ongoing improvement.

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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

- Our children and young people will have the best start in life.

Community Care, Health and Well-being

- Closer and stronger links are developing across all CPP partners.

Empowering our Communities

- Families will become more resilient and empowered to make positive choices.

### 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 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 Gordon McKinlay, Head of Service, 0141 618 7194, [gordon.mckinlay@renfrewshire.gcsx.gov.uk](mailto:gordon.mckinlay@renfrewshire.gcsx.gov.uk)

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**Children's Services**  
GMCK/LG  
30 April 2015

**Author:** Gordon McKinlay, Head of Service, 0141 618 7194,  
[gordon.mckinlay@renfrewshire.gcsx.gov.uk](mailto:gordon.mckinlay@renfrewshire.gcsx.gov.uk)



# **University of Glasgow**

**Renfrewshire Families First Evaluation  
The Robert Owen Centre for Educational Change**

***SUMMARY APRIL 2015***





# **Renfrewshire Families First Evaluation**

## **SUMMARY**

**The Robert Owen Centre for Educational Change**  
**Stuart Hall, Kevin Lowden, Georgina Wardle,**  
**Natalie Watters, Kristinn Hermannsson, Niamh Friel**

**Renfrewshire Council**  
**Jennifer Macmillan-Currie**

**April 2015**



The Integrated Children's Services Plan indicates how we will work towards delivering this long term vision and explains how services working with children, young people and their families will provide support to achieve improved outcomes for Renfrewshire's children over the next three years.

The most significant influence on children making the best start in life is the care and nurture of their parents. Our universal services of education and health work to support parents to make a positive impact on children and young people. It is our aim to prevent problems or difficulties from arising where at all possible, but when they do, we want to act with parents to resolve issues as quickly and effectively as possible.

Reach for a Better Future outlines our approach based on prevention and early and effective intervention.

The prevention approach means that parents, with the support of services when needed, will continue to focus on positive outcomes for most children by stopping problems before they arise.

The second element of our approach is to identify and intervene early when problems do occur. Evidence and research shows that early and effective intervention improves outcomes for children, young people and their families.

Using these approaches will help services support families, children and young people to achieve the outcomes that all of our children deserve.

**Councillor Jacqueline Henry**

Chair of the Children and Young People Thematic Board  
Renfrewshire Council



## Key findings

The findings presented here are based on 71 interviews with parents/carers and 56 interviews with professionals in the Linwood and Ferguslie neighbourhoods.

Overall, findings from the major stakeholders in the Families First neighbourhood projects; parents, Core Team members, and partner organisations have been overwhelmingly positive. Interviews with parents have clearly demonstrated that the initiative has had a positive, and in some instances a profound, impact on the lives of families in the Linwood and Ferguslie neighbourhoods. For many of these families referral, from partner agencies or by self-referral, has brought immediate support from dedicated Core Team members. Often, initial presenting problems have represented the tip of an iceberg and many of the families that the project has worked with have, over a period of time, revealed a series of additional and often complex underlying problems and difficulties. Yet even in these situations the Core Teams have shown themselves able to cope, both with the range of issues and with the complexity of some family situations. Many of the partner agencies that the project has engaged with over the last two years have reported that the Project's presence has resulted in benefits to their organisations. For some this has been the result of referring families onto a service that they believe is best placed to deal with their clients' issues, for others it has meant an improvement in their working environment. For example, class teachers spoke about how, with Core Team support, disruptive children have become more settled in class and better able to learn. Consequently, teachers then spend more time thinking about teaching rather than worrying about class control. Social work and health visitors noted that support from the Core Team had frequently prevented situations and issues from becoming more serious.

If the *Core Team Initiative* is as successful as the evaluation indicates then there are important implications for local authority services. It is clear that the nature of the project has resulted in a service to local families which is proactive and responsive to a wide range of needs. Indeed, parents often contrasted their 'positive' experience of the team with their 'negative' experiences of other local and central government authority services. The messages from this evaluation are clear, to better meet the needs of families, services should be:

- Faster in response and more able to devote time to building up and maintaining relationships with families. Initial presenting issues may just be one of many that families face and it takes time to understand parents and children's, often complex, situations
- Willing to model appropriate behaviour for families rather than merely 'instructing them what to do'
- Building relationships with families based on mutual respect and relating to them on their terms
- Prepared to 'go the extra mile'. Services which are able to operate in a flexible manner and go beyond families expectations of what is required are held in high esteem by the community

- Reducing the number of agencies families have to deal with at times of crisis. Having a one-stop service with an emphasis on building strong professional client relationship helps maintain parental confidence at times in their lives when self-belief and self-esteem is often low. At such times families are often ill prepared to cope with the demands imposed on them by any number of professional agencies.

Findings from Core Team staff, parents and representatives of partner services indicated broad agreement on the impact of the project.

### **Core Team Staff**

- The Core Team have helped many local families deal with a wide range of issues, from financial difficulties, through parent and child health issues, relationship difficulties and child behavioural problems.
- The financial advice workers have brought an added dimension to the work of the Project, so much so, that benefit checks for families have become routinised into the work of the project. Between November 2013 and March June 2014 the project secured over £573,000 in additional income for local families. They also helped local people manage more than £25,000 of debt.
- The Project's approach to working with families, adopting a 'walking with them' ethos while encouraging parents to take increasing responsibility for dealing with the issues appears to have been highly successful and there is little evidence of families becoming dependent on family workers.
- Staff highlighted the benefits of having a locally based team operating in a flexible and responsive manner with an ability to deal with a range of issues and difficulties.

### **Parents/Carers**

- The *Core Team Initiative* quickly established itself in the Ferguslie and Linwood neighbourhoods and built trusting relationships with local families.
- The project has made a notable positive impact to the lives of families in the two communities. In some instances, the support has had an immediate impact on families lives, for example, in preventing eviction and securing additional benefits. In other instances, impact may take longer and, in the case of families with mental health problems, may require cyclical support from the project.
- There is good evidence that the approach used by workers in modeling behaviour, advocacy and 'walking' parents through issues has begun to build the skills and resilience of those in vulnerable families and, therefore, contribute to the wider social capital of their communities.

- Many parents contrasted the positive ethos and approach of the Core Team with that of other public services including; social work, health visitors and the jobcentre where personnel were regularly viewed as patronising and judgmental.
- Parents also commented on the fact that Core Team members were able to spend more time with them than they had experienced with other public services where engagement time was more limited.
- Parents who had engaged with the energy advice service spoke positively about the help they had received. Among the encouraging outcomes were instances where families had switched to more economical tariffs, been supported to apply for insulation grants, or been informed on how to manage their heating systems more efficiently.
- Those parents who had been matched with a Homestart volunteer were very pleased with the support they received and were particularly appreciative of the fact that the volunteers had given up their own time to help other families.

### **Partner Agencies**

- Partner agencies regularly reported the *Core Team initiative* as an asset for supporting families in the communities in which they worked.
- There was little evidence of service overlap between the Core Team and other public services.
- Referral systems from other agencies had grown over the life of the project. Local schools, nurseries, and health visitors had become regular referrers.
- A number of partners suggested that the *Core Team project* was playing a role in building the social capacity and resilience of the communities.
- The *Core Team project* was having a positive impact on the work of other services in the neighbourhoods.

### **Conclusion**

Renfrewshire Council's *Core Team Initiative* represents a bold investment on the part of the Council to develop a locally based early intervention approach. It is clear that the success of this project will influence the future development of Council services including Education and Social Work. Findings from the evaluation indicates that the project has had a substantial impact on the lives of many parents and children living in the Ferguslie and Linwood areas. Moreover, in terms of measurable impact the project has secured more than half a million pounds in additional benefit income for families in the localities.





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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Implementation of 600 hours of Early Learning and Childcare**

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## **1. Summary**

- 1.1. The Children and Young People (Scotland) Act 2014 (the Act), introduces a mandatory number of hours for early learning and childcare of 600 hours for eligible children. This was an increase from the previous 475 hours offered in 2013/14. The provision of 600 hours per year of early learning and childcare was required to be implemented from August 2014 with a more flexible model of delivery from August 2015.
  - 1.2. The education policy board at its meeting on 15 January 2015 noted the Council's proposal for delivering a more flexible model of early learning and childcare from August 2015. This report recommends a more detailed plan for delivering a range of flexible models of early learning and childcare which will enable parents to have an appropriate degree of choice from August 2015, and seeks approval for amendments in the early years admissions policy.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to approve:
    - (i) the plan for delivering a more flexible model of delivery of early learning and childcare as specified in section 4 of this report; and
    - (ii) the amendment to the early years admissions policy.
- 

## **3. Background**

- 3.1. The Act includes various proposals in respect of the provision of early learning and childcare to eligible children from 2 years of age to primary age, including a mandatory number of government funded hours for early learning and childcare.

- 3.2. Scottish Ministers' expectation is that a range of models will be delivered to allow parents a degree of choice, with year on year improvements to flexible models built on following ongoing consultation with parents. A minimum framework to the method of delivery has been set to ensure that sessions are no less than 2.5 hours, no more than 8 hours a day and must be over 38 weeks a year or pro rated and does not need to be confined to term time.
- 3.3. The Act places a duty on local authorities to consult every 2 years with parents of children under school age on how early learning and childcare should be made available and for each local authority to publish a plan of intention. The current model for delivering 600 hours of early learning and childcare during school session 2014/15 was planned in response to the consultation undertaken with Renfrewshire parents during winter 2013, as follows:
- 5 sessions of 3 hours 10 minutes over 38 weeks during the school term; and
  - for nurseries providing a full year service more flexible options of early learning and childcare may be delivered.
- 3.4. Work has been ongoing during this school session to monitor and evaluate the 2014/15 delivery model and to plan for a more flexible model to allow parents an appropriate degree of choice from 2015/16 onwards. Consideration has been given to the issues raised and possible solutions explored, as reported to the education policy board in the January 2015.
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#### **4. Proposals for implementing a more flexible model of delivering 600 hours of early learning and childcare**

- 4.1. The recommendation is for a 'community model' where nurseries within their defined geographical areas (nursery admissions areas) will deliver a range of patterns of early learning and childcare, to ensure flexibility which allows parents an appropriate degree of choice and meets the needs of children.
- 4.2. Proposed patterns of delivery which meets the minimum framework set by the Scottish Government have been agreed for each nursery to ensure the following range of patterns are available across an admissions panel area:
- short sessions of around 2.5 – 3.5 hours;
  - half day sessions of around 4 hours per day;
  - school day sessions of around 6 hours per day;
  - full working day sessions of up to 8 hours; and
  - sessions out-with school term times, across more than 38 weeks per year.
- 4.3. Not all nurseries will be required to deliver the full range of patterns, as specified above. The range of patterns to be delivered by individual nurseries was identified and agreed through discussions about known demand from parents and local consultation with parents to identify patterns of need.

- 4.4. Additional staffing for Council establishments had previously been agreed to maintain ratios, allow for curriculum planning and lunch time provision. The impact of this has been monitored during this school session with the staffing model further developed from August 2015 in order to deliver a more flexible pattern of early learning and childcare.
- 4.5. The increased flexibility is having an impact on cleaning and catering arrangements and business support within Council establishments. The impact of this will continue to be monitored and any amendments to provision made as required. This may require further approach to the Scottish Government in relation to funding.
- 4.6. The council currently provides £130,000 grant funding through the distribution of funding to support families for children and families' funding stream to Linwood Community Childcare to deliver early learning and childcare to vulnerable children age 0-3 years and 2 year old children who are eligible under the Act. The proposal is that additional £15,000 is allocated to Linwood Community Childcare to enable them to provide more flexible options of early learning and childcare.
- 4.7. In order to meet the duty under the Act to consult every 2 years, further consultation with parents of children under school age is planned for later in 2015. The findings from this consultation will be used to make year on year improvements to the models for delivery early learning and childcare.
- 

## **5. Amendments to the Admissions Policy**

- 5.1. The revised early years admissions policy and guidance (standard circular 3A) was approved by the education policy board on 8 May 2014 and 21 August 2014.
- 5.2. Minor amendments are now required to be made to the admission policy as follows:

Priority 3B of the policy requires to be amended to reflect the change in eligibility for 2 year olds. Currently the policy states that:

Eligible two year olds residing in Renfrewshire who are living in households which qualify for:

- Income support;
- Job seekers allowance (income based);
- Employment and support allowance (income based);
- Incapacity benefit or severe disablement allowance; and
- State pension credit.

As the entitlement for 2 year olds has been extended to include children who are entitled to free school meals the range of qualifying benefits has also extended, as follows:

- Income support;
- Income-based Job Seekers Allowance;
- Employment and Support Allowance;
- Child Tax Credit (up to a minimum income threshold);

- Childcare tax credit and working tax credit (up to a minimum income threshold);
- Support under Part VI of the Immigration and Asylum Act 1999; and
- Universal Credit.

As a result of this change it is proposed that the revised statement in the policy for priority 3B is as follows:

Eligible 2 year olds from Renfrewshire whose parents are in receipt of qualifying benefits.

- 5.3 Minor amendments are also required to be made to the policy guidance section of the standard circular to reflect the change specified above; requirements relating to the nursery admissions management system (NAMS); and minor changes to the appendices, including the application form for a nursery place to reflect increased flexibility. The revised admissions policy and guidance will be re-issued to all educational establishments and the leaflet for parents will be updated and issued.
- 5.4 A copy of the revised early years admissions policy is attached as an Appendix to this report.

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## Implications of this report

### 1. Financial Implications

The proposals will be met from within the available resources. The Scottish Government has allocated funding for implementing the additional/flexible provision in 2015/16, totalling £2,166,711 for revenue costs (for 2 to 5 year olds) and £920,335 for capital costs. The financial position will require continual monitoring to respond to a possible year on year increase of flexible provision in line with the requirements from the Act.

### 2. HR and Organisational Development Implications

Additional staffing will be recruited in line with Council policy. There continues to be staffing implications to deliver the increased entitlement and maintain the existing level of quality services. Additional nursery staff and increased management will be required to maintain ratios within a more flexible provision of delivery, maintain quality, allow for curriculum planning and lunchtime provision. The additional hours, increased flexibility will also impact on cleaning arrangements and business support in terms of more flexible arrangements.

Union and staff Negotiations on the proposal to change the conditions of employment for early years staff relating to a possible increase to the length of the working week from 35 to 37 hours is ongoing.

### 3. Community Plan/Council Plan Implications

- |                                       |  |
|---------------------------------------|--|
| Children and Young People             | - Ensuring the best start in life for children and young people.     |
| Community Care, Health and Well-being | - Earlier intervention will lead to healthier outcomes for children. |

Empowering our Communities	- Local services will benefit children, young people and members of the community.
Jobs and the Economy	- Flexible early learning and childcare places will strive to support parents into sustainable employment, training or education.
Safer and Stronger	- Services are provided by a highly skilled workforce.  People benefit from services that continually improve.

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

The council requires to comply with the legislative changes arising from the Act.

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

There is a need to modify some local authority buildings to respond to the requirements of the Act provide additional provision for 2 years olds, as reported to the education policy board on 15 January 2015.

#### **6. Information Technology Implications**

None.

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

The recommendations contained within this report have previously 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. Consultation and evaluation will continue to be carried out as part of the implementation to ensure no negative impact on equalities or human rights.

#### **8. Health and Safety Implications**

None.

#### **9. Procurement Implications**

A procurement exercise in accordance with the Council's standing orders relating to contracts and the Public Contracts (Scotland) Regulations 2012 relating to Part B services was undertaken to approve the award of places on the framework agreement for the provision of early learning and childcare places in private and voluntary sector nurseries within the Renfrewshire Council area.

## **10. Risk Implications**

There are no new material risks in relation to the current proposal. However, the service will continue to ensure a full review of risks as plans for implementing a more flexible model are further progressed. The funding award to Linwood Community Childcare will be subject to compliance with appropriate risk management procedures and the council's conditions of grant.

## **11. Privacy Impact**

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

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### **List of Background Papers**

- (a) Purchase of Early Learning and Childcare Places in Private and Voluntary Nurseries, education policy board, 16 January 2014.
- (b) Standards in Scotland's Schools Act 2000, as amended.
- (c) Children and Young People (Scotland) Act 2014.
- (d) Implementation of 600 hours of early learning and childcare, education policy board, 15 January 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 Kathleen McDonagh, Education Officer, [kathleen.mcdonagh@renfrewshire.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gov.uk)

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**Children's Services**  
*KMcD/DG/AK/LG/GMcK*  
*1 May 2015*

**Author:** Kathleen McDonagh, 0141 618 7196, [kathleen.mcdonagh@renfrewshire.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gov.uk)

**Early Years Admissions Policy – Pre-five Establishments**

**May 2015**





# Early Years Admissions Policy – Pre-five Establishments

## Criteria

### Priority 1

- (a) Children on the child protection register or identified through child protection procedures.
- (b) Referrals from social work where the child is deemed to be in need where:
  - the placement would help the child remain within the family environment rather than be looked after by the local authority;
  - the child is subject of a statutory order;
  - the placement would support the child's return to the family.

*A child's name is placed on the child protection register when they are at risk of being harmed or having been abused.*

This priority includes children who are looked after, under a kinship care order or with a parent appointed guardian.

### Priority 2 (allocated in priority order)

- (a) Referrals from educational psychology services, social work or health professionals for children with complex or multiple additional support needs.

*This priority refers to children who require substantial direct and continuing intervention from at least **one other agency out with education** and whose additional support needs are putting the child at an educational and social disadvantage.*

- (b) Referrals through a multi-agency assessment where it has been identified that a high level of family support is required.

*This priority refers to children or families who have been identified as requiring substantial support through an integrated assessment, or other multi-agency approaches.*

- (c) Referrals from the undernoted professionals for children with less significant additional support needs or where there are concerns about the circumstances of the child, parents or family:
  - *education establishments*
  - *health agencies*
  - *educational psychology services*
  - *social work services*
  - *voluntary sector agencies*

*This priority refers to children who require support as a result of circumstances which are placing the child, parent or family at an educational, social or health disadvantage. This includes children who are adversely affected by the disability of any other person in the family or it may include children with English as an additional language **where a high level of support is required.***

### **Priority 3A (allocated in priority order)**

- (a) Children in their deferred year with January or February birthdays or where it has been approved for children born between September and December.
- (b) Children in their pre-school year or ante pre-school year residing in Renfrewshire within the admissions panels designated area.
- (c) Children in their pre-school year or ante pre-school year residing in Renfrewshire from out with the admissions panels designated area.

In categories (a) (b) and (c) priority is given to children whose parents or carers are:

- in employment, education or training and in receipt of income support, income based job seekers allowance, working tax credits or universal credit; or
- in employment, education or training.

### **Priority 3B**

Eligible two year olds residing in Renfrewshire whose parents are in receipt of qualifying benefits.

### **Priority 4**

Children aged 0- 3 years residing in Renfrewshire.

Priority will be given to children whose parents or carers are (to be allocated in priority order):

- in employment, education or training and in receipt of income support, income based job seekers allowance, working tax credits or universal credit; or
- In employment, education or training.

### **Priority 5**

Children aged 0–5 years, residing out with the Renfrewshire area.

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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Risk Management Plan April 2015**

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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 2015. (Appendix 1) to the Board for approval. An action plan will be submitted with the mid-year progress report.
- 

## **2. Recommendations**

- 2.1 It is recommended that the Education and Children Policy Board approves the Children's Services Risk Management Plan, April 2015.
- 

## **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 2015 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's Business 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 Extended Senior Leadership Team (ESLT) 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 2015 is shown in the table below:

Evaluation:	Low	Moderate	High	Very High	Total
No. of Risks:	0	17	3	0	20

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

Public protection: Social Work has a public protection role relating to child protection, adult protection and protecting the public from offending behaviour. Effective partnership working with the police and other key agencies is critical to ensuring risk is appropriately managed. **(High risk)**

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

Getting It Right For Every Child (GIRFEC): Failure to fully embed GIRFEC principles across services and fulfil legal duties could result in poorer outcomes for children and young people and reputational damage for the Council. **(High risk)**

- 3.8 In preparing this paper for the Board, the ESLT consider that the proposed corporate risk register suitably reflects the service's risk management focus for the forthcoming year.
- 3.9 In relation to individual risks recorded, the ESLT 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.
- 

## **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 officers within the service are

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**Children's Services**

JH/LF/AG/LG

5 May 2015

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**Children's Services**  
**Risk Management Plan**

April 2015





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

- 1.1 During 2014-15, Social Work and Education and Leisure 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 Extended 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

- 2.1. In 2014/15, Social Work and Education and Leisure each submitted Risk Management Plan's to their Policy Boards. Social Work identified 15 service risks, with a profile as follows:

Evaluation:	Low	Moderate	High	Very High	Total
No. of Risks:	0	10	4	1	15

- 2.2. Education and Leisure services identified 18 service risks, with a profile as follows:

Evaluation:	Low	Moderate	High	Very High	Total
No. of Risks:	0	17	1	0	18

- 2.3. Each service undertook actions believed to be proportionate and cost effective in relation to the level of each risk and each Board received a midyear report on the progress being made in relation to this activity.

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

- 2.4. The development of the service's risk register was undertaken in tandem with the development of the service improvement plan 2015-2018, to ensure that appropriate risk management considerations were embedded into the service's key planning and financial prioritisation processes.
- 2.5. In developing the service improvement plan, Children's Service has taken into account the views of employees, service users, carers, key stakeholders and partners, which were gained on an ongoing basis during 2014/15. Key consultation methods include:
- Engagement with staff through the roll-out of the Public Service Improvement Framework across the service, which has generated a number of improvement actions to be progressed by the service.
  - Consultation on future developments with health partners through the Joint Planning and Performance Implementation Groups (JPPIGs).
  - Engagement with the Extended Senior Management Team and through the internal Strategic Risk and Review Group which is chaired by the Director of Children's Services.
- 2.6. The Children's Services Improvement Plan and Risk Management Plan for 2015/16 reflect a dynamic and transitional 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 will have a significant impact on the planning and development of social care services. The opportunity to enhance current partnership working in children's services through Renfrewshire Children's Services Partnership will also be progressed during 2015/16.
- 2.7. 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.

2.8.

Priority	Description
<b>Maintaining appropriate levels of service provision</b>	One of the key challenges for the Social Work Service over recent years has been the development of strategies and approaches which allow the service to continue to provide high quality outcome-focused services to individuals in the community who require them within the resources which the Council has available. Preventative and rehabilitative approaches will continue to be mainstreamed as business as usual across the whole service serving both to protect or improve outcomes for local people and to achieve financial sustainability.
<b>Developing integrated service arrangements</b>	<p>Planned integration of health and social care services will have a significant impact on the development and delivery of services across Renfrewshire. Local partners are working together to develop shadow arrangements for integration from 1 April 2015, with full arrangements to be in place by 1 April 2016.</p> <p>The development of the Directorate of Children's Services provides formal linkages between elements of social work services and education services. Those services which remain within the local authority will need to work with health partners to ensure that the strong, informal</p>

	<p>partnership working which currently exists is maintained. The new arrangements will require changes to the existing management arrangements for some services.</p>
<p><b>Developing person-centred approaches to service delivery, including self-directed support</b></p>	<p>The Social Care (Self-Directed Support)(Scotland) Act 2013 will ensure that service users and carers can benefit from a personalised approach to social care services by providing a range of options including Direct Payments and individualised budgets to choose the best way in which their assessed needs can be met. The legislation came into force on 1 April 2014.</p> <p>The greater choice and control which will be offered to service users may have an impact on the demand for internal services and will require the Council to work proactively with the local providers and to provide information to service users about community based supports which may meet some of their lower level care needs.</p>
<p><b>Effectively discharging our public protection role and working with partners to ensure that vulnerable children live as safely as possible within local communities</b></p>	<p>Public protection is a core 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. The service will also maintain strong links with Renfrewshire Adult Protection Committee and Renfrewshire Alcohol and Drug Partnership.</p> <p>In terms of community-based criminal justice services, responsibility will transfer from Community Justice Authorities to Community Planning Partnerships from 1 April 2016. The transition to these arrangements will be managed carefully to minimise operational impact.</p>
<p><b>Supporting vulnerable people affected by the current programme of welfare reform</b></p>	<p>The UK Government introduced wide-ranging reforms to the benefits system from April 2013 which have had a major impact on the Council and on the people who use our services. Services across the Council have been working with the Tackling Poverty Commission to ensure that local people have access to information and practical support.</p>
<p><b>Improving outcomes for children living in Renfrewshire through evidence-based programmes and a focus on educational attainment</b></p>	<p>The implementation of the Children and Young People (Scotland) Act (2014) is a key priority for the service and is one strand of our GIRFEC implementation.</p> <p>The service is focused on improving outcomes and achieving positive destinations for all children and young people, but will also target improvements in the educational attainment of looked after children. Evidence-based programmes such as Triple P and Functional Family Therapy will continue to be offered. The Permanence and Care Excellence project will be extended.</p> <p>Legislation has extended the provision of support to care leavers to the age of 25 and the service will work with partners to ensure continued support, particularly in relation to employability and sustainable tenancies.</p>
<p><b>Wider partnership working</b></p>	<p>The service recognises that no single agency can meet the needs of local people in isolation. Partnership opportunities with the statutory, third and community sectors will continue to be progressed.</p>

<b>Tackling inequality in Renfrewshire</b>	<p>The Equality Act (2010) was passed in October 2010 and came into force in April 2011. Regulations on specific duties came into effect in May 2012 and they set out a framework to assist public authorities to meet the general duty. Children's Services in Renfrewshire serve an increasingly diverse range of people, all of whom have different needs and requirements and deserve to be treated in an equal and fair way.</p> <p>The Service is an active participant in local equality groups and will produce an annual Equality report going forward in relation to the activities of the service.</p>
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- 4.3 On the basis of the above review of the business context for Children's Services, the Senior Management Team has identified the key risks to be recorded within its risk register for 2015/16.

## 5. The service risk profile and top risks going forward from April 2015

- 3.1. The detailed service risk management plan from April 2015 is provided in the attached appendix. The risks are aligned to the themes of the Council's business plan, "Better Future, Better Council, a High Performing Council."
- 3.2. 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's business plan.

**Table 5.2.1: Service Risk Profile**

Evaluation:	Low	Moderate	High	Very High	Total
No. of Risks:	0	17	3	0	20

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

Risk areas	Likelihood	Impact	Score	Evaluation
Public protection	03	05	15	High Tolerable and significant
Workforce planning and organisational development	03	04	12	High Tolerable and significant
GIRFEC (Getting it right for every child) and Implementation of the Children & Young People Act 2014	02	05	10	High Tolerable and Significant
Integrated service arrangements	03	03	9	Moderate Tolerable
Self directed support	03	03	9	Moderate Tolerable
Development of early intervention and preventative services for children	03	03	9	Moderate Tolerable
Failure of major providers	03	03	9	Moderate Tolerable
Financial and demographic pressures	03	03	9	Moderate Tolerable
Health Inequalities	03	03	9	Moderate Tolerable
Equality duties	03	03	9	Moderate Tolerable
Data Protection	03	03	9	Moderate Tolerable
Continuous improvement	03	03	9	Moderate Tolerable
Educational Attainment	02	04	8	Moderate Tolerable

Risk areas	Likelihood	Impact	Score	Evaluation
Property	02	04	8	Moderate Tolerable
Health and Safety	02	04	8	Moderate Tolerable
Incident response management	02	03	6	Moderate Tolerable
Business continuity	02	03	6	Moderate Tolerable
Environmental sustainability	02	03	6	Moderate Tolerable
Lifelong learning	02	03	6	Moderate Tolerable
Investment in services to support independent living	01	04	4	Moderate Tolerable

**Table 5.2.3: TOP Risks**

Title	Score	Risk	Overview
Public protection	15	The Social Work Service has a 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.	<p>Public protection remains a critical duty of the Social Work service. 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 partnership working in this area. Similar work in relation to adult protection is also subject to continuous development with partners through the multi-agency Adult Protection Committee. The service now has in place a dedicated Adult Protection Officer to focus on social work practice in this area, and a Lead Officer to work with the committee.</p> <p>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.</p>
Workforce planning and organisational development	12	A flexible and skilled social care 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	9	Failure to fully embed GIRFEC principles across services could result in poorer outcomes for children and young people.	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 business plan**

1: A Better Future	
GIRFEC	<b>Encompassing</b> (1) Implementation of the Children and Young People (Scotland) Act 2014

	(2) Child poverty
Development of early intervention and preventative services for children	<b>Encompassing</b> (1) Early years change fund (2) Early Years Strategy (3) Implementation of evidence based programmes with partners (4) Development of services for accommodated children and care leavers
Public protection	<b>Encompassing</b> (1) Child protection (2) Effective risk management (3) Management of high-risk offenders (4) Multi-agency training and procedures
Self directed support	<b>Encompassing</b> (1) Social Care (Self-Directed Support) (Scotland) Act 2013 (2) Personalised approach to social care services (3) Individual budgets
Health Inequalities	<b>Encompassing</b> (1) Health Improvement (2) Partnership (3) Active, healthy lifestyles
Educational Attainment	<b>Encompassing</b> (1) Recognising achievement (2) Curriculum for Excellence (3) The attainment gap
Lifelong Learning	<b>Encompassing</b> (1) Adult education (2) Destinations

## 2: A Better Council

Failure of major providers	<b>Encompassing</b> (1) Monitoring of external commissioning / procurement activity
Workforce planning and organisational development	<b>Encompassing</b> (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
Equality duties	<b>Encompassing</b> (1) Meeting main duties flowing from Act (2) Promoting access to care and support across minority groups
Health and Safety	<b>Encompassing</b> (1) Employee safety and wellbeing in the community
Financial and demographic pressures	<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
Data Protection	<b>Encompassing</b> (1) Subject Access Requests (2) Data sharing agreements (3) Information governance
Environmental Sustainability	<b>Encompassing</b> (1) Energy Consumption (2) Sustainable design
Property	<b>Encompassing</b> (1) Asset management

## 3: A High Performing Council

Integration of Health and Social Care	<b>Encompassing</b> (1) Legislative changes required to support the implementation of new Social and Healthcare Partnerships (from April 2015) (2) Two partnership models will be covered by the legislation. (3) The council working closely with health colleagues will require to agree the model and scope for integration that is to be implemented for Renfrewshire and identify and address the operational and governance implications of the model.
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Incident response management	<b>Encompassing</b> (1) Disruptive events that impact on the community, the environment, our employees or the reputation of the service. (2) Non-availability of premises, employees or systems impacting on services/functions (3) IT Disaster Recovery Plan
Developing self-evaluation arrangements	<b>Encompassing</b> (1) Public Service Information Framework (2) Consolidation of CSE accreditation (3) Supported self-evaluation (4) Case file auditing programme (5) Monitoring of inspection activity

- 3.3. 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.
- 3.4. 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.



## 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: 14 May 2015**

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

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**Heading: Renfrewshire's Policy on Anti-Bullying**

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## **1. Summary**

- 1.1 Renfrewshire Council continues to be committed to the personal and social wellbeing of all children and young people. The existing policy on Tackling Bullying in Renfrewshire was approved by the education policy board on 28 May 2009. The revised policy brings the previous policy into line with recent legislation and national guidance. The revised policy is attached as an appendix to this report.
- 1.2 The revised policy has been informed by 'A National Approach to Anti-Bullying for Scotland's Children and Young People' (The Scottish Government 2010) and sits alongside other Renfrewshire Council policies such as Getting it Right for Every Learner in Renfrewshire (August 2014); Promoting Positive Relationships (August 2014); and Protecting Children and Ensuring Their Wellbeing (Standard Circular 57 – August 2014).
- 1.3 This policy will apply to all educational establishments and settings and to all practitioners, including youth and out of school care services. It is our expectation that staff (including arts, cultural and services and libraries) transferring to a cultural trust, community resources and the partners in the private and third sector will work in partnership with Renfrewshire Council to uphold the spirit of the policy.
- 1.4 A wide range of stakeholders were involved in reviewing and updating the policy, including representatives from children's services – education and social work; schools, libraries, youth and sports services and adult learning; Police Scotland; and partner agencies such as respectme, Scotland's anti-bullying organisation.

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## **2. Recommendations**

- 2.1 The education and children policy board is asked to approve the policy which is attached as an appendix to the report.
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## **3. Background**

- 3.1 Renfrewshire's policy on anti-bullying provides guidance to staff, parents, children and young people on the prevention, identification and management of bullying behaviour.
- 3.2 The context for the policy changes have been informed by:
- Getting It Right for Every Child (GIRFEC, updated 2012);
  - Curriculum for Excellence, in particular, the Health and Wellbeing Framework, (Scottish Government, 2004);
  - The Equality Act, 2010;
  - The Children and Young People Act, 2014;
  - Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
  - The United Nations Convention on the Rights of the Child (UNCRC), 1989;
  - The Human Rights Act, 1998;
  - The Standards in Scotland's Schools etc. (Scotland) Act, 2000;
  - Corporate Parenting Policy (Renfrewshire Council 2009), and
  - Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology In Schools (Scottish Government, 2013).
- 3.3 The focus for the policy continues to support the development of respectful relationships for children and young people in Renfrewshire and provides working guidance to staff to meet the required standard in preventing bullying, in dealing with bullying and in the provision of information for parents.
- 3.4 The policy includes specific reference to equality and discrimination based bullying, hate crime and cyber bullying.
- 3.5 The policy provides information and guidance on:
- the definition of bullying and bullying behaviours;
  - awareness raising and prevention;
  - responsibilities for all staff, adults, children and young people;
  - reporting, responding and recording of alleged bullying/bullying incidents;
  - responsibilities of the local authority;
  - data monitoring; and
  - appendices to support implementation and consistency in practice.



#### **4. Policy development and consultation**

- 4.1 A working group which consisted of representatives from children services; schools, libraries, youth and sports services and community learning and social work services was established to review and update the policy on tackling bullying in Renfrewshire. Advice and support was also sought from partner agencies such as Police Scotland and respectme, Scotland's anti-bullying organisation.
- 4.2 A range of equality groups, including lesbian, gay, bisexual and transgender (LGBT) (Renfrewshire) were also invited to be involved in the review of the policy and agreed to provide their comments and views on the policy.
- 4.3 Consultation on the draft policy on anti-bullying was undertaken in January 2015. A copy of the draft policy and on-line survey questionnaire were circulated to all educational establishments and settings, parent councils, pupil councils, teaching and non-teaching trade unions, and equality groups. 178 responses to the consultation were received.
- 4.4 Feedback from consultation indicated that respondents found the rationale of the policy to be clear and comprehensive, with 92% of respondents agreeing that the policy clearly communicate the responsibilities of all staff in educational establishments and settings.
- 4.5 Just over 80% of respondents agreed that the definition of bullying specified in the policy reflected current thinking and practice within educational establishments and settings. A few respondents made specific comments in relation to the definition of bullying provided, with some believing it was clear and others viewing it to be too wide. The possibility of a 'one off' experience being defined as bullying was also commented on. The definition provided in the policy was developed in line with national advice.
- 4.6 Approximately 50% of respondents indicated that training on the policy was required. Individual comments in relation to training included the need for staff to have time for professional reading and discussion and training on specific aspects such as 'restorative approaches'. Discussions will be held with head teachers and service managers to agree best approaches for training staff.
- 4.7 Some respondents commented favourably that the policy will apply to all staff working in educational establishments and settings and on the expectation that the spirit of the policy is upheld by partners in the private and third sector. Discussions on ensuring the implementation of the policy by partners, community resources staff and council staff transferring to a cultural trust will be required to take place.
- 4.8 Just over 90% of respondents indicated that the policy provided good guidance for parents. A few respondents commented on the provision of separate information leaflets for parents. The proposal is that information provided within the policy will be extracted and developed into an information leaflet for parents.

- 4.9 In response to comments from respondents the proposal is to make the 'logging forms' and 'monitoring forms' available in an electronic format to education establishments and schools.
- 4.10 The original proposal was to increase the frequency of reporting to Council headquarters on a termly basis. However, in response to concerns raised and our commitment to tackling bureaucracy reports will continue to be done on annual basis.
- 4.11 A copy of the survey findings can be made available on request.

## **5. Implementation**

- 5.1 When approved, the policy will be disseminated throughout children's services at service meetings, in-service days, educational establishment and settings meetings with staff, children and young people and parents and parent councils as well as by the production of a leaflet for parents. The policy will be available on the council's website and promoted through appropriate anti-bullying organisations and their websites.

## **6. Monitoring**

- 6.1 It is essential that all educational establishments and settings are alert to alleged bullying/bullying and are vigilant in identifying allegations and incidents of bullying, ensuring they are dealt with and recorded. Every educational establishment and setting is required to complete the standard forms contained in the policy and return copies of the relevant monitoring forms to children's services on an annual basis.
- 6.2 The forms will be collated centrally by children's services and details of reported incidents, causes and trends will be monitored and reported to the Education and Children's Services policy board. Individual returns will be discussed, challenged, intervened and supported where required. The identification of successful strategies could be used as models of good practice and persistent nil returns discussed with services.
- 6.3 A report of bullying incidents which are characterised by the protected characteristics of the Equalities Act 2010 (perceived or actual) will be presented to the leadership policy board on an annual basis. It is the responsibility of the educational establishment and setting to ensure management information is kept up to date to enable this activity.

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## **Implications of this report**

1. **Financial Implications**  
None.
2. **HR and Organisational Development Implications**  
Training and awareness raising of the revised policy will form part of the implementation plan.

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

Children and Young People	- Implementation of the revised policy will continue to address inequalities, through the recognition of the harmful effects of bullying behaviour and the promotion of restorative approaches.
Community Care, Health and Well-being	- Implementation of the policy will have a positive impact on the health and wellbeing of children and young people who feel threatened by bullying behaviour.
Empowering our Communities	- The policy promotes the involvement of parents as partners in their children's learning and recognises the potential impact of bullying behaviour on the achievement of children and young people.
Safer and Stronger	- Implementation of the policy will support vulnerable children and young people and protect them from potential harm as a result of bullying behaviour.

### **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. Consultation with equality groups was carried out to ensure there is no negative impact on equalities or human rights as a result of this policy. A copy of the consultation return and equality impact assessment is available on request.

### **8. Health and Safety Implications**

None.

### **9. Procurement Implications**

None.

### **10. Risk Implications**

None.

## 11. Privacy Impact

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

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### List of Background Papers

- (a) Draft Policy on Tackling Bullying in Renfrewshire, Education policy board, 28 May 2009.
- (b) A National Approach to Anti Bullying for Scotland's Children and Young People, (Scottish Government, 2010).
- (c) Prejudice-based bullying in Scottish schools: A research report, Equality and Human Rights Commission, 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 Kathleen McDonagh, Education Officer, 0141 618 7196, [kathleen.mcdonagh@renfrewshire.gcsx.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gcsx.gov.uk)

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#### **Children's Services**

KMcD/GMcK/LG

29 April 2015

**Author:** Kathleen McDonagh, education officer, Tel: 0141 618 7196,  
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**Renfrewshire Council: Children's Services  
Renfrewshire's Policy on Anti-Bullying  
May 2015**



## **Renfrewshire Council: Children's Services Renfrewshire's Policy on Anti-Bullying**

### **1. Introduction and Rationale**

- 1.1 This policy brings the previous policy on Tackling Bullying in Renfrewshire (2009) in line with recent legislation and national guidance subsequent to that publication date. Renfrewshire Council continues to be committed to the social, emotional and mental well-being of all children and young people.
- 1.2 The policy has been informed by A National Approach to Anti-Bullying for Scotland's Children and Young People (2010) and sits alongside other Renfrewshire Council policies such as Getting it Right for Every Learner in Renfrewshire: Promoting Positive Relationships (August 2014) and Protecting Children and Ensuring their Wellbeing (Standard Circular 57 - August 2014).
- 1.3 This policy will apply to all education establishments and settings and to all practitioners, including youth, arts and cultural services, out of school care and library provisions. It is our expectation the partners in the private and third sector community provision working in partnership with Renfrewshire Council uphold the spirit of the policy.
- 1.4 The policy includes specific reference to equality and discrimination based bullying, including hate crime and cyber bullying.
- 1.5 The context for the policy changes have been informed by:
  - Getting It Right for Every Child (GIRFEC, updated 2012);
  - Curriculum for Excellence, in particular the Health and Wellbeing Framework, 2004;
  - The Equality Act, 2010;
  - The Children and Young People Act, 2014;
  - Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
  - The United Nations Convention on the Rights of the Child (UNCRC), 1989;
  - The Human Rights Act, 1998;
  - The Standards in Scotland's Schools etc. (Scotland) Act, 2000;
  - Corporate Parenting Policy (Renfrewshire Council, 2009); and
  - Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology In Schools (Scottish Government, 2013).

### **2 The Aim of the Policy**

- 2.1 This policy will support the development of respectful relationships for children and young people in Renfrewshire. The policy will provide guidance to staff, parents, children and young people on the prevention, identification and management of bullying behaviour to make safe, respectful and positive environments where bullying behaviour is never acceptable.

- 2.2 The policy provides guidance to staff:
- in preventing bullying;
  - in dealing with bullying; and
  - in the provision of information for parents.

### **3. Definition of bullying**

- 3.1 Bullying is defined by the Scottish Government as “behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.” (A National Approach to Anti Bullying for Scotland’s Children and Young People, 2010).
- 3.2 Bullying is behaviour which can be, but is not always, a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others. Bullying behaviour can also take place online, via smart phones, computers, tablet devices, etc. Some children may define a one off experience that is unintentional and arbitrary as bullying. (McKenna M (2009), Bullying – what do we know so far? page 4, respectme).
- 3.3 Bullying may be based on prejudice because of differences or perceived difference of the characteristics of a child or young person or group in which they are perceived to belong to. Prejudice is defined as a negative judgement of someone due to their difference or perceived difference. Bullying related to a protected characteristic need not be directed at someone who has a particular characteristic, but can also be based on a perception that they do or that they have an association with people who do. These may include a child or young person being looked after; or a young carer; or asylum seeker or because of the socio-economic circumstances, or the protected characteristics covered by the school specific provisions of the Equalities Act, 2010:
- Disability;
  - Gender reassignment;
  - Pregnancy and maternity;
  - Race;
  - Religion and belief;
  - Sex; and
  - Sexual orientation.

Prejudice based bullying which relates to the protected characteristics of the Equality Act such as race, religion, sexual orientation, transgender identity and disability may also be classified as a ‘hate crime’.

- 3.4 Bullying can be displayed, but not limited to, behaviours such as:
- physical abuse such as hitting, tripping or kicking;
  - emotional and psychological abuse such as name calling, teasing, putting down or threatening;
  - targeting someone because of who they are perceived to be or because of who they are;



- isolation and exclusion of others by ignoring, leaving out or spreading rumours;
- stealing and damaging belongings;
- extortion and manipulation; and
- cyber bullying such as abusive texts, emails or instant messages.

3.5 The impact of bullying behaviour may lead to:

- health issues;
- reduced self confidence;
- poor or non attendance at educational establishment;
- withdrawal from normal activities;
- loneliness;
- anxiety and depression;
- tearfulness;
- humiliation;
- feeling unsafe and fearful;
- changes to behaviour and/or physical appearance;
- aggression;
- demonstrating bullying behaviour towards others;
- eating disorders; and
- self harm and suicidal thoughts.

3.6 All bullying behaviour can impact negatively on the wellbeing of those affected.

“The impact an incident has had on a child or young person is more important than whether it is classified as bullying.” (Scottish Government, 2010).

#### **4. Raising Awareness and Prevention**

- 4.1 All educational establishments and settings must include the development of an ethos whereby all adults, children and young people take responsibility and are proactive in preventing and dealing with all types of bullying behaviour.
- 4.2 The expectation is children and young people are encouraged to have high expectations of themselves and others and people take responsibility and are proactive in preventing and dealing with all types of bullying behaviour.
- 4.3 The following approaches and interventions offer a range of examples which can help in preventing and dealing with bullying behaviour:

A positive ethos can be set by:

- seeking agreement amongst the establishment community on what bullying is;
- giving explicit and consistent messages that bullying is unacceptable;
- creating an environment based on mutual respect, strong relationships and a cohesive community;

- reviewing the life of the educational establishment and setting to identify any factors which might allow or encourage bullying;
- restorative approaches;
- raising awareness and understanding of Children's Rights (UNCRC);
- nurturing approaches;
- ensuring that the use of institutional power does not model bullying; and
- encouraging safe and responsible use of personal mobile technology.

Awareness raising can be promoted through:

- curricular activities;
- conducting and progressing feedback from anti-bullying survey;
- anti-bullying displays;
- themed assemblies;
- guest speakers;
- peer support, circle time;
- buddies / mentors;
- health and wellbeing programmes and activities;
- national anti-bullying week and local anti-bullying events / activities;
- establishment vision, values and aims;
- establishment handbook;
- working in partnership with the pupil and parent council;
- parent information events/groups;
- working in partnership with a range of services such as Home Link, Health, Social Work, Police, and third sector organisations such as **respectme**, **I am Me** and **LGBT Youth Scotland**;
- providing specific information regarding prejudice bullying, hate crime and equalities;
- providing information on how to be protected against cyber bullying;
- using quality literature, interdisciplinary learning, drama and curriculum materials which encourage discussion of relevant themes;
- using materials on GLOW, Scottish Government and Education Scotland websites; and
- providing policy information in various formats, for example, handbooks, websites etc.

4.4 There are considerable benefits from consistently promoting positive relationships, intervening at an early stage and using restorative practices, such as:

- improved safety for young people;
- improved mental and emotional well-being;
- improved and respectful relationships;
- improved empathic understanding;
- improved standards of behaviour;
- improved understanding of individual responsibility and shared accountability;
- improved academic performance;

- increased self-esteem and motivation;
- improved attendance;
- improved partnerships, communication and trust among all parties; and
- improved social competence for life.

4.5 An ethos which is based on open, trusting and respectful relationships helps individuals to feel supported and encourages them to report and challenge bullying behaviour.

## **5. Responsibilities for Staff, Adults, Children and Young People**

5.1 It is the clear responsibility of managers, staff and parents to support, listen, respect and respond to the child or young person experiencing bullying behaviour.

5.2 Managers will:

- ensure adults create an ethos where children and young people have high expectations of themselves and others and have respectful relationships which are promoted and modelled by all;
- identify the needs of children and young people and provide a high level of support as appropriate using the GIRFEL model;
- ensure that children and young people know how to report a bullying incident and are comfortable with the means of doing so;
- promote equality and fairness;
- ensure feedback is given to parents on the outcome of an investigation;
- ensure the implementation of Renfrewshire's policy on anti-bullying and ensure it is embedded in the practices of the educational establishment and setting;
- ensure staff understand their responsibility to prevent and respond to prejudice-based bullying;
- ensure staff have a clear understanding of their roles and responsibilities;
- identify a specific lead person/anti-bullying co-ordinator;
- ensure that the procedure for recording and monitoring alleged bullying/bullying incidents is adhered to;
- follow up on alleged bullying/bullying incidents to ensure they have been successfully and appropriately dealt with;
- ensure that anti-bullying strategies are regularly reviewed and developed in partnership with the education establishment and setting;
- provide guidance on any restrictions on the use of personal mobiles and on appropriate and safe use of mobile technology for learning and teaching purposes; and
- provide appropriate professional learning opportunities to support all staff.

5.3 Staff (including the specific lead person/anti bullying co-ordinator) will:

- identify the needs of children and young people and provide a high level of support, as appropriate, using the GIRFEL model;

- contribute to a positive ethos where children and young people have high expectations of themselves and others and where respectful relationships are promoted and modelled;
- ensure that children and young people know how to report a bullying incident and are comfortable with the means of doing so;
- promote equality and fairness in their day to day practice;
- be aware of, implement and adhere to the principles of Renfrewshire's policy on anti-bullying and follow procedures for managing and dealing with bullying behaviour;
- be aware of and understand their responsibility to prevent and respond to prejudice-based bullying;
- be aware of their roles and responsibilities;
- ensure that the procedure for recording and monitoring alleged bullying/bullying incidents is adhered to;
- actively contribute to the regular review and development of anti-bullying strategies;
- be aware of guidance on any restrictions on use of personal mobiles and promote the appropriate and safe use of mobile technology for learning and teaching purposes; and
- be involved in appropriate professional learning opportunities.

NB. It is important that all staff, including janitors, catering staff, business support and additional support needs assistants are made aware of and adhere to the policy and procedures to ensure consistency of approach.

#### 5.4 Guidance for parents

Communication between the home and the establishment is crucial to ensure that no child or young person is unduly affected by bullying behaviour. The following signs and symptoms may suggest that a child or young person is being bullied:

- a child or young person who has been happy presents as losing interest and enthusiasm for school. This may be reflected in deterioration in school performance;
- unwillingness to attend school or educational setting or worrying about the route to and from the establishment setting, requesting parents drive or collect them;
- damage to or loss of personal property, for example mobile phones, clothes, books and bicycles;
- unexplained changes of mood. These will often occur before the restart of school, for example, at the end of the weekend or the end of holidays;
- frequent minor illnesses, especially headaches and stomach aches, difficulty in sleeping, not eating especially if they accompany the mood changes mentioned above;
- an increase in requests for money;
- unexplained cuts and bruises;
- recurrent nightmares and trouble sleeping;
- bed wetting (with younger children);

- increased time online; and
- weight loss.

NB. It is important to note that these signs do not necessarily mean that a child or young person is being bullied.

Any activities which lead to a sense of achievement will help build self-esteem and well being. Parents can help to build up self-esteem in their children, by encouraging them to get involved in activities inside and outside of school.

Advice for parents whose child reports being subjected to bullying behaviour:

- remain calm, listen to your child and reassure them that they have done the right thing by telling you;
- reassure your child that the bullying behaviour is not their fault;
- explain that bullying is never acceptable and every child has a right to feel safe;
- allow your child to tell the story;
- sensitively ask questions to find out what exactly has been going on. It is important to establish if your child is actually being bullied or if they are having difficulties with friendships. Either way, your child will need support to resolve the issue but the approach adopted will depend on the situation;
- discuss possible courses of action with your child and what your child would like you to do for them;
- allow your child to have some sense of control over the actions to be taken;
- help your child identify strategies for dealing with any possible future incidents;
- advise your child to speak to an adult they trust or friend within the education establishment and setting;
- advise your child not to hit back. This does not solve the problem;
- reassure your child that the issue will be handled sensitively;
- arrange to meet the appropriate member of staff to discuss your concerns and clarify the strategies and support that can be used to deal with the situation;
- work in partnership with the staff. It is important to keep in contact with the education establishment or setting so that together you can monitor the effectiveness of the actions taken;
- ask for a copy of the anti-bullying policy;
- take notes of any patterns of behaviour / incidents;
- keep communicating with your child but balance the negative with positive; and
- provide a positive role model.

## **6. Reporting, Responding and Recording of Incidents**

### **Reporting**

- 6.1 Educational establishments and settings should promote a climate and ethos where children and young people feel safe and secure. They will provide friendly, confidential and safe ways for learners to report bullying behaviour.
- 6.2 Children and young people can be encouraged to report bullying by:
- re-enforcing the importance of reporting bullying they have witnessed;
  - empowering individuals who have experienced or witnessed bullying behaviour to report these incidents;
  - providing opportunities to communicate their concerns, e.g. confidential letters, worry boxes and surveys;
  - providing clear information of process and whom they can speak to; and
  - providing an intermediary service e.g. trained older pupils.
- 6.3 All reported incidents must be investigated timeously. Delays in dealing with an incident should only occur when reported at the end of a school day. The recommended time to carry out a full investigation is 3 working days. Educational establishments and settings will use their professional judgement in deciding to contact parents. However, it is important children and young people are aware of the educational establishment and setting's intention and actions regarding parental involvement.

### **Responding**

- 6.4 Responding to and resolving bullying behaviours requires a partnership approach, normally involving staff, children and young people, parents and partner organisations, where appropriate. A checklist for investigating an incident is available in Appendix 1.
- 6.5 Staff are responsible for responding, overseeing and recording of bullying incidents in the 'logging forms' attached as Appendix 2a and 2b. The member of staff to whom the incident is first reported or who witnesses the incident should take the incident seriously and follow procedure.
- 6.6 A child, young person or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with and recorded lies with the lead person / anti-bullying co-ordinator and the senior management team.
- 6.7 Staff must use their professional judgement in deciding on appropriate action to be taken depending on the impact on the children and young people involved.
- 6.8 Educational establishments and settings can offer support to children and young people affected by bullying by:

- creating a climate where children have high expectations for themselves and others and respect for one another;
- creating a climate where it is safe to be involved in reporting bullying incidents;
- reassuring them that they are not to blame;
- putting them at ease by sensitively questioning those involved to establish the facts;
- providing additional support, where appropriate;
- encouraging friendships and supportive peers;
- developing restorative practices; and
- creating systems for early identification of vulnerable children and young people.

Bullying behaviour can be changed by:

- using solution focused approaches;
- enabling children and young people to reflect upon their behaviour and the impact it has on others;
- helping children and young people communicate to manage conflict more effectively;
- where possible adopting a restorative approach to resolve the problem;
- setting achievable individual goals;
- where required, imposing an appropriate sanction;
- challenging all forms of prejudice-based bullying;
- where required, involving other agencies and services; and
- encouraging children and young people to be involved in discussions about bullying.

A restorative approach consists of asking the following key questions;

- What has happened?
- Why has this happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

Management approaches should include, but not be limited to:

- restorative meetings;
- mediation;
- counselling;
- peer support/mentoring;
- advocacy; and
- facilitated Apology.



- 6.9 Each incident should be reviewed after an agreed period of time. After this period of time, staff should endeavour to meet with all children or young people involved to reassess the situation and the relationship between them. The manner in which this review takes place will depend on the nature of the incident and age of those involved.
- 6.10 Support for children or young people affected by bullying behaviour is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and partner agency support can all play a vital role in ensuring there is no long term effect on a child and young person involved in bullying behaviour.

### **Recording**

- 6.11 To ensure consistency of practice across all educational establishments and settings all incidents of alleged bullying/bullying should be recorded on the 'logging form' (Appendix 2a). A separate form is required for each child or young person involved in the incident and a course of action should be agreed for each pupil. Appendix 2b should be completed to detail the update/review of incident. A random sample of logging forms will be requested by children's services on an annual basis.
- 6.12 Appendix 3 must be completed annually by all educational establishments and settings to enable an overview of reported incidents of bullying across the authority. It enables patterns and specific issues which may arise in a number of education establishments and settings to be identified.
- 6.13 A flowchart offering guidance for dealing with reported incidents is available in Appendix 4.

## **7. Responsibilities of the Local Authority**

- 7.1 Data and information provided from Appendices 2 and 3 will be monitored at Children's Services headquarters. Individual returns will be discussed and challenged, where required. Persistent nil returns may be discussed by a council representative from headquarters and the identification of successful strategies could be used as models of good practice.
- 7.2 Headquarters staff will send out requests for a random sample of logging forms (Appendix 2a) and completed monitoring forms (Appendix 3) on an annual basis.

### **Data Monitoring – Equalities**

- 7.3 Bullying can be based on prejudice because of differences or perceived differences due to the protected characteristics covered by the Equality Act, 2010, of a child or young person or a group in which they are perceived to belong to. Incidents of prejudice based bullying will be recorded on the logging forms and reported to children's services headquarters on a quarterly basis.



- 7.4 A report of bullying incidents which are characterised by the protected characteristics of the Equalities Act 2010 (perceived or actual) will be presented to the Education and Children Policy Board on an annual basis. It is the responsibility of the educational establishments and settings to ensure Management Information Systems are kept up to date to enable this activity.
- 7.5 Appendix 5 provides a list of useful contacts and websites to support in dealing with bullying incidents.

## **8. Policy Review**

- 8.1 A National Approach to Anti-Bullying for Scotland's Children and Young People (2010) recommends that anti-bullying policies are reviewed and updated every 3 years. The recommendation is that Renfrewshire Council's policy on Anti-bullying is reviewed in line with this guidance.



**Checklist for staff when investigating perceived bullying / bullying incidents**

- Who was involved – child, children and young person affected?
- In what way was the child or young person affected?
- What is alleged to have happened from the perspective of all those involved?
- Is there any other reason for considering this to be bullying behaviour?
- Was the incident spontaneous or premeditated?
- Is there any background information to this incident?
- Why do you think the incident happened?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and/or others)?
- Who reported it to whom and when?
- What was the response of the children or young people affected?
- What outcome is the child or young person expecting from the investigation?
- Have the parents of the child or young person affected been contacted?
- Should the incident be reported to HQ and/or the Police and is there a need to gather further evidence?



**Renfrewshire Council: Children's Services**  
**Renfrewshire's Policy on Anti-Bullying**  
**Logging Form**



Establishment / Setting Name \_\_\_\_\_

Child/ Young Person's Name \_\_\_\_\_

Class \_\_\_\_\_ Ref. No. \_\_\_\_\_

<b>Bullying Behaviour</b> (tick all that apply) Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Written <input type="checkbox"/> Online <input type="checkbox"/> Graffiti <input type="checkbox"/> Damage to Personal Property <input type="checkbox"/> Emotional/Psychological <input type="checkbox"/>	
<b>Bullying – Protected Characteristics</b> Disability <input type="checkbox"/> Gender reassignment <input type="checkbox"/> Race <input type="checkbox"/> Religion/Belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Pregnancy/Maternity <input type="checkbox"/>	<b>Bullying - Other Characteristics</b> Looked After <input type="checkbox"/> Socio-economic <input type="checkbox"/> Other <input type="checkbox"/> (must specify) _____
<b>Child/young person experiencing bullying behaviour</b> Name: _____ D.O.B:    /    /    Registration Class:    Stage:	
Incident Date:    /    /    Time:	
<b>Details of incident/allegation</b> (to be completed by member of staff reporting incident)	
<b>Outcome of investigation - Bullying? YES/NO</b>	
<b>Agreed course of action</b> (specify dates, where relevant)	<b>Date and time completed:</b>
<b>Parental Contact: Yes/No</b> Parent response:	
	<b>Date :</b>

Signature of Staff Member reporting incident \_\_\_\_\_

Signature of Head/Anti-Bullying Co-ordinator \_\_\_\_\_



**Renfrewshire Council: Children's Services  
Renfrewshire's Policy on Anti-Bullying  
Review/Update Form**

<b>Details of progress</b>	<b>Date completed</b>

Signature of Head/Anti-Bullying Co-ordinator \_\_\_\_\_

<b>Details of progress</b>	<b>Date completed</b>

Signature of Head/Anti-Bullying Co-ordinator \_\_\_\_\_

<b>Details of progress</b>	<b>Date completed</b>

Signature of Head/Anti-Bullying Co-ordinator \_\_\_\_\_





**Renfrewshire Council: Children's Services**  
**Renfrewshire's Policy on Anti-Bullying**  
**Termly Monitoring Form**



Date	Ref Number	Investigation completed in 3 days		Equality Act 2010 Protected Characteristics (school specific characteristics) (please tick all that apply)							Cyber Bullying	
		Yes	No	Disability	Sex	Race	Religion and Belief	Sexual orientation	Gender Reassignment	Pregnancy and maternity		
<b>Total number of Incidents</b>												

Signed: \_\_\_\_\_ Head/Anti Bullying Co-ordinator

Establishment/Setting: \_\_\_\_\_

Date: \_\_\_\_\_

Return to: Children's Services, Customer Services and Planning, Renfrewshire House, Cotton Street, Paisley PA1 1LE. Returns to be made annually.  
 If there have been no incidents reported, please complete as a **Nil Return**.

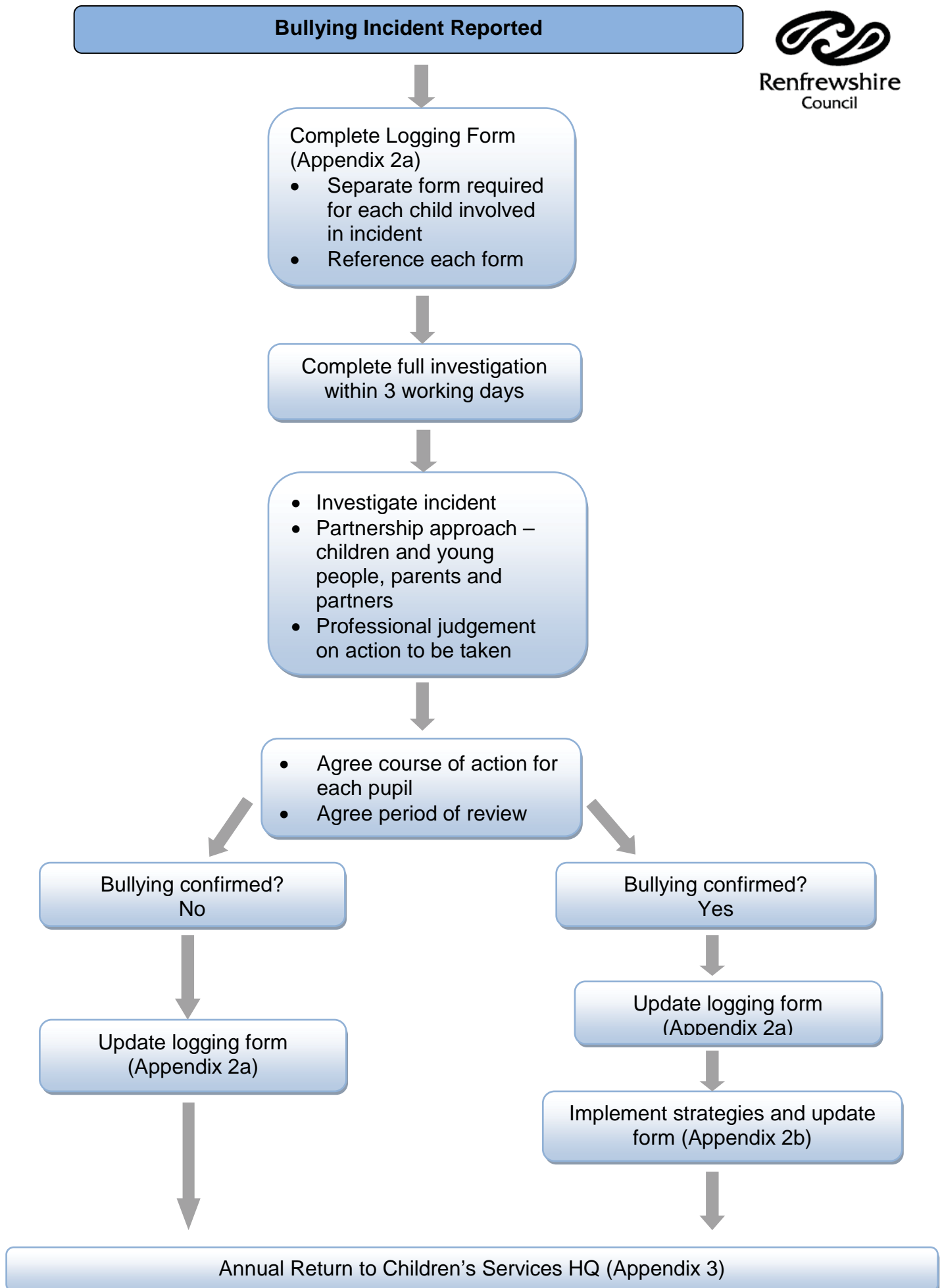


## Flowchart for Investigating an Incident

### Appendix 4



Renfrewshire  
Council





### Useful contacts

**Parent Line Scotland** – Free confidential helpline 0808 800 2222  
Mon/ Wed/ Fri 9am-5pm  
Tues/Thurs 9am-9pm



**ChildLine Bullying:** 0800 1111

**Bullying Line Scotland:** 0800 44 1111

### Useful websites

[www.respectme.org.uk](http://www.respectme.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.chatdanger.com](http://www.chatdanger.com)

[www.childline.org.uk/info/pages/bullying.aspx](http://www.childline.org.uk/info/pages/bullying.aspx) - for children and young people

[www.childnet-int.org](http://www.childnet-int.org)

[www.children1st.org.uk](http://www.children1st.org.uk)

[www.digizen.org](http://www.digizen.org) - deals with cyber bullying

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) – child protection on the internet

[www.youngminds.org.uk/parents](http://www.youngminds.org.uk/parents)



**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Education (Scotland) Bill**

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## **1. Summary**

- 1.1. The first draft of a new Education Bill has been placed before Parliament. The Bill covers a number of areas including a change in the duties of the local education authority, Gaelic Medium Education, the provision of schools meals and the reinstatement of the role of chief education officer.
  - 1.2. If the Bill progresses to plan then it should be enacted early in 2016 with likely implementation in the summer of 2016.
  - 1.3. The Scottish Parliament's education and culture committee has launched a call for written submissions on the Bill. The proposed submission is attached as Appendix 1.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to note the contents of this report and approve the attached submission to the education and culture committee (attached as Appendix 1).
- 

## **3. Background**

- 3.1. A new Bill has been placed before the Scottish Parliament. This is entitled Education (Scotland) Bill 2015. The Bill will impose duties on local education authorities in relation to reducing pupils' inequalities of outcome, modification to ASL legislation, Gaelic Medium Education, school meal provision, the reinstatement of the role of the chief education officer, additional provision in relation to early learning and childcare along with issues relating to the registration of teachers working in independent and grant aided schools.

### Inequalities of Outcome

- 3.2. In light of the recent publication of our own tackling poverty commission report it is significant to note the first of these new duties. This relates to a requirement that local education authorities must take due regard to reducing inequalities of outcome for pupils who experience socio-economic disadvantage. There will be an expectation on public reporting on progress in this area on a two yearly basis.
- 3.3. This section will replace the duty from the 2000 Act which laid a duty on local education authorities to secure school improvement. The revised duty will require us to continue to have regard to securing school improvement, raising attainment and closing the poverty gap.
- 3.4. When making strategic decisions the education authority will have to consult with head teachers, pupils, parents, voluntary organisations and others.
- 3.5. Statutory guidance will be published by the Scottish Government following the enactment of the Bill in order to set the context of how this duty will be implemented in practice.

### Gaelic Medium Education

- 3.6. The Bill intends to promote the uptake of Gaelic Medium Education through placing increased duties on local education authorities in relation to assessment of requirement for the service based on parental requests.
- 3.7. Currently we have very small numbers of pupils wishing to take advantage of Gaelic Medium Education. As a result it is not economically viable for us to create and sustain such provisions within Renfrewshire. In addition, the availability of Gaelic Medium Teachers is very challenging. Many local authorities who do provide this service often struggle to recruit and retain suitably qualified staff. For example, the Gaelic unit in Inverclyde has had a series of significant periods of time where no Gaelic speaking teacher was available. When we receive requests for this provision we pay the transport costs to allow a placing request to be made to the Gaelic School in Glasgow.

### School Meals

- 3.8. The Bill will seek to bring together legislation in relation to the provision of school meals. This does not appear to make any substantive change to the duties on local authorities. Instead it seeks to bring together the legislation in one place. It is notable that this provision sits in the Education Bill. It is also worth noting the fact that a new key theme of the Early Years Collaborative focuses on nutrition. It should be noted that the proposals will allow ministers to make future amendments to the provision of free school meals. To this end it will continue to be vital that schools and community resources work closely together in order to ensure delivery on the legislative requirements.



### Chief Education Officer

- 3.9. Prior to 1996 the role of chief education officer existed in all local authorities across Scotland. At the time of disaggregation COSLA opposed the removal of this requirement from legislation. The Bill will reintroduce this advisory role which requires a suitably qualified senior officer to be in a position of advising the local authority on the carrying out of its functions.
- 3.10. It is not considered that this would cause any issues for the council in light of revised structures with an appropriate senior officer being able to take on this function.

### Other Matters

- 3.11. There are a small number of other matters covered by the Bill which will tidy up provision due to omissions in relation to additional support needs and early learning and childcare. These are not large in scope but will be accounted for in due course.
- 3.12. Progress of the Bill
- 3.13. The timetable for the Bill is that it is expected to be enacted by January 2016 with implementation in the summer of 2016. Statutory guidance on its implementation will be published following its enactment as is usual with these processes.
- 3.14. It is possible that other requirements are introduced at stage 2 of the Bill. For example, there may be an introduction of legislation in relation to the length of the school week.

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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

- Once legislation is enacted appropriate amendments will be included in future planning.

#### **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**

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 Gordon McKinlay, Head of Service, Tel 0141 618 7194.

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**Children's Services**

GMCK/LG

1 May 2015

**Author:** Gordon McKinlay, Head of Service, Tel 0141 618 7194,  
[gordon.mckinlay@renfrewshire.gcsx.co.uk](mailto:gordon.mckinlay@renfrewshire.gcsx.co.uk)

## Renfrewshire Council

**Response to Education and Culture Committee** – call for written submissions on the Scottish Government’s Education (Scotland) Bill.

**Attainment**

The Committee has recently taken evidence to suggest there should be a greater emphasis on pupils’ or young people’s educational *achievement*, as opposed to their attainment (which is often seen in terms of qualifications or exam results). The Bill’s Policy Memorandum, in describing these provisions, uses the word ‘attainment’ on several occasions but uses ‘achievement’ only twice. The Bill itself uses neither term.

1. What improvements in attainment, in achievement and in reducing inequalities of outcome do you consider the Bill in itself could deliver? What would be a desirable level of improvement?

*Renfrewshire Council is fully committed to ensuring all children and young people get the best start in life. Where children are affected by the negative impact of deprivation there is growing awareness and understanding of the implications this has for ensuring effective service delivery. It is a point of debate whether or not the Bill in itself can be effective in making appropriate improvements in attainment.*

*Raw measures of attainment on their own do not provide an appropriate context for all learners. A far wider range of indicators leading to sustained destinations as young people leave school are highly significant and should not be ignored.*

*The impact of deprivation on learning goes far beyond the school gate. As a result the scope of an Education Bill cannot mitigate against all aspects of poverty on children and young people. It must be recognised that factors outwith the sphere of influence of schools will also have an impact on educational outcomes.*

2. The duty in the Bill is to ‘have regard to the desirability’ of ‘reducing inequalities of outcome’. Is this meaningful enough to have the desired policy effect?

*The definition of the statement of the duty provides an appropriate level of clarity.*

3. How should ‘inequalities of outcome’ be interpreted and should this phrase be defined in the Bill?

*The term should be interpreted in a way that will allow services provided to have a positive impact on the outcomes of children and young people.*

4. What specific actions will education authorities be able to take to reduce inequalities of outcome that they are currently unable to take?

*None.*

5. How do the provisions on attainment fit with existing statutory National Priorities for Education and the requirements to produce annual statements of improvement objectives and school development plans?

*The provisions on attainment fit appropriately with existing national priorities for education in Scotland. The duty to raise attainment for all is complemented by addition of the duty to close the attainment gap.*

*The existing duties to produce annual statements of improvement objectives and school development plans provide an appropriate framework within which local education authorities and schools identify development and improvement priorities.*

The Bill's Policy Memorandum uses a range of terms that do not appear in the Bill, for example—

- ☐ “promote equity of attainment for disadvantaged children”
- ☐ “narrowing the attainment gap”
- ☐ the correlation between a child's “social deprivation/ affluence and their educational attainment”.

6. Do you consider that such terms are clearly defined and widely understood? Could the different terms used in the Policy Memorandum and in the Bill create any problems in delivering the policy objectives?

*It will be important that all terminology is clearly understood by all stakeholders. For example “disadvantaged children” is not always associated with socio-economic disadvantage.*

7. Should the Bill contain sanctions in the event that the Scottish Government or local authorities fail to achieve the policy intention of reducing inequalities of outcome? If so, what sanctions would you suggest are appropriate?

*Sanctions would not be appropriate. Whilst schools will continue to work hard to ensure the aspiration of the duty is fulfilled this is a complex area with many issues lying outwith their control or influence.*

8. Do you have any views on the consultation and reporting requirements set out in this part of the Bill?

*Consultation is good practice and the council welcomes the opportunity to report every two years on progress. It will be important that these reports should reflect local reporting arrangements and help to support improvement rather than narrowing the scope to a small number of discrete indicators.*

9. The Bill focuses on reducing inequalities of outcome resulting from pupils' socio-economic disadvantage. Should all examples of inequality of outcome be addressed?

*It will be important that this legislation does not cut across duties which may be covered by the Equality Act 2010.*

## Gaelic

10. How significant a change in Gaelic medium primary education will the Bill deliver? Do you agree these provisions should be limited to primary schooling?

*It will only deliver a significant change if there is a need after carrying out the initial and full assessment and provision has to be made. This only refers to parents of children under 5 therefore over a period of time there may be a cultural shift resulting in more provision of Gaelic medium education.*

*These provisions should be limited to primary schooling as the challenges around provision at any other stage would not allow effective delivery of high quality learning experiences.*

11. What are the most appropriate ways for education authorities, particularly those with low levels of Gaelic usage, to promote and support Gaelic medium education and Gaelic learner education? What impact is this promotional work likely to have on the Gaelic language and the number of Gaelic speakers?

*The promotion and support of Gaelic medium education in areas of the country where there is little historic use of the language should not be a means for diverting resources away from mainstream education. It is not anticipated that publicity of provision will automatically result in an increase in uptake.*

12. Do you agree that the Bill “will establish a clear process for authorities to follow in considering parental requests for an assessment of the need for Gaelic medium primary education”? Do you agree with the thresholds proposed in the Bill in relation to the assessment of parental requests?

*It is to be welcomed that there is a clear process established for local authorities to follow. The thresholds are very low and could result in significant additional costs. There are implications that the local authority require to consider:*

- *suitable premises*
- *increased cost / value*
- *availability of trained teachers and*
- *potential difficulties in recruiting and training.*

13. Under existing legislation, education authorities must have regard to Bord na Gaidhlig’s education guidance when they are producing their annual statement of improvement objectives. What will the requirement in this bill add to this?

*This may mean that every two years there will be assessments carried out following parental request.*

14. Overall, to what extent will the Bill help to deliver the Scottish Government's commitments to grow and strengthen Gaelic education?

*The Bill seeks to raise the status of learning Gaelic medium primary education in Scotland. It will ensure that local authorities will continue to engage with parents and respond appropriately to their requests.*

15. What potential impact on other educational services might arise from the local authority having to implement these new duties?

*At a time of ongoing financial constraint, there may well be a significant impact on other educational services e.g finance used to support curriculum development may need to be diverted to support Gaelic. This process will involve local authority officer time to carry out the assessments, write reports and engage with parents.*

*Where numbers of learners remain relatively small in some areas the cost of providing Gaelic medium education in the primary school will be high.*

*The current challenge in relation to the availability of suitably qualified teachers should not be underestimated. Where a demand is identified provision may still not be possible due to the severe lack of available staff.*

16. What will be the outcomes of extending rights under the Education (Additional Support for Learning) (Scotland) Act 2004 to children aged 12 and over with capacity? Please give practical examples.

*Extending the rights under the Education (Additional Support for Learning) (Scotland) Act 2004 to children 12 and over with capacity would be in line with the recommendation made by the UNCRC (20<sup>th</sup> October 2008), strengthening the rights of children. This will bring the ASL Act in line with the Equalities Act where a child with capacity can bring a disability discrimination case to the Additional Support Needs Tribunal. This proposal also compliments Part 1 of the Children and Young People (Scotland) Act 2014 by putting children's rights at the centre of public services.*

*Although we welcome children's rights being extended in this way, in practice this could lead to situations where the child and parent are in dispute where the child has a different view of their own needs. Although children may have capacity, they may lack emotional maturity in respect of the best outcome for them or the longer term impact of decisions they may make.*

*We also have some reservations with regards to the education authority having the responsibility for determining capacity. Although there will be guidance about this, this additional responsibility will put more pressure on the already stretched resources of the educational psychology services*

17. Do you agree with the proposal that not all of the rights in the ASL legislation should be extended to children (see paragraphs 49 and 50 of the policy memorandum)?

*We agree that the issues of placing requests could cut across parental duties however the views and wishes of children should be considered and recorded during the process.*

*In relation to mediation we do not agree that young person should be disbarred from participating in this process. Young people with capacity should be allowed to engage in process where they are supported to enter into a position where they can negotiate and compromise towards an agreement.*

18. What are your views on the statutory children's support service proposed by the Scottish Government?

*Children with capacity will need advocacy, guidance and support from adults therefore we welcome the provision of the statutory children's support service. This service should be provided to children without cost to the education authority.*

### **Chief Education Officer**

19. What would be the possible advantages and disadvantages of legislating for the role of Chief Education Officer (CEO) in every education authority in Scotland? Are there any previous examples of the Scottish Government seeking to instruct local authorities to employ a person in a particular role? If so, are there any lessons to be learned from how this worked?

*The role of chief education officer is welcomed and will provide the communities we serve with the assurance that the responsibilities relating to education are being considered at the highest level.*

20. What roles could a CEO most usefully perform and to what extent are such roles already carried out within education authorities?

*The role of the CEO should be to ensure a suitably qualified and experienced individual is able to advise the local authority on its statutory duties and ensure the ongoing improvement in the quality of outcomes for all children and young people in each community. Although this role is already typically carried out within each local authority the return of this role will ensure it remains a priority at the highest level of strategic responsibility.*

### **Registering teaching staff**

21. How would grant-aided schools, independent schools and their pupils benefit from their teaching staff being registered with the General Teaching Council for Scotland? What different or new skills would such teaching staff acquire as a result of registration? Is it likely that attainment would improve in the schools in question?

*All children in Scotland should have access to high quality learning and teaching experiences delivered by GTCS registered teachers.*



22. What transitional arrangements would be appropriate, particularly to avoid the risk of smaller special schools being unable to operate?

*Transitional arrangements should ensure the move is made without significant delay.*

## **Complaints**

23. The Bill will introduce a power to make regulations about the procedure to be followed in relation to complaints to Scottish Ministers. Paragraph 74 of the Policy Memorandum sets out some proposed deadlines. What is your view on the deadlines for these procedures?

*We welcome the fact that deadlines are being introduced however we feel that these deadlines are too long.*

24. The policy intention is that Scottish Ministers should not consider an issue or reconsider a decision which should be dealt with by the Additional Support Needs Tribunals for Scotland (ASNTS). Do you agree with this proposal and will it always be clear cut when a complaint is solely for the ASNTS?

*If ASNTS are to remain as a separate complaints system then it makes sense for this to be the mechanism to deal with all complaints in relation to the 2004 Act. Having a separate route to Scottish Ministers can cause confusion and parallel processes being followed. However in relation to sections 4,5 and 18 of the Children and Young People ( Scotland) Act 2014 there could be an overlap between an additional support need and a wellbeing need which could lead to confusion so it will not always be clear cut when a complaint is solely for the ASNTs.*

25. Overall, how will the Scottish Government's proposals affect parents' ability to complain about the actions of an education authority or other relevant body? Will the new system be more effective? Is it clear which matters can and cannot be the grounds of a complaint to Scottish Ministers?

*We do not think that the new system will be more effective as we were of the view that one system (complaint to Ombudsman) would have streamlined the process. There is not sufficient information and guidance available as to what constitutes a section 70 complaint. In addition, complaints in relation to the duties of the Children and Young People Act will be considered by the Ombudsman.*

## **Learning and childcare**

The Scottish Government is seeking to amend section 47(3) of the Children and Young People (Scotland) Act 2014 as it currently unintentionally excludes a small group of children from the early learning and childcare provisions.

26. Are there any reasons to distinguish between guardians and kinship carers for the purposes of entitlement to free early learning and childcare?

*We welcome the inclusion that all children aged 2 and over, who have or have had, a parent appointed guardian or guardian appointed guardian , will be entitled to the mandatory amount of early learning and childcare.*



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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Criminal Justice Social Work Grant 2015/16 and Service Update**

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**1. Summary**

- 1.1. The Community Justice Services Division of the Scottish Government allocates the grant funding for criminal justice social work to the Community Justice Authorities (CJAs) across Scotland. The grant is ring fenced funding, in accordance with section 3 of the Management of Offenders (Scotland) Act 2005.
- 1.2. The indicative grant allowance for Criminal Justice Social Work for Renfrewshire for 2015/16 will be £3,274,926 representing an increase of £456,399. A detailed breakdown of the allocation is provided in the attached appendix to this report.
- 1.3. For a number of years the grant provided has been subject to less workload fluctuations through a process of financial dampening and North Strathclyde Community Justice Authority Grant has benefited from this protection. Dampening ended in 2014/15, however it was recognised that a mechanism was required involving capping losses and distribution of funding resulting from workload increases, as such no Community Justice Authority should have gained more than 4% and lost more than 2% in overall grant in 2015/16.
- 1.4. A similar approach has been taken to the allocation of the North Strathclyde Community Justice Authority (NSCJA) grant to constituent local authorities to minimise significant fluctuations in grant allocation. This has also been reduced on an incremental basis and in 2014/15 we moved to the grant allocation being based on workload figures. The 2015/16 grant thus reflects that 34% of the workload of NSCJA is undertaken by Renfrewshire Council.

- 1.5. Previous grant awards within Renfrewshire reflected the fact that Renfrewshire, East Renfrewshire and Inverclyde provided a range of services across these Local Authority boundaries and as such grants are awarded to the authority providing the service. However the significant increase to core funding includes that as of 1 April 2015 both Drug Treatment and Testing Orders (DTTOs), provided by East Renfrewshire, and the Throughcare Service provided by Inverclyde will be provided by Renfrewshire Council to Renfrewshire service users. These three local authorities were most affected by the budget reductions and the need for greater efficiencies could not be further met within shared provision.
  - 1.6. The remainder of the core funding increase, approx. £175,000 relates to workload increases across the range of core services provided.
  - 1.7. Non-core funding has only increased by £9,740, This reflects the end of the 18 month funding for the Women's' Community Justice Service for Renfrewshire and East Renfrewshire, and the new finance to provide additional services in Renfrewshire ie Arrest Referral which will be aligned to the Court/DTTO service and the new Fiscal Work Orders where individuals will be diverted from prosecution and required to undertake unpaid work.
  - 1.8. A report provided to the Social Work, Health and Well-being Policy Board in March detailed the outcome of the 2<sup>nd</sup> phase of the Community Justice Consultation which will impact on the provision of funding, with grants awarded directly to Local Authorities as of 1 April 2017.
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## **2. Recommendations**

- 2.1 The Education and Children Policy Board is asked to:
    - (a) note the budget allocation for Renfrewshire as detailed in the attached appendix;
    - (b) note updates in relation to:
      - the Women's' Community Justice Service
      - the provision of Fiscal Work Orders
      - updates in relation to shared service redesign
- 

## **3. Background**

- 3.1 The Community Justice Services Division of the Scottish Government allocates the grant funding for criminal justice social work to the Community Justice Authorities (CJAs) across Scotland. The allocation of the grant for 2015/16 is a ring fenced funding, in accordance with section 3 of the Management of Offenders (Scotland) Act 2005. Chief Officers, as budget holders, are responsible for the effective financial management of the funds allocated to their CJA, including resource allocation across the constituent authorities. 2016/17 will be the final year that

allocation will be through the CJAs, from April 2017 onwards allocation will be directly to local authorities.

- 3.2 The indicative grant allowance for Criminal Justice Social Work for Renfrewshire for 2015/16 will be £3,274,926 consisting of £2,388,460 core funding and £886,466 non-core funding. Core funding allocation has increased by £446,659 and non-core funding increased by £9,740 since 2014/15. The overall difference to the grant allocation is an increase of £456,399. A further breakdown of the allocation is detailed in the appendix of this report.
- 3.3 Up until 2011 the core allocation to local authorities was aligned to workload reported in aggregate returns over the previous three year period. However it was recognised that for 2011/12 there were potential workload increases arising from the Criminal Justice and Licensing Bill and introduction of the new Community Payback Order (CPO). As such it was agreed by Community Justice Authorities (CJAs), the Convention of Scottish Local Authorities (COSLA), the Association of Directors of Social Work (ADSW), and the Scottish Government that there would be a moratorium on the funding formula, founded on a view that no Local Authority should receive a reduction in core or non-core funding to the funding they received in 2010/11. This was agreed by Chief Social Work Officers.
- 3.4 The reintroduction of the funding formula in 2012/13 led to significant variation from earlier years to the grant awards nationally and North Strathclyde CJA (NSCJA) has experienced an adverse impact from this decision in each financial year. In view of the extent of the variation it was agreed nationally that there should be a dampening within 2012/13 and the following two financial years to manage the impact on services. This was reduced from 50% in 2013/14 to 25% in 2014/15, whilst work was undertaken at a national level to review the mechanism of the funding formula.
- 3.5 Whilst dampening is now removed the funding group and the COSLA Distribution and Resettlement Group agreed that some form of mechanism should be applied to ensure service stability by mitigating the impact of workload changes, involving capping funding losses and distribution of funding resulting from workload increases, as such no Community Justice Authority should have gained more than 4% and lost more than 2% in their overall grant in 2015/16.
- 3.6 The grant award letter of 21<sup>st</sup> December 2012 also changed the method of allocation from previous years to take up the recommendations of the funding review group. This meant that the CJA received a lump sum allocation and not as in previous years a line by line core and non-core budget allocation. The aim being to allow greater flexibility within the budget following criticism from Local Authorities, CJAs, Audit Scotland, the Commission on Women Offenders and the Public Accounts Committee of Scottish Parliament. Allocation continues in this way. However qualifications to this continue, these include:
- the need to fund Intensive Support Packages from non- core budgets prior to seeking any funding from the Scottish Government
  - the needs for discussions between CJAs and government prior to any transfer of funding from a service to another

- the need to continue to report to the government on the previous budget lines to enable oversight of flexibility.
  - the need to provide all funding to the third party organisation where CJAs are acting only as a funding route e.g. Turnaround Service, where funding is administered by Renfrewshire Council.
- 3.7 In allocating the North Strathclyde Community Justice Authority (NSCJA) grant to local authorities it was agreed that the previous position of local dampening would cease in 2014/15, as such the 2015/16 allocation is based on workload statistics.
- 3.8 The grant award to Renfrewshire Council reflects the fact that some services are provided by Renfrewshire for other authorities within the CJA eg Pathways Partnership Project provides a service for Renfrewshire, East Renfrewshire and Inverclyde, whilst court social work services are provided for Renfrewshire and East Renfrewshire. Likewise East Renfrewshire provides the Forensic Community Mental Health Team (FCMHT) and thus the budget for these services sits within these councils' grant awards.
- 3.9 A report prepared for the Social Work, Health and Well-being Policy Board on 13 January 2015 in relation to the redesign of the Drug Treatment and Testing Order (DTTO) previously provided by East Renfrewshire Council for the 3 authorities, and Criminal Justice Throughcare Services previously provided by Inverclyde Council, gained approval for Renfrewshire to commence the delivery of both services for Renfrewshire service users as of 1 April 2015. This decision means that the grants for both services will be paid directly to Renfrewshire and thus explains a significant share of the core service budget increase (approx. £280,000), the remainder relating to workload increases.
- 3.10 DTTO will be combined with the Paisley Sheriff Court Social Work team ensuring increased resilience for both services. The core DTTO budget of £156,807 reflects Renfrewshire's share of the NSCJA workload. Arrest Referral, where offenders appearing from custody are referred to local addiction services will also be provided within this joint team, and will also be provided for East Renfrewshire Council. The non-core budget of £34,440 reflects this provision.
- 3.11 The criminal justice throughcare service will combine with the criminal justice fieldwork service, increasing resilience in this area and providing more continuity for the service user from custody to the community. The core throughcare budget of £401,662 thus includes Renfrewshire's share of the enhanced throughcare funding previously provided to Inverclyde, plus increasing funding resulting from workload increases in this area.
- 3.12 Non- core funding is provided for a range of support programmes that have been developed across Scotland. These vary across CJAs often as the consequence of the development of pilot programmes. The Government are reviewing non-core allocations to ensure that they remain fit for purpose and to ensure that inequalities of distribution are not perpetuated within funding allocations moving forward. The total grant for the Non-core support programme in Renfrewshire is £886,466, representing an increase of £9,740 since 2014/15.
- 3.13 This increase reflects the end of the additional funding for the provision of a Womens' Community Justice Service, and the provision of additional funding for Renfrewshire provision of Arrest Referral, and new funding for the provision of

- Fiscal Work Orders from 1 April 2015. Arrest Referral, which will be aligned to the provision of court and DTTO services is referred to under 3.10.
- 3.14 A report to the Social Work, Health and Well-being Policy Board in 5 November 2013 advised that Renfrewshire successfully submitted a bid to the Scottish Government to provide funding for the Women's' Community Justice Service for Renfrewshire and East Renfrewshire, £23,000 was received for the last 6 months of 2013/14 and £46,000 for 2014/15. The bid included the appointment of a Turning Point Scotland post and contribution to literacy services in East Renfrewshire for women offenders, however primarily consisted of a redesign of existing services given the short term funding and need for sustainability of the service. In January 2015 the new Justice Secretary Michael Matheson, announced that the plan to build a new prison for female offenders in Inverclyde would not be taken forward, and that an additional £1.5 million would be made available for community programmes. Renfrewshire has recently submitted a proposal for further funding to the Scottish Government to continue elements of this service and awaits a response. Consultation events are being arranged by CJAs on behalf of government to consider the future plans for interventions with women.
- 3.15 Fiscal Work Orders, where individuals are diverted from prosecution and would require to undertake unpaid work in the community are being rolled out nationally from 1 April 2015. Prior to this they were piloted by 7 local authorities across Scotland. £0.5 million was made available nationally, split equally across the 6 CJAs. Within NSCJA the £62,500 has been split based on the local authority's percentage of core workload in NSCJA, Renfrewshire's share is £21,300. The Government estimates that this order costs £250 to deliver and as such this provides the capacity for 85 such orders, close monitoring of order numbers will take place to enable dialogue with Government should the numbers exceed expectation. The grant award letter advises that Government will monitor uptake closely and any impact or reduction to related criminal justice services.
- 3.16 Moving Forward Making Changes (MFMC), a national group and individual work programme for intervention with sexual offenders was rolled out nationally within 2014/15. The Criminal Justice Services Manager in Renfrewshire represents Social Work Scotland on the Scottish Government Programme Implementation Board. MFMC replaces the Community Sexual Offender Groupwork Programme (C-SOGP) which has been provided by Renfrewshire since 2002. In 2014/15 some local authorities, estimated to have higher workloads, received additional funding. Renfrewshire received the same level of funding as previously. The grant letter, has advised that the current level of funding provided to Renfrewshire will be maintained for 2015/16 whilst accurate implementation costs for MFMC are established. Renfrewshire runs MFMC for Renfrewshire, East Renfrewshire and Inverclyde, an implementation plan and existing costings were provided to Scottish Government in April 2014 and an IT system has recently been established to enable regular information to be provided to Government on the numbers and level of service provided. Funding for C-SOGP, now MFMC has been a static non-core budget, however it is anticipated that in the future it will be primarily related to workload.



- 3.17 Turning Point Scotland's Turnaround Project which provides services for offenders across NSCJA and South West Scotland CJA will receive further Scottish Government Justice funding in 2015/16. The service provides the residential unit in Renfrewshire and community based staff embedded within local authority criminal justice services to provide groupwork programmes to CPO clients. Renfrewshire has had 1.5 staff placed within groupwork services to maximise the provision of group and additional individual work to CPO clients across Renfrewshire and East Renfrewshire.
- 3.18 The national Reducing Reoffending Change Fund initially funded until March 2015 will be continued until 31 March 2017 by which time the national body, Community Justice Scotland, will have a role in national commissioning. It has two key aims: to provide offenders with substantial one-to-one support through evidence-based mentoring schemes; and to promote strong, equal partnership working between third and public sector organisations. Two national bids for mentoring services to women offenders (led by SACRO), and for prolific male offenders (led by the Wise Group) were successful in obtaining funding from 2013 – 2015. Locally Action for Children were also successful in gaining funding for the Moving On Project, which provides services for young men across Renfrewshire leaving Polmont Young Offenders Institution. Staff from both national bids are co-located within criminal justice groupwork services in Renfrewshire, to provide an integrated service to Renfrewshire clients and there are close working relationships with Moving On.
- 3.19 A report to the Social Work, Health and Well-being Policy Board in March detailed the outcome of the 2<sup>nd</sup> phase of the Community Justice Consultation which will impact on the provision of funding, from 1 April 2017 grants will be awarded directly to Local Authorities.

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## Implications of the Report

1. **Financial** – the indicative grant allocation for Renfrewshire 2015/16 is £3,274,926 and detailed in the appendix.
2. **HR & Organisational Development** – human resources and legal services have been fully involved in the agreements in relation to the TUPE of Throughcare and DTTO staff.
3. **Community Planning** –  
**Safer and Stronger** – criminal justice staff work with offenders to address offending behaviour, undertake reparative work to repay the community against which they have offended, and support rehabilitation, with the aim of reducing recidivism and thus promoting safer communities. The creation of the Women's' Community Justice Centre and developments in unpaid work are already actions within the Safer and Stronger action plan, and the roll of unpaid work service users in contributing to wider actions within the Safer and Stronger and Greener Community Plans is also under discussion.

4. **Legal** – none
  5. **Property/Assets** – none
  6. **Information Technology** – none
  7. **Equality & Human Rights**
    - (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
  8. **Health & Safety** - none
  9. **Procurement** - none
  10. **Risk** – none
  11. **Privacy Impact** - none
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### **List of Background Papers**

None.

The foregoing background papers will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Dorothy Hawthorn, head of childcare and criminal justice, tel 0141 618 6839)

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### **Children's Services**

DH

20 April 2015

**Author: Dorothy Hawthorn, Head of Childcare and Criminal Justice,  
Tel: 0141 618 6839**





## Appendix

	<b>COMPARISON OF SCOTTISH GOVERNMENT CRIMINAL JUSTICE SERVICES GRANT</b>			
<b>Service</b>	<b>Final 2014/15 Allocation</b>		<b>2015/16 Allocation</b>	<b>Variance*</b>
<b><u>Core</u></b>		<b><u>Core</u></b>		
Community Payback Order	£1,111,917	Community Payback Order	£1,128,494	£16,577
Criminal Justice Social Work Reports	£334,002	Criminal Justice Social Work Reports	£373,050	£39,048
Throughcare	£226,841	Throughcare	£401,662	£174,821
Home Detention Curfew	£9,299	Home Detention Curfew	£10,666	£1,367
Diversion	£30,176	Diversion	£44,704	£14,528
Bail	£120,946	Bail	£146,377	£25,431
Court Services	£108,620	Court Services	£126,699	£18,079
		Drug Treatment and Testing Orders	£156,807	£156,807
	<b>£1,941,801</b>		<b>£2,388,460</b>	<b>£446,659</b>
<b><u>Non Core Services</u></b>		<b><u>Non Core Services</u></b>		
Community Sexual Offender Treatment Programme/MFMC	£246,797	Community Sexual Offender Treatment Programme/MFMC	£246,797	£0
Constructs Positive Steps to Stop Offending	£177,774	Constructs Positive Steps to Stop Offending	£177,774	£0
Training and Development	£60,000	Training and Development	£60,000	£0

Non –Centrally Initiated Funding	£346,155	Non –Centrally Initiated Funding	£346,155	£0
Women's' Justice Service	£46,000 (12 months)	Women's' Justice Service	£0	£-46,000
		Arrest Referral	£34,440	£34,440
		Fiscal Work Orders	£21,300	£21,300
	<b>£876,726</b>		<b>£886,466</b>	<b>£9,740</b>
	<b>£2,818,527</b>		<b>£3,274,926</b>	<b>£456,399</b>

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

**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Delegated Management of Resources : Amendments to the Scheme of Delegation**

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## **1. Summary**

- 1.1. This report sets out proposed amendments to the delegated management of resources (DMR) scheme currently operating in Renfrewshire's early years establishments, primary, secondary and additional support needs schools.
  - 1.2. A copy of the detailed scheme can be obtained in electronic form on request from the director of children's services.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is to approve the undernoted amendments to the permissible virement or carry forward within the DMR scheme for financial year 2015/16:
    - primary teaching staff salaries to nil.
    - energy (gas, electricity, heating oil and wood pellets) to nil.
- 

## **3. Background**

- 3.1. The current scheme of delegation, which was last updated in April 2013, devolves a large measure of decision making power over the deployment of financial resources in schools . It covers specific budget headings within a school's overall budget allocation.
- 3.2. The DMR scheme allows schools the benefit of local financial control while affording the safeguard of being part of a large education authority.

- 3.3. The scheme continues to provide for:
- the carry forward of budget surpluses from one financial year to the next
  - the transfer (or 'virement') within the same financial year, of funds saved in one budget heading to another area where additional provision is deemed appropriate.
- 3.4. The service maintains central budgets to provide high quality support services to schools, such as the education development and education psychology services.
- 3.5. Since 2013/14 the service has allocated primary teacher staffing according to class size policy rather than the previously employed formula. This effectively removed the scope for virement and the recommendation in paragraph 2.2 formalises the current practice. The service has consulted with Primary head teachers who broadly support this proposal.
- 3.6. In recent years council has adjusted service energy budgets to match actual expenditure. In 2015/16, responsibility for consumption reverts to the services and the recommendation in paragraph 2.3 offers protection to school budgets during the transition period.
- 

## **Implications of this report**

### **1. Financial Implications**

The recommendations provide or limit flexibility in school budget deployment. There is no impact on the aggregate budget of any individual establishment. .

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

None.

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

Children and Young People

- The flexibility inherent in the scheme allows head teachers to take a variety of local factors into account in making decisions on spending, including the promotion of social inclusion.

### **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.

**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) Revised DMR Scheme of Delegation, March 2015, incorporating the recommendations

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 George McLachlan, Education Manager, Tel 0141 618 6133, email [george.mclachlan@renfrewshire.gcsx.gov.uk](mailto:george.mclachlan@renfrewshire.gcsx.gov.uk).

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**Children's Services**

GMcL/MD/LG

1 May 2015

**Author:** George McLachlan, Education Manager, Tel 0141 618 6133, email [george.mclachlan@renfrewshire.gcsx.gov.uk](mailto:george.mclachlan@renfrewshire.gcsx.gov.uk).



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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Renfrewshire Family Information Service**

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## **1. Summary**

- 1.1. The Childcare Information Service was established to provide parents/carers with reliable and up-to-date high quality information about childcare in Renfrewshire. Renfrewshire's Childcare Information Service was first launched in January 2000.
  - 1.2. A specific action for the Renfrewshire early years strategy is to develop a family information service for use by families, communities and professionals.
  - 1.3. In order to better support families a rebranding and broadening of the focus of Renfrewshire's Childcare Information Services to a Family Information Service is proposed. This will build on the very effective provision already in place and ensure families are able to receive the information they need in a timely and accurate manner.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is ask to approve:
    - (i) the rebranding and broadening of focus of Renfrewshire's Childcare information service to a family information service; and
    - (ii) approve the change of title to Renfrewshire Family Information Service.
- 

## **3. Background**

- 3.1. Childcare Information Services were established in 1999 as part of the Scottish Executive's Childcare Strategy. Based in and operated by each local authority the information service provides parents/carers with reliable and up-to-date high-quality information about childcare in their area. Information Services were seen as vital to allow parents/carers with childcare responsibilities to respond quickly to job, training and education opportunities.

- 3.2. Renfrewshire Council launched its Childcare Information Service in January 2000 and have continued to provide information and guidance on a full range of childcare services, including range of provision and availability of:
- Nurseries;
  - Childminders;
  - Pre School Education;
  - Playgroups; and
  - Out of School Care.
- 3.3 The Scottish Government's Early Years Framework, introduced in December 2008, proposed that Childcare Information Services be developed to become Family Information Services, to provide a range of advice and information services to family to help them understand and make informed choices about parenting and services.
- 3.4 In response to this Renfrewshire's Childcare Information service extended the range of information available for families to include information on:
- Parenting;
  - Community groups;
  - Libraries;
  - Health and Wellbeing advice;
  - Child protection;
  - Additional support needs;
  - Work and finance advice; and
  - Holiday and leisure activities.
- 3.5 Renfrewshire's Strategy for the early years aims to give children in Renfrewshire the best start in life. Key community partners have developed a plan to support the implementation of the strategy, focusing on a family centred approach as a means to improving outcomes for children and families.
- 3.6 A specific action for the early years strategy is to develop a family information service for use by families, communities and professionals. The rebranding and further development of Renfrewshire's existing childcare information service will ensure that information provided will be beneficial for families, communities and professionals.
- 3.7 In addition the My Renfrewshire directory ([myrenfrewshire.org.uk](http://myrenfrewshire.org.uk)) was developed to collate existing information from social media sites (Facebook and Yelp for example) as well as some existing websites such as the Scottish Family Information Service. It was developed in conjunction with partners from across the Community Planning Partnership and provides information for many groups including older people as well as families with young children. A formal launch followed by a period of engagement with local partners and communities to promote the directory is being planned for later this year.



- 3.8 My Renfrewshire is part of the wider Looking Local programme and has the ability to promote information through Digital TV community channels (Sky 539 and Virgin 233). This will allow key information to be promoted via digital TV and target families who may not have access to online information. This will include key contact details for childcare information in Renfrewshire.
- 

## **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

- Families will be provided with a range of up-to-date information which will enable them to make informed choices to meet the needs of their children and family.

Community Care, Health and Well-being

- Families will be supported through the provision of information and advice on health and well being.

### **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 as the service is being expanded. A copy of the equality impact assessment is available on request.

### **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) None

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**Children's Services**  
*KMcD/DG/GMcK/CVG*  
*29 April 2015*

**Author:** Kathleen McDonagh, 0141 618 7196, [kathleen.mcdonagh@renfrewshire.gsx.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gsx.gov.uk)

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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Annual Health and Safety Report 2014/15 and Action Plan 2015/16**

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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 department.
  - 1.2. There are transitional reporting arrangements in place reflecting the change in the council's management and governance arrangements from 2014/15 to 2015/16, and this is reflected in the format and content of the report.
  - 1.3. The children's services health and safety report for 2014/15 as it relates to Education services is attached as appendix 1, which includes an action plan for 2015/16 which is attached as appendix 2 to this report.
  - 1.4. The 2015/16 health and safety plan for the social work children's and criminal justice areas of the new children's services directorate is also contained within the report at appendix 3.
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## **2. Recommendations**

- 2.1. The education and children policy board is asked to:
    - i) note the content of this report; and
    - ii) approve the health and safety action plans for 2015/16.
- 

## **3. Background**

- 3.1. The council's corporate health and safety policy requires that each service prepares an annual health and safety report which evaluates its approach and performance in health and safety management.

- 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. This action is identified in the health and safety action plan 2015/16 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.
- 

## **Implications of this report**

### **1. Financial Implications**

None.

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

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

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

Community Care, Health and Well-being - Improved health, safety and welfare of users.

Safer and Stronger - The implementation of the council's health and safety policy will contribute to improvement of service delivery.

### **4. Legal Implications**

This report must allow and assist the department to meet its legal requirement under health and safety legislation.

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

Implementation of the council's health and safety policy will ensure sustainability in service delivery.

### **6. Information Technology Implications**

None.

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

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

### **8. Health and Safety Implications**

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

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

- (a) Background Paper 1: Departmental Health & Safety Policy 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. The contact officer within the service is (Jill Hayes, Resources Support Manager, 0141 618 4010, [jill.hayes@renfrewshire.gov.uk](mailto:jill.hayes@renfrewshire.gov.uk))

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***Children's Services***

*JH/AMcM*

*1 May 2015*

**Author:** Jill Hayes, Resources Support Manager, 0141 618 4010,  
[jill.hayes@renfrewshire.gov.uk](mailto:jill.hayes@renfrewshire.gov.uk)



**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 2014/2015 and set future health and safety objectives and tasks for 2015/2016.

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

- 1.1 Children's Services provides a broad range of services which will enable individuals to fulfil their potential and contribute to the economic, social, cultural and environmental well being of local communities.
- 1.2 Children's Services was previously Social Work and Education and Leisure Services.
- 1.3 The main priorities for action are structured around the four pillars of Scottish public sector reform. These planning themes are:
  - prevention
  - people
  - partnerships
  - performance
- 1.4 The Children's Services health and safety 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 of the service.
- 1.5 It is intended that this report will demonstrate our commitment to maintaining and developing the Children's Services health and safety policy and highlight our intention to maintain a high level of health and safety performance.

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

- 2.1 The Children's Services health and safety policy is developed in line with the council's health and safety policy and plan. The purpose of this policy is to ensure that good practice in health and safety matters is integral to the operation of Children's Services. This is achieved through the development of positive staff attitudes; progressing an agreed programme of risk assessments; and training of appropriate staff.

The responsibility for the delivery and monitoring of the policy is delegated by the Director of Children's Services to the Health and Safety Committee (CSHSC) which meets six monthly. The group is chaired by Children's Services and includes representation from management, other departments and trade unions.

## **2.2 Consultation Arrangements**

Employees and clients are actively encouraged to co-operate with Children's Services, not only by stating their concerns but also by highlighting good practice to be shared with others.

CSHSC meets six monthly and is the principle mechanism for consultation. Its purpose is to identify specific issues and to report on progress.

School Liaison Groups (SLGs) are involved in school estate management planning. These groups comprise representatives of the school staff; the trade unions; the contractor; and property services. These school level meetings are designed to deal with health and safety matters associated with the refurbishment or rebuild projects.

Access to the electronic safety file is available in all Children's Services establishments. This serves as the main source of information and guidance on matters relating to health and safety. It is updated as required with advice from council headquarters. Managers and heads of establishment ensure that all relevant information is brought to the attention of staff, clients, contractors and others affected by the service.

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

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

The CSHSC has responsibility for delivery and monitoring of the policy, setting and publicising the expected standards for health and safety within council headquarters and in individual establishments. Heads of service, managers and heads of establishments are responsible for ensuring compliance with health and safety standards. To ensure that these standards are met, each establishment is expected to engage the support and commitment of employees to safe working practices.

The CSHSC will progress the implementation of the health and safety policy and action plan by:

- establishing procedures to create and maintain a positive health and safety culture;
- monitoring and evaluating the arrangements made for the implementation of the policy;
- ensuring that employees, clients and all other users are well informed on matters relating to their health, safety and welfare; and
- acting on the advice of the corporate health and safety and corporate landlord departments, ensuring adherence to current legislation and establishing related statutory procedures for compliance.

Children's Services utilises the services of a variety of specialists including medical practitioners, the occupational health service and Corporate Personnel to support and advise on the implementation of the action plan.

### **3.2 Training**

General and specific health and safety training needs continue to be addressed with most of the statutory training delivered by the corporate health and safety section. Some training is outsourced to further education colleges or external agencies where appropriate.

Operational management of health and safety matters within individual schools and early years establishments is delegated to heads of establishments, supported by business / education support staff.

The following statutory and awareness training, and health and safety training for staff continued to take place during 2014/15:

- corporate services' general safety training for all staff including risk assessment, accident investigation etc.;
- display screen equipment assessment;
- working safely, supervising safely and managing safety courses for nominated managers, Institute of Occupational Safety and Health (IOSH) accredited;
- fire wardens, fire safety and fire risk assessment training,
- Quality of Working Life
- COSHH Awareness and
- Violence and Aggression

Training planned for 2015/16 includes:

- statutory and awareness training as required for new employees and other staff as appropriate;
- refresher courses in statutory testing and operational procedures for machinery used in schools for school technicians where and when appropriate;
- specific manual handling instruction for classroom assistants (ASN) where required to meet the individual needs of children with physical disability;

## **4. Measuring performance**

Children's Services attained accreditation and certification to British Standards Institute Occupational Health and Safety Series (BS OHSAS) 18001:2007 in July 2008. This standard measures the suitability and effectiveness of the health and safety management systems in place within Children's Services. The accreditation process and continual audit of systems will continue throughout 2015/2016

## 4.1 Monitoring

- 4.1.1 Children's Services have approximately 3,600 employees performing many tasks which carry varying levels of risk. In addition there is provision of formal education for around 30,000 children and young people in 3 special schools, 11 secondary schools, 49 primary schools, 23 nursery classes and 12 pre-5 centres. Many other members of the community benefit from various services provided.

It is important that where risks have been identified, risk assessments are carried out and adequate controls are established. 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 head of each establishment to customise the risk assessments for their own establishment.

- 4.1.2 Children's Services supports a zero tolerance approach to managing violent or aggressive behaviour towards staff and the council's statement on violence and aggression to staff is displayed in all establishments.
- 4.1.3 Children's Services carry out individual risk assessment for pupils who exhibit challenging behaviour. It is important that members of staff are protected and that the specific needs of children are addressed to allow them to access a full curriculum.
- 4.1.4 A programme of individual manual handling risk assessment for those young people with mobility problems who are educated within mainstream education is in place.
- 4.1.5 Health and safety monitoring groups continue to assess the programmes of work on refurbishment projects to ensure a safe working environment for all occupants.
- 4.1.6 Responsibility for occupational health and welfare lies within the responsibilities of the human resources manager (operations) within corporate services. Over the past year the staff support service continued to be well used.
- 4.1.7 Corporate services personnel continue to provide guidance for employees on the support available, ranging from bereavement counselling to handling violent or aggressive behaviour.
- 4.1.8 Flu protection vaccine programme was continued and administered to staff in pre 5 establishments, primary and additional support needs schools during 2015.
- 4.1.9 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.

4.1.10 It is the responsibility of each head of establishment to liaise with corporate landlord department to ensure that all applicable statutory inspections are carried out within the required timescales.

Joint management/trade union health and safety inspections of premises have continued during 2014/15. The head teacher, head of establishment or nominated representative carries out this function with the local trade union representative.

4.1.11 Procedures to address the support needs of pupils in mainstream education with mobility difficulties and visual/hearing impairments are now established. A formal procedure has been developed to identify:

- the role of key partners/services;
- activities to be undertaken;
- timescales;
- communication and resource implications;
- risk assessment procedures; and
- monitoring and review arrangements.

4.1.12 Fire risk assessments in all Children's Services establishments are reviewed on an annual basis.

## **4.2 Reactive 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 education and leisure 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;
- 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 CSHSC will continue to monitor and respond to incidents taking action as appropriate.

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

Auditing processes identified in BS OHSAS 18001:2007 are used to monitor Children's Services health and safety management systems for suitability and effectiveness.

The health and safety policy is continually improved through constant monitoring, through the implementation of the Children's Services health and safety action plan and through appropriate health and safety training for relevant staff.

**CHILDREN'S SERVICES (EDUCATION)**













**HEALTH AND SAFETY ACTION PLAN 2014 – 2015**




















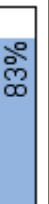












**Final Status Report**





# Children's Services H&S Action Plan Final Report 2014 15

Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Completed Date	Latest Note
CSHSAP2014.1 Compliance with Corporate Health and Safety Policy	<b>SUMMARY INDICATOR - COMPLIANCE WITH CORPORATE H&amp;S POLICY</b>	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.1.1 Ensure compliance with current legislation	Review and update current health and safety procedures and guidance across Children's Services estate.	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.1.2 Review and update annual health and safety report and plan	Review and update departmental health and safety report and plan annually.	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.1.3 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-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.1.4 Risk Assessment Programmes	Monitor and review risk assessments for Children's Services estate (to include QWLR). Update within RENFO as appropriate.	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.2 Statutory Compliance	<b>Summary Indicator - Statutory Compliance</b>	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.2.1 Statutory Compliance	Continue to have maintenance checks and remedial works carried out throughout Children's Services estate. Establishments to record requests within electronic CAMIS system where appropriate.	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.2.2 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 Children's Services premises.	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.2.3 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-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.2.4 DSE Assessment	Continue to monitor DSE on-line assessment within establishments.	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.3 Inspection programme	<b>SUMMARY INDICATOR - INSPECTION PROGRAMME</b>	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		
CSHSAP2014.3.1 Joint inspections with trade unions	Joint inspections in school with trade union representatives. Ongoing - annual programme in place.	01-Apr-2014	31-Mar-2015		<div><div>100%</div></div>		










CSHSAP2014.3.2 Inspection of public buildings	Inspection of public buildings estate within the department including libraries, town halls and community facilities.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.3.3 Children's Services Audits	Audit of Children's Services estate ongoing annual programme via paper submissions / onsite visits.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.3.4 Audit of Children's Services establishments by corporate services	Audit of Children's Services establishments by corporate services	01-Apr-2014	31-Mar-2015			
CSHSAP2014.4 Planning and setting standards	<b>SUMMARY INDICATOR - PLANNING &amp; SETTING STANDARDS</b>	01-Apr-2014	31-Mar-2015			
CSHSAP2014.4.1 Preparation for BSI	Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001: 2007.	01-Apr-2014	31-Mar-2015			
Children's ServicesHSAP2014.4.2 Analyse accidents and incidents	Quarterly reporting of departmental stats from AIRD system.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.4.3 Analyse violent and aggressive incidents	Quarterly reporting of stats from departmental database. Discuss at Violent Incident Review Group	01-Apr-2014	31-Mar-2015			
CSHSAP2014.4.4 Provide Health and Safety Report to Corporate Health and Safety Committee	Preparation of quarterly report to corporate health and safety committee.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.4.5 Frequency of health and safety committee meeting	Quarterly departmental meetings to be held with other sectors and trade unions.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.5 Communication	<b>SUMMARY INDICATOR - COMMUNICATION</b>	01-Apr-2014	31-Mar-2015			
CSHSAP2014.5.1 Issue guidance to staff on new legislation	Issue guidance to staff on new legislation.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.5.2 Implement policy documentation including HR circulars	Implement policy documentation including HR circulars.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.5.3 Review Standard Circulars 33 & 48	Review Standard Circulars 33 & 48 in line with new Scottish Government Guidance "Going Out There"	01-Apr-2014	31-Mar-2015			
CSHSAP2014.6 Training	<b>SUMMARY INDICATOR - TRAINING</b>	01-Apr-2014	31-Mar-2015			
CSHSAP2014.6.1 Moving / Handling Training	Department to provide training to appropriate staff on Moving / Handling.	01-Apr-2014	31-Mar-2015			
CSHSAP2014.6.2 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-2014	31-Mar-2015			

















**CHILDREN'S SERVICES (EDUCATION)**



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



## Children's Services H&S Action Plan 2015 16

Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Completed Date	Latest Note
CSHSAP2015.1 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></div></div> 0%		
CSHSAP2015.1.1 Ensure compliance with current legislation	Review and update current health and safety procedures and guidance across Children's Services estate.	01-Apr-2015	31-Mar-2016		<div><div></div></div> 0%		
CSHSAP2015.1.2 Review and update annual health and safety report and plan	Review and update departmental health and safety report and plan annually.	01-Apr-2015	31-Mar-2016		<div><div></div></div> 0%		
CSHSAP2015.1.3 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></div></div> 0%		
CSHSAP2015.1.4 Risk Assessment Programmes	Monitor and review risk assessments for Children's Services estate (to include QWLR). Update within RENFO as appropriate.	01-Apr-2015	31-Mar-2016		<div><div></div></div> 0%		
CSHSAP2015.2 Statutory Compliance	<b>Summary Indicator - Statutory Compliance</b>	01-Apr-2015	31-Mar-2016		<div><div></div></div> 0%		
CSHSAP2015.2.1 Statutory Compliance	Continue to have maintenance checks and remedial works carried out throughout Children's Services estate. Establishments to record requests within electronic CAMIS system where appropriate.	01-Apr-2015	31-Mar-2016		<div><div></div></div> 0%		
CSHSAP2015.2.2 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 Children's Services premises.	01-Apr-2015	31-Mar-2016		<div><div></div></div> 0%		
CSHSAP2015.2.3 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	01-Apr-2015	31-Mar-2016		<div><div></div></div> 0%		

	Statutory Inspections.						
CSHSAP2015.2.4 DSE Assessment	Continue to monitor DSE on-line assessment within establishments.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.3 Inspection programme	<b>SUMMARY INDICATOR - INSPECTION PROGRAMME</b>	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.3.1 Joint Inspections with trade unions	Joint inspections in school with trade union representatives. Ongoing - annual programme in place.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.3.3 Children's Services Audits	Audit of Children's Services estate ongoing annual programme via paper submissions / onsite visits.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.3.4 Audit of Children's Services establishments by corporate services	Audit of Children's Services establishments by corporate services	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.4 Planning and setting standards	<b>SUMMARY INDICATOR - PLANNING &amp; SETTING STANDARDS</b>	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.4.1 Preparation for BSI	Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001:2007.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.4.2 Analyse accidents and incidents	Quarterly reporting of departmental stats from AIRD system.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.4.3 Analyse violent and aggressive incidents	Quarterly reporting of stats from departmental database. Discuss at Violent Incident Review Group	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.4.4 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		<input type="text" value="0%"/>		
CSHSAP2015.4.5 Frequency of health and safety committee meeting	6 monthly departmental meetings to be held with other sectors and trade unions.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.5 Communication	<b>SUMMARY INDICATOR - COMMUNICATION</b>	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.5.1 Issue guidance to staff on new legislation	Issue guidance to staff on new legislation.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.5.2 Implement policy documentation including HR circulars	Implement policy documentation including HR circulars.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.5.3 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		<input type="text" value="50%"/>	Carried forward from 2014-2015	
CSHSAP2015.6 Training	<b>SUMMARY INDICATOR - TRAINING</b>	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		

CSHSAP2015.6.1 Moving / Handling Training	Department to provide training to appropriate staff on Moving / Handling.	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		
CSHSAP2015.6.2 Staff Training	Ensure appropriate staff receive training in the following: Induction, IOSH Working / Supervising / Managing Safely, First Aid, COSHH, Fire Warden / Emergency Evacuation / Fire Risk Assessment, DSE, Management of Challenging Behaviour	01-Apr-2015	31-Mar-2016		<input type="text" value="0%"/>		





# APPENDIX 3

## Children's Services and Criminal Justice Health and Safety Plan 2015-16

Children's Services and Criminal Justice Health and Safety Plan 2014-15
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Health and Safety Objective
01- Undertaking planned Health and Safety Audits and managing any arising non-conformities

Linked PI Code and Title	Description	Values		Short Term Trend	Long Term Trend	Status	Latest Note
No of planned Health & Safety Audits undertaken (both internal and 3rd party)	No of planned Health & Safety Audits undertaken (both internal and 3rd party)	2015-16					
		Value	Target				
			TBC				

Linked PI Code and Title	Description	Values		Short Term Trend	Long Term Trend	Status	Latest Note
% of actions, resulting from H&S audits, carried out on time	% of actions, resulting from Health and Safety audits, carried out on time	2015-16					
		Value	Target				
			100%				

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
BS OHSAS 18001:2007 standard	Ensure BS OHSAS 18001:2007 standard is retained by the service during 2015-16	TBC	31 Mar 2016			
Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Undertaking internal audits	Review the strengths and weaknesses of the service's health and safety management system by undertaking audits within Children's Services and Criminal Justice in accordance with the Corporate Audit Plan.	TBC	31 Mar 2016			

Health and Safety Objective									
02 - Monitor and review risk assessment programmes									

Linked PI Code and Title	Description	Values			Short Term Trend	Long Term Trend	Status	Latest Note
Increase number of general risk assessments captured on the General Risk Assessment Database (GRAD)	Increase number of approved general risk assessments captured/reviewed within Children's Services and Criminal Justice on the General Risk Assessment Database (GRAD) by 50 during the course of 2015							
		2015-16						
			Value	Target				
				+ 50				

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Generic Risk Assessments	Increase number of existing risk assessments due for review and new risk assessments onto the GRAD	TBC	31 Mar 2016			

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Display screen assessments	Monitor the implementation and management of display screen equipment self assessments for appropriate employees via the Children's Services Health and Safety Planning Group	TBC	31 Mar 2016			

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Manual handling activities	Ensure manual handling activities have been identified and suitably risk assessed via the Children's Services Health and Safety Planning Group	TBC	31 Mar 2016			

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Fire risk assessments	Monitor the implementation and management of fire risk assessments within premises occupied by Children's Services employees via the Children's Services Health and Safety Planning Group.	TBC	31 Mar 2016			

Health and Safety Objective	
03 - Ensure health and safety training and development is identified and appropriate courses are available	

Linked PI Code and Title	Description	Values		Short Term Trend	Long Term Trend	Status	Latest Note
Ensure sufficient numbers of Children's Services employees receive H&S training	Ensure health and safety training places are taken up by Children's Services and Criminal Justice employees during 2015-16	2015-16					
		Value	Target				
			TBC				

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Fire related training requirements	Monitor fire related training requirements for staff located in all premises occupied by Children's Services employees via the Children's Services Health and Safety Planning Group.	TBC	31 Mar 2016			

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Manual handling training	Monitor and provide training for employees undertaking manual handling activities via the Children's Services Health and Safety Planning Group.	TBC	31 Mar 2016			

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Any additional health and safety training including first aid and in-house Institute of Occupational Safety and Health (IOSH) courses	Monitor any additional health and safety training requirements for Children's Services employees as deemed necessary via the Children's Services Health and Safety Planning Group.	TBC	31 Mar 2016			

Health and Safety Objective									
04 - Undertake a health and safety inspection programme in partnership with Children's Services and Criminal Justice Managers									

Linked PI Code and Title	Description	Values		Short Term Trend	Long Term Trend	Status	Latest Note
No of Children's Services and Criminal Justice health & safety inspections undertaken/ reviewed on time	No of H&S inspections undertaken/reviewed on time	2015-16					
		Value	Target				
			100%				

Linked PI Code and Title	Description	Values		Short Term Trend	Long Term Trend	Status	Latest Note
% of actions resulting from Children's Services and Criminal Justice H&S inspections carried out on time	% of actions identified during Health and Safety inspections due for completion in 2015-16 carried out on time	2015-16					
		Value	Target				
			100%				

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Undertake annual health and safety inspections in accordance with the Corporate Inspection Programme 2015-16	Monitor the implementation of the annual corporate health and safety inspection programme for Children's Services and Criminal Justice.	TBC	31 Mar 2016			

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Ensure actions identified from health and safety inspections due for completion during 2015-16 are closed out on time.	Monitor the implementation of actions at the Children's Services Health and Safety Planning Group.	TBC	31 Mar 2016			

Related Action Code	Related Action Description	Assigned To	Due Date	Progress	Status	Latest Note
Unit managers to undertake an annual Workplace Observation Inspection Report (WOIR)	Monitor the implementation of the 2015-16 WOIR programme within Children's Services via the Children's Services Health and Safety Planning Group.	TBC	31 Mar 2016			



**To:** Education and Children Policy Board

**On:** 14 May 2015

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

**Heading:** Proposal to consult on the relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School

## **7. Summary**

1.1 On 8 May 2014 the education policy board approved the School Estate Management Plan (SEMP).

1.2 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 relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.

1.3 The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Foxlea Pre 5 and Community Learning Centre to the fully refurbished and extended St Paul's Primary School building would be undertaken in November 2015. However, a review of the various options available for the council to consider has identified that the best value option, in this instance, is to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School at the site of the existing school and pre 5 and community learning centre.

1.4 Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.

1.5 Subject to approval by the education and children policy board to proceed with this proposal, the new building could be operational by January 2018. The proposed programme would be:

- |  |                |
|--|----------------|
| • Consultation commences                     | June 2015      |
| • Approval to proceed received               | January 2016   |
| • Start of design phase                      | January 2016   |
| • Start of construction phase                | September 2016 |
| • School operational                         | January 2018   |
| • Demolition of vacant facilities commencing | June 2018      |

## **8. Recommendations**

8.1. The education and children policy board is asked to:

- approve the consultation procedures for the relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School, noted in appendix 1 of this report;
  - approve the consultation document "The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School", noted in appendix 2; and
  - agree that a report on the outcome of the consultation be submitted to the education and children policy board in January 2016.
- 

## **9. Background**

- 9.1. 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.
- 9.2. 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.
- 9.3. 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:

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

Council Objectives:

1. To provide the best educational experience for all learners in Renfrewshire;
2. To satisfy the condition, sufficiency and suitability core facts;
3. To retain services within communities where possible; and
4. To provide environmentally and economically sustainable facilities with lower carbon footprints.

- 9.4. 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.
- 9.5. Core facts ratings are as follows:
- A Good
  - B Satisfactory
  - C Poor
  - D Bad
- 9.6. Through its school estate project team the council continually reviews the performance of the school estate in terms of these core fact findings.
- 9.7. This process recognised that the existing St Paul's Primary School building was not performing well for the school community as it was too big and while the condition of the building was "B" satisfactory, it was felt that it was beginning to show signs of deterioration.
- 9.8. The process identified that by integrating Foxlea Pre 5 and Community Learning Centre into the surplus accommodation within the school building the council could address the sufficiency challenges faced by the school.
- 9.9. It is also significant to note that this approach would reduce the number of property assets within the education estate, supporting the council's asset management strategy.
- 9.10. A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:
- the educational experience for all pupils, young children and adult learners could be improved if delivered in a new build St Paul's Primary School which was specifically designed to support education in the 21<sup>st</sup> century;
  - the sufficiency challenges facing St Paul's Primary School are such that the most appropriate, best value, approach would be to co-locate Foxlea Pre 5 and Community Learning Centre in a new build St Paul's Primary School;
  - a consultative approach, involving all stakeholders and service users, would deliver a new building which would enhance the educational experience for all pupils, young children and adult learners attending the School and Pre 5 and Community Learning Centre; and
  - The new building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.

- 9.11. 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 relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.
- 9.12. The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Foxlea Pre 5 and Community Learning Centre to the fully refurbished and extended St Paul's Primary School building would be undertaken in November 2015. However, a review of the various options available for the council to consider has identified that the best value option, in this instance, is to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School at the site of the existing school and pre 5 and community learning centre.
- 9.13. Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.
- 9.14. Subject to approval by the education and children policy board to proceed with this proposal, the new building could be operational by January 2018. The proposed programme would be:
- Consultation commences June 2015
  - Approval to proceed received January 2016
  - Start of design phase January 2016
  - Start of construction phase September 2016
  - School operational January 2018
  - Demolition of vacant facilities commencing June 2018

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## 10. Rationale for change and project development

- 10.1. At the last school census date in September 2014 St Paul's Primary School had a capacity of 288 with a pupil roll of 162 meaning its sufficiency rating was poor (category C) and it was only 56.25% full.
- 10.2. In terms of planning accommodation for the future it is essential to consider not only the current pupil roll but the potential variances in the roll over a period of time.
- 10.3. The table below illustrates roll projections for St Paul's Primary School over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
St Paul's Primary	288	162	156	155	157	153	152	156	148	151	154	154

- 10.4. The roll projection for St Paul's Primary School is fairly static over a 10 year period and a revised capacity of around 175 is recommended. The accommodation required for such a roll will be in keeping with government recommendations outlined in the guidance document "Determining Primary School Capacity".

- 10.5. In addition to the mainstream provision the St Paul's Primary School building will continue to accommodate an integrated additional support needs facility which requires bespoke facilities to support the individual needs of pupils which currently stands at 18.
- 10.6. Foxlea Pre 5 Centre accommodates an early years provision for 80 young children from zero to five years old. It operates between 8.00am and 6.00pm on a 52 week basis.
- 10.7. Foxlea Pre 5 Centre has a sufficiency rating of "A" and the building's condition is rated "B".
- 10.8. Foxlea Community Learning Centre is co-located in the same building as the pre 5 centre; providing services for adult learners and families from the local community. The facility comprises office accommodation; meeting spaces; an IT classroom and a shared crèche.
- 10.9. While the condition of both buildings is "B" satisfactory, it was felt that they were beginning to show signs of deterioration and that some form of positive intervention should be considered to improve the fabric of the buildings.
- 10.10. Through the SEMP development process officers identified three potential solutions to the sufficiency (C) challenges facing St Paul's Primary School which might also address the ongoing maintenance challenges facing both buildings. These options included:
- Option 1. The co-location of Foxlea Pre 5 and Community Learning Centre in an extended and refurbished St Paul's Primary School building;
  - Option 2. The capacity reduction of St Paul's Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and
  - Option 3. The construction of a new school, incorporating a Pre 5 and Community Learning Centre.
- 10.11. Following the compilation of cost estimates and an assessment of all of the options in the context of the council's asset management strategy; it is considered that the best value option for the council is to build a new St Paul's Primary School which would provide suitable accommodation for the School, Pre 5 and Community Learning Centre.
- 

## **11. Educational benefits statement**

- 11.1. 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 affected schools; children who would be likely to become pupils at the schools; and other pupils within the council area.

- 11.2. Having carried out a review of the educational benefits of this proposal with the head teacher and head of centre, children's services concludes that the educational experience and outcomes for the primary school pupils and early years children will be improved if delivered in a facility specifically designed to support the curriculum.
- 11.3. The following paragraphs detail some of the benefits that would be experienced by children and young people attending both facilities if this proposal was implemented by the council.
- 11.4. A new facility will better support the delivery of the curriculum for all establishments. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A new building will facilitate the range of learning experiences necessary for the development of these skills.
- 11.5. In a new building the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.
- 11.6. A new building would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the building would be developed through a consultative approach based around the needs of the primary school pupils, early years children, adult learners and the staff of both facilities.
- 11.7. A new building will energise the learning communities and support their wellbeing. The design principles for the building would be informed by the ethos and vision of the primary school, pre 5 and adult learning centre.
- 11.8. Playground and social gathering areas would be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for primary school pupils and early years children.
- 11.9. Segregated play areas will be provided for the early years children.
- 11.10. The dining and PE facilities will be improved to accommodate the projected number of primary school pupils and early years children.
- 11.11. With improved PE facilities, which support the PE curriculum and contribute to the health and well being of primary school pupils and early years children, the new building would provide the facilities required to ensure opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 11.12. The primary school and pre 5 centre currently have "ECO Schools" status and would benefit in working together to share experiences. A garden area would benefit learners' participation in education about plant life and living things; further supporting the continued work in learning about environmental issues.



- 11.13. Flexible working spaces and staff development facilities within the new building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage engagement and motivate learners.
- 11.14. The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support transition.
- 11.15. The new building would provide nurture spaces to support both the school and pre 5 centre in meeting the full range of needs of pupils and early years children.
- 11.16. The integration of additional support needs classes in the main body of the school will enhance the ethos of inclusion within St Paul's Primary School. Such classes will be designed to support the needs of the pupils with quiet spaces provided where appropriate.
- 11.17. Appropriate segregation between the community learning provision and the pre 5 centre would be integral to the design of the new building; improving on the current arrangement within the existing centre which requires significant management input.
- 11.18. The new building will be fully compliant with the provisions of the Equality Act (2010).
- 11.19. The co-location would provide the opportunity for improving traffic management arrangements.
- 11.20. The proposal would ensure the new building has a condition and sufficiency rating of "A".
- 11.21. By providing an efficient primary school with an integrated pre 5 and community learning centre, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the council area.

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## **12. Impact on schools and their communities**

- 12.1. 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 Foxlea Pre 5 and Community Learning Centre or St Paul's Primary School communities.
- 12.2. The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.
- 12.3. As this proposal relates to a new build within the existing grounds of St Paul's Primary School there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.

- 12.4. Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.
- 12.5. Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.
- 12.6. As part of the design development process for the project the head teacher, head of centre and community learning manager would represent the interests of their communities at regular focus group meetings with the council's project team.
- 12.7. At present there are a number of non school lets and clubs operating from the St Paul's Primary School building. For the duration of the construction period such activities would be redirected to alternative locations.
- 

### **13. Consultation arrangements**

- 13.1. The consultation document, attached to this report as Appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 13.2. 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.
- 13.3. 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.



- 13.4. The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.
- 13.5. 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.
- 13.6. 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.
- 13.7. 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.
- 13.8. 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.
- 13.9. 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.
- 13.10. 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.

Activity	Date
Approval for consultation sought from education and children policy board	14 May 2015
<p>Consultation document to be issued outlining the proposal to:</p> <ul style="list-style-type: none"> <li>the parent council of any affected schools;</li> <li>the parents of the pupils at any affected school;</li> <li>the parents of any children who would be likely to become pupils at the affected schools;</li> <li>the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>the staff (teaching and other) at any affected school;</li> <li>any trade union or professional body which appears to the education authority to be representative of the persons mentioned above;</li> <li>the community council (if any);</li> <li>any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);</li> <li>any other education authority that the education authority considers relevant; and</li> <li>any other community groups using any of the affected schools.</li> </ul>	28 May 2015
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	29 May 2015
<ul style="list-style-type: none"> <li>Public consultation meeting held to consult with affected community; and</li> <li>Questionnaire to go live on the council website.</li> </ul>	9 June 2015
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	10 September 2015
Report to Education Scotland on outcome of consultation.	by 24 September 2015
Response from Education Scotland on outcome of consultation.	by 22 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	

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## Implications of this report

### 1. Financial Implications

The project involves the relocation of two services to one building and this may generate property savings which will be reported as part of the response to the consultation in January 2016.

### 2. HR and Organisational Development Implications

If the proposal to co-locate 2 establishments in 1 building is approved community resources will have to consider the deployment of their staff who currently operate over 2 facilities. Similarly, corporate business support will also have to determine the deployment of their staff as appropriate.

### 3. Community Plan/Council Plan Implications

Children and Young People	· An improved school environment supports learning and achievement.
Community Care, Health and Well-being	· An improved school environment supports health and wellbeing.
Greener	· Sustainable approaches to ensuring high quality assets will be developed.

### 4. Legal Implications

This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (Consultation) (Scotland) Act 2010 amended through the enactment of the Children and Young People (Scotland) Act 2014.

### 5. Property/Assets Implications

This proposal aims to deliver a shared campus designed to provide sustainable accommodation that is fit for education in the 21st century.

The area of the land on which the existing Foxlea Pre 5 and Community Learning Centre currently stands will be required in full or in part to address the traffic management and parking challenges inherent in this project. Any surplus area is therefore referred to the director of development and housing services for further consideration and to be disposed of if it is not required for council purposes.

### 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 available on request.

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

The procurement model for the delivery of this project will be developed by corporate procurement and development and housing services.

**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; May 2014.

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/LG/FD/IT/CVG  
29 April 2015*

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

## **PROCEDURES FOR CONSULTATION RELATING TO:**

### **The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.**

#### **1. Summary**

- 1.1 This report lays out the consultation procedures required to take forward the proposal as outlined above in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.

#### **2. Procedures**

- 2.1 The procedures for consultation relating to this proposal are:

- a consultation document will be prepared outlining the background to the proposal to:
  - relocate Foxlea Pre 5 and Community Learning Centre to a new St Paul's Primary School building.
- Copies of the document will be issued simultaneously to:
  - the parent council or combined parent council of any affected schools;
  - the parents of the pupils at any affected school;
  - the parents of any children who would be likely to become pupils at the affected schools;
  - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
  - the staff (teaching and other) at any affected school;
  - any trade union which appears to the education authority to be representative of the persons mentioned above;
  - the community council (if any);
  - any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);
  - any other education authority that the education authority considers relevant; and
  - any other community groups using any of the affected schools.

2.2 It is proposed that:

- An advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected.
- The report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the council website and at all affected schools and all public libraries.
- The consultation should commence on 9 June 2015 and it will run until 10 September 2015.
- A public meeting will be held at St Paul's Primary School on 9 June 2015 to allow the proposal to be discussed and oral representations to be considered.
- Written representation should be made to the director of children's services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to: [stpaulsandfoxlea@renfrewshire.gov.uk](mailto:stpaulsandfoxlea@renfrewshire.gov.uk), no later than noon on 10 September 2015.

2.3 Copies of the proposal report and all written representations and comments received will be forwarded to Education Scotland who will consider the papers and prepare a report which will be sent to the education authority.

2.4 A consultation response report including a summary of all written submissions from all bodies and the report from Education Scotland will then be published by the education authority in advance of any council decision. The report will include a statement of the authority's responses to any issues raised by representations received or by the report from Education Scotland. The consultation response report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the council website and at all affected schools and all public libraries.

2.5 Interested parties have three weeks time for further consideration from the date of publication of the consultation report to make representations to the Scottish Ministers if they so wish.

2.6 If the decision is made to go ahead with the proposal, in whole or in part, then the education authority will notify the Scottish Ministers of the decision and provide copies of the proposal and consultation report immediately after the decision is made.

2.7 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.

2.8 The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children policy board in January 2016.

## **THIS IS A CONSULTATION DOCUMENT**

### **Proposals relating to:**

### **The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.**

#### **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:

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

#### Council Objectives:

- 5. To provide the best educational experience for all learners in Renfrewshire;
  - 6. To satisfy the condition, sufficiency and suitability core facts;
  - 7. To retain services within communities where possible; and
  - 8. 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 recognised that the existing St Paul's Primary School building was not performing well for the school community as it was too big and while the condition of the building was "B" satisfactory, it was felt that it was beginning to show signs of deterioration.

1.8 The process identified that by integrating Foxlea Pre 5 and Community Learning Centre into the surplus accommodation within the school building the council could address the sufficiency challenges faced by the school.

1.9 It is also significant to note that this approach would reduce the number of property assets within the education estate, supporting the council's asset management strategy.

1.10 A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:

- the educational experience for all pupils, young children and adult learners could be improved if delivered in a new build St Paul's Primary School which was specifically designed to support education in the 21<sup>st</sup> century;
- the sufficiency challenges facing St Paul's Primary School are such that the most appropriate, best value, approach would be to co-locate Foxlea Pre 5 and Community Learning Centre in a new build St Paul's Primary School;
- a consultative approach, involving all stakeholders and service users, would deliver a new building which would enhance the educational experience for all pupils, young children and adult learners attending the School and Pre 5 and Community Learning Centre; and
- The new building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.

1.11 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 relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.

1.12 The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Foxlea Pre 5 and Community Learning Centre to the fully refurbished and extended St Paul's Primary School building would be undertaken in November 2015. However, a review of the various options available for the council to consider has identified that the best value option, in this instance, is to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School at the site of the existing school and pre 5 and community learning centre.



- 1.13 Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.
- 1.14 Subject to approval by the education and children policy board to proceed with this proposal, the new building could be operational by January 2018. The proposed programme would be:
- Consultation commences June 2015
  - Approval to proceed received January 2016
  - Start of design phase January 2016
  - Start of construction phase September 2016
  - School operational January 2018
  - Demolition of vacant facilities commencing June 2018

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## 2. Rationale for change and project development

- 2.1 At the last school census date in September 2014 St Paul's Primary School had a capacity of 288 with a pupil roll of 162 meaning its sufficiency rating was poor (category C) and it was only 56.25% full.
- 2.2 In terms of planning accommodation for the future it is essential to consider not only the current pupil roll but the potential variances in the roll over a period of time.
- 2.3 The table below illustrates roll projections for Paul's Primary School over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
St Paul's Primary	288	162	156	155	157	153	152	156	148	151	154	154

- 2.4 The roll projection for St Paul's Primary School is fairly static over a 10 year period and a revised capacity of around 175 is recommended. The accommodation required for such a roll will be in keeping with government recommendations outlined in the guidance document "Determining Primary School Capacity".
- 2.5 In addition to the mainstream provision the St Paul's Primary School building will continue to accommodate an integrated additional support needs facility which requires bespoke facilities to support the individual needs of pupils which currently stands at 18.
- 2.6 Foxlea Pre 5 Centre accommodates an early years provision for 80 young children from zero to five years old. It operates between 8.00am and 6.00pm on a 52 week basis.
- 2.7 Foxlea Pre 5 Centre has a sufficiency rating of "A" and the building's condition is rated "B".
- 2.8 Foxlea Community Learning Centre is co-located in the same building as the pre 5 centre; providing services for adult learners and families from the local community. The facility comprises office accommodation; meeting spaces; an IT classroom and a shared crèche.

- 2.9 While the condition of both buildings is “B” satisfactory, it was felt that they were beginning to show signs of deterioration and that some form of positive intervention should be considered to improve the fabric of the buildings.
- 2.10 Through the SEMP development process officers identified three potential solutions to the sufficiency (C) challenges facing St Paul’s Primary School which might also address the ongoing maintenance challenges facing both buildings. These options included:
- Option 1. The co-location of Foxlea Pre 5 and Community Learning Centre in an extended and refurbished St Paul’s Primary School building;
  - Option 2. The capacity reduction of St Paul’s Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and
  - Option 3. The construction of a new school, incorporating a Pre 5 and Community Learning Centre.
- 2.11 Following the compilation of cost estimates and an assessment of all of the options in the context of the council’s asset management strategy; it is considered that the best value option for the council is to build a new St Paul’s Primary School which would provide suitable accommodation for the School, Pre 5 and Community Learning Centre.
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### **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 affected 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 with the head teacher and head of centre, children’s services concludes that the educational experience and outcomes for the primary school pupils and early years children will be improved if delivered in a facility specifically redesigned to support the curriculum.
- 3.3 The following paragraphs detail some of the benefits that would be experienced by children and young people attending both facilities if this proposal was implemented by the council.
- 3.4 A new facility will better support the delivery of the curriculum for all establishments. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A new building will facilitate the range of learning experiences necessary for the development of these skills.
- 3.5 In a new building the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document “Determining Primary School Capacity” issued in October 2014.

- 3.6 A new building would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the building would be developed through a consultative approach based around the needs of the primary school pupils, early years children, adult learners and the staff of both facilities.
- 3.7 A new building will energise the learning communities and support their wellbeing. The design principles for the building would be informed by the ethos and vision of the primary school, pre 5 and adult learning centre.
- 3.8 Playground and social gathering areas would be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for primary school pupils and early years children.
- 3.9 Segregated play areas will be provided for the early years children.
- 3.10 The dining and PE facilities will be improved to accommodate the projected number of primary school pupils and early years children.
- 3.11 With improved PE facilities, which support the PE curriculum and contribute to the health and well being of primary school pupils and early years children, the new building would provide the facilities required to ensure opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 3.12 The primary school and pre 5 centre currently have “ECO Schools” status and would benefit in working together to share experiences. A garden area would benefit learners’ participation in education about plant life and living things; further supporting the continued work in learning about environmental issues.
- 3.13 Flexible working spaces and staff development facilities within the new building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage engagement and motivate learners.
- 3.14 The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support transition.
- 3.15 The new building would provide nurture spaces to support both the school and pre 5 centre in meeting the full range of needs of pupils and early years children.
- 3.16 The integration of additional support needs classes in the main body of the school will enhance the ethos of inclusion within St Paul’s Primary School. Such classes will be designed to support the needs of the pupils with quiet spaces provided where appropriate.
- 3.17 Appropriate segregation between the community learning provision and the pre 5 centre would be integral to the design of the new building; improving on the current arrangement within the existing centre which requires significant management input.
- 3.18 The new building will be fully compliant with the provisions of the Equality Act (2010).
- 3.19 The co-location would provide the opportunity for improving traffic management arrangements.

- 3.20 The proposal would ensure the new building has a condition and sufficiency rating of “A”.
- 3.21 By providing an efficient primary school with an integrated pre 5 and community learning centre, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council’s school estate will be improved to the benefit of all pupils within the council area.
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#### **4. Impact on schools and their 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 Foxlea Pre 5 and Community Learning Centre or St Paul’s Primary School communities.
- 4.2 The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.
- 4.3 As this proposal relates to a new build within the existing grounds of St Paul’s Primary School there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.
- 4.4 Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.
- 4.5 Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.
- 4.6 As part of the design development process for the project the head teacher, head of centre and community learning manager would represent the interests of their communities at regular focus group meetings with the council’s project team.
- 4.7 At present there are a number of non school lets and clubs operating from the St Paul’s Primary School building. For the duration of the construction period such activities would be redirected to alternative locations.
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#### **5. Consultation arrangements**

- 5.1 The consultation document, attached to this report as appendix 2, provides background information to the project. 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.

Activity	Date
Approval for consultation sought from education and children policy board	14 May 2015
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> <li>• the parent council of any affected schools;</li> <li>• the parents of the pupils at any affected school;</li> <li>• the parents of any children who would be likely to become pupils at the affected schools;</li> <li>• the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>• the staff (teaching and other) at any affected school;</li> <li>• any trade union or professional body which appears to the education authority to be representative of the persons mentioned above;</li> <li>• the community council (if any);</li> <li>• any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);</li> <li>• any other education authority that the education authority considers relevant; and</li> <li>• any other community groups using any of the affected schools.</li> </ul>	28 May 2015

Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	29 May 2015
<ul style="list-style-type: none"> <li>Public consultation meeting held to consult with affected community; and</li> <li>Questionnaire to go live on the council website.</li> </ul>	9 June 2015
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	10 September 2015
Report to Education Scotland on outcome of consultation.	by 24 September 2015
Response from Education Scotland on outcome of consultation.	by 22 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	





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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Proposal to consult on: The relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.**

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**1. Summary**

1.1 On 8 May 2014 the education policy board approved the School Estate Management Plan (SEMP).

1.2 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 relocate Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.

1.3 Subject to approval by the education and children policy board to proceed with this proposal, the new shared campus could be operational by January 2018. The proposed programme would be:

- Consultation commences June 2015
  - Approval to proceed received January 2016
  - Start of design phase January 2016
  - Start of construction phase September 2016
  - School operational January 2018
  - Demolition of vacant facilities commencing June 2018
-

## **2. Recommendations**

2.1. The education and children policy board is asked to:

- approve the consultation procedures for the relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools, noted in appendix 1 of this report;
  - approve the consultation document “The relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools”, noted in appendix 2; and
  - agree that a report on the outcome of the consultation be submitted to the education and children policy board in January 2016.
- 

## **3. Background**

3.1. Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.

3.2. The SEMP sits within the council's corporate asset management plan to ensure the most effective use of all council assets. 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.

3.3. 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:

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

Council Objectives:

1. To provide the best educational experience for all learners in Renfrewshire;
2. To satisfy the condition, sufficiency and suitability core facts;
3. To retain services within communities where possible; and
4. To provide environmentally and economically sustainable facilities with lower carbon footprints.

- 3.4. 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.
- 3.5. Core facts ratings are as follows:
- A Good
  - B Satisfactory
  - C Poor
  - D Bad
- 3.6. Through its school estate project team the council continually reviews the performance of the school estate in terms of these core fact findings.
- 3.7. This process identified that the existing school buildings were not performing well for the school communities as they were too big and while the condition of both buildings was "B" satisfactory, it was felt that both were beginning to show signs of deterioration.
- 3.8. A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:
- the educational experience for all children and young people could be improved if delivered in a new build shared campus which was specifically redesigned to support education in the 21<sup>st</sup> century;
  - the condition and sufficiency challenges facing these schools are such that the most appropriate, best value approach would be to create a new build shared campus on the site of the existing Schools; and
  - a consultative approach, involving all stakeholders and service users, would deliver a new build shared campus which would enhance the educational experience for all children and young people attending both schools. The new building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.
- 3.9. 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 relocate Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.

3.10. Subject to approval by the education and children policy board to proceed with this proposal, the new build shared campus could be operational by January 2018. The proposed programme would be:

- Consultation commences June 2015
- Approval to proceed received January 2016
- Start of design phase January 2016
- Start of construction phase September 2016
- School operational January 2018
- Demolition of vacant facilities commencing June 2018

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#### 4. Rationale for change and project development

- 4.1. At the last school census date in September 2014 Bargarran Primary School had a capacity of 424 with a pupil roll of 244 meaning its sufficiency rating was poor (category C) and it was only 57.55% full.
- 4.2. At the last school census date in September 2014 St John Bosco Primary School had a capacity of 262 with a pupil roll of 151; meaning its sufficiency rating was poor (category C) and it was only 57.63% full.
- 4.3. In terms of planning accommodation for the future it is essential to consider not only the current roll but the potential variances in the pupil roll over a period of time.
- 4.4. The table below illustrates roll projections for both schools over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Bargarran	424	244	245	250	246	243	242	247	250	251	250	252
St John Bosco	262	151	180	191	203	211	217	212	203	181	188	198

- 4.5. The roll projection for Bargarran Primary School is fairly static over a 10 year period and a revised capacity of around 260 spaces is recommended.
- 4.6. A significant increase in roll at St John Bosco Primary School is indicated as a result of potential housing developments within the catchment area, suggesting that the revised capacity for the school should be based on an occupancy level of around 220 spaces. Fluctuation in the roll projection at 2022 is due to the reliability of information relating to the timing of the builder's programme; that is to say that, at this time, the information available through the land register relates to a seven year period only.
- 4.7. Through the SEMP development process officers identified three potential solutions to the sufficiency (C) challenges facing both schools. These options included:
- Option 1. The creation of a shared campus in an extended and refurbished building;

- Option 2. The capacity reduction of both school buildings to create efficient, smaller schools achieved through partial demolition of the surplus areas within the existing buildings; and
  - Option 3. The construction of a new build shared campus.
- 4.8. Following the compilation of cost estimates and an assessment of all of the options in the context of the council's asset management strategy; it is considered that the creation of a new build shared campus for both schools on the site of the existing Schools is the best value option for the council.
- 

## **5. Educational benefits statement**

- 5.1. 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 affected schools; children who would be likely to become pupils at the schools; and other pupils within the council area.
- 5.2. Having carried out a review of the educational benefits of this proposal with the head teachers, children's services concludes that the educational experience and outcomes for children and young people will be improved if delivered in a facility specifically redesigned to support the curriculum.
- 5.3. The following paragraphs detail some of the benefits that would be experienced by children and young people attending Bargarran and St John Bosco Primary shared campus if this proposal was implemented by the council.
- 5.4. A new build shared campus will better support the delivery of the curriculum. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A new build shared campus will facilitate the range of learning experiences necessary for the development of these skills.
- 5.5. In a new build shared campus the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.
- 5.6. A shared campus would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the shared campus would be developed through a consultative approach based around the needs of pupils and staff.
- 5.7. A new build shared campus will energise the learning communities and support their wellbeing. The design principles for the building would be informed by the ethos and vision of both school communities.

- 5.8. Playground and social gathering areas would be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for all pupils at all stages.
- 5.9. The dining and PE facilities would be designed to accommodate the projected school rolls. With improved PE facilities, which support the PE curriculum and contribute to the health and well being of children, the new shared campus would provide the facilities required to ensure opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 5.10. Both schools currently have “ECO Schools” status and would benefit in working together to share experiences in this aspect of school life. A garden area would benefit pupil participation in learning about plant life and living things; further supporting the continued work in learning about environmental issues.
- 5.11. Flexible working spaces and staff development facilities within the shared campus will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage pupil engagement and motivate learners.
- 5.12. The shared campus proposal would also provide enhanced opportunities for cross school peer observations which will support the school improvement agenda within both establishments.
- 5.13. The new building would provide nurture spaces to support both schools in meeting the full range of needs of pupils.
- 5.14. A new build shared campus with an extended early years provision supports the council’s early years strategy and enhances the opportunities available for family learning.
- 5.15. Out of School Care would continue to support families. A new build shared campus would provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations.
- 5.16. A new building will be fully compliant with the provisions of the Equality Act (2010).
- 5.17. A new build shared campus would be secured with appropriate fencing to the campus boundary. This would enhance security arrangements and promote a greater sense of wellbeing for all pupils.
- 5.18. A single playground would be better supervised by the deployment of support staff from both schools to a single area.
- 5.19. The development of a shared campus would provide the opportunity for improving traffic management around both schools.
- 5.20. The proposal would ensure the new build shared campus has a condition and sufficiency rating of “A”.

- 5.21. By providing an efficient shared campus, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the council area.
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## **6. Impact on schools and their communities**

- 6.1. 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 Bargarran or St John Bosco school communities.
- 6.2. The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.
- 6.3. As this proposal relates to the construction of a new build shared campus on the site of the existing Schools there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.
- 6.4. Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.
- 6.5. Renfrewshire Council has temporary accommodation which could be re-located to the school site if required. The local community centre could also be considered to augment the temporary accommodation if this was required.
- 6.6. As part of the design development process for the project the head teachers of both establishments would represent the interests of their school communities at regular focus group meetings with the council's project team.
- 6.7. Bargarran Primary School is currently supported by an Out of School Care group. The new shared campus would provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations. At an appropriate stage of design development the out of school care group would be advised of the implications for their service.
- 6.8. Any non school lets or clubs operating from either School would be redirected to alternative locations for the duration of the construction period.
- 6.9. There are two occupied Janitors' houses within the curtilage of the schools' grounds. Both houses were previously identified as being suitable for "right to buy" but neither Janitor elected to pursue this option. Accordingly, the properties would be demolished as part of the project demolition. Well in advance of this action, community resources and development and housing services would liaise with the schools' Janitors to support them through the re-housing process.



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## **7. Consultation arrangements**

- 7.1. The consultation document, attached to this report as appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 7.2. 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.
- 7.3. 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.
- 7.4. The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.
- 7.5. 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.



- 7.6. 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.
- 7.7. 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.
- 7.8. 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.
- 7.9. 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.
- 7.10. 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.

Activity	Date
Approval for consultation sought from education and children policy board	14 May 2015
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> <li>• the parent council of any affected schools;</li> <li>• the parents of the pupils at any affected school;</li> <li>• the parents of any children who would be likely to become pupils at the affected schools;</li> <li>• the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>• the staff (teaching and other) at any affected school;</li> </ul>	28 May 2015

<ul style="list-style-type: none"> <li>any trade union or professional body which appears to the education authority to be representative of the persons mentioned above;</li> <li>the community council (if any);</li> <li>any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);</li> <li>any other education authority that the education authority considers relevant; and</li> <li>any other community groups using any of the affected schools.</li> </ul>	
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	29 May 2015
<ul style="list-style-type: none"> <li>Public consultation meeting held to consult with affected community; and</li> <li>Questionnaire to go live on the council website.</li> </ul>	3 June 2015
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	3 September 2015
Report to Education Scotland on outcome of consultation.	by 17 September 2015
Response from Education Scotland on outcome of consultation.	by 8 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	

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## Implications of this report

### 1. Financial Implications

The project involves the relocation of two services to one building and this may generate property savings which will be reported as part of the response to the consultation in January 2016.

### 2. HR and Organisational Development Implications

If the proposal to relocate 2 schools to a single shared campus is approved Community Resources will have to consider the deployment of their staff who currently operate over 2 facilities. Similarly, Corporate Business Support will also have to determine the deployment of their staff as appropriate.

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

Children and Young People	An improved school environment supports learning and achievement.
Community Care, Health and Well-being	An improved school environment supports health and wellbeing.
Greener	Sustainable approaches to ensuring high quality assets will be developed.

### **4. Legal Implications**

This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (Consultation) (Scotland) Act 2010 amended through the enactment of the Children and Young People (Scotland) Act 2014.

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

This proposal aims to deliver a shared campus designed to provide sustainable accommodation that is fit for education in the 21st century.

An area of the land on which the existing Schools currently stands may be surplus to requirement further to the demolition of the school buildings and Janitors' houses and this area is therefore referred to the director of development and housing services for further consideration and to be disposed of if it is not required for council purposes.

### **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 available on request.

### **8. Health and Safety Implications**

None.

### **9. Procurement Implications**

The procurement model for the delivery of this project will be developed by corporate procurement and development and housing services.

### **10. Risk Implications**

None.

### **11. Privacy Impact**

None.

## List of Background Papers

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate; May 2014.

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/LG/FD/IT/CVG  
29 April 2015

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

## PROCEDURES FOR CONSULTATION RELATING TO:

### **The relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.**

#### **1. Summary**

- 1.1 This report lays out the consultation procedures required to take forward the proposal as outlined above in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.

#### **2. Procedures**

- 2.1 The procedures for consultation relating to this proposal are:

- a consultation document will be prepared outlining the background to the proposal to:
  - relocate Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.
- Copies of the document will be issued simultaneously to:
  - the parent council or combined parent council of any affected schools;
  - the parents of the pupils at any affected school;
  - the parents of any children who would be likely to become pupils at the affected schools;
  - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
  - the staff (teaching and other) at any affected school;
  - any trade union which appears to the education authority to be representative of the persons mentioned above;
  - the community council (if any);
  - any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);
  - any other education authority that the education authority considers relevant; and
  - any other community groups using any of the affected schools.

2.2 It is proposed that:

- An advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the recommendations and stating that full details can be obtained from establishments affected.
- The report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the council website and at all affected schools and all public libraries.
- The consultation should commence on 3 June 2015 and it will run until 3 September 2015.
- A public meeting will be held at Bargarran Primary School on 3 June 2015 to allow the proposal to be discussed and oral representations to be considered.
- Written representation should be made to the director of children's services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to: [bargarranandstjohnbosco@renfrewshire.gov.uk](mailto:bargarranandstjohnbosco@renfrewshire.gov.uk), no later than noon on 3 September 2015.

2.3 Copies of the proposal report and all written representations and comments received will be forwarded to Education Scotland who will consider the papers and prepare a report which will be sent to the education authority.

2.4 A consultation response report including a summary of all written submissions from all bodies and the report from Education Scotland will then be published by the education authority in advance of any council decision. The report will include a statement of the authority's responses to any issues raised by representations received or by the report from Education Scotland. The consultation response report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the council website and at all affected schools and all public libraries.

2.5 Interested parties have three weeks time for further consideration from the date of publication of the consultation report to make representations to the Scottish Ministers if they so wish.

2.6 If the decision is made to go ahead with the proposal, in whole or in part, then the education authority will notify the Scottish Ministers of the decision and provide copies of the proposal and consultation report immediately after the decision is made.

2.7 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.

2.8 The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children policy board in January 2016.

## **THIS IS A CONSULTATION DOCUMENT**

### **Proposals relating to:**

### **The relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing 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:

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

#### Council Objectives:

- 1. To provide the best educational experience for all learners in Renfrewshire;
  - 2. To satisfy the condition, sufficiency and suitability core facts;
  - 3. To retain services within communities where possible; and
  - 4. 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 existing school buildings were not performing well for the school communities as they were too big and while the condition of both buildings was “B” satisfactory, it was felt that both were beginning to show signs of deterioration.

1.8 A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:

- the educational experience for all children and young people could be improved if delivered in a new build shared campus which was specifically redesigned to support education in the 21<sup>st</sup> century;
- the condition and sufficiency challenges facing these schools are such that the most appropriate, best value approach would be to create a new build shared campus on the site of the existing Schools; and
- a consultative approach, involving all stakeholders and service users, would deliver a new build shared campus which would enhance the educational experience for all children and young people attending both schools. The new building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.

1.9 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 relocate Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.

1.10 Subject to approval by the education and children policy board to proceed with this proposal, the new build shared campus could be operational by January 2018. The proposed programme would be:

- |  |                |
|--|----------------|
| • Consultation commences                     | June 2015      |
| • Approval to proceed received               | January 2016   |
| • Start of design phase                      | January 2016   |
| • Start of construction phase                | September 2016 |
| • School operational                         | January 2018   |
| • Demolition of vacant facilities commencing | June 2018      |



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## 2. Rationale for change and project development

- 2.1 At the last school census date in September 2014 Bargarran Primary School had a capacity of 424 with a pupil roll of 244 meaning its sufficiency rating was poor (category C) and it was only 57.55% full.
- 2.2 At the last school census date in September 2014 St John Bosco Primary School had a capacity of 262 with a pupil roll of 151; meaning its sufficiency rating was poor (category C) and it was only 57.63% full.
- 2.3 In terms of planning accommodation for the future it is essential to consider not only the current roll but the potential variances in the pupil roll over a period of time.
- 2.4 The table below illustrates roll projections for both schools over a 10 year period.

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- 2.7 Through the SEMP development process officers identified three potential solutions to the sufficiency (C) challenges facing both schools. These options included:
- Option 1. The creation of a shared campus in an extended and refurbished building;
  - Option 2. The capacity reduction of both school buildings to create efficient, smaller schools achieved through partial demolition of the surplus areas within the existing buildings; and
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### **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 affected schools; children who would be likely to become pupils at the schools; and other pupils within the council area. Having carried out a review of the educational benefits of this proposal with the head teachers, children's services concludes that the educational experience and outcomes for children and young people will be improved if delivered in a facility specifically redesigned to support the curriculum.
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- 3.8 Playground and social gathering areas would be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for all pupils at all stages.
- 3.9 The dining and PE facilities would be designed to accommodate the projected school rolls. With improved PE facilities, which support the PE curriculum and contribute to the health and well being of children, the new shared campus would provide the facilities required to ensure opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 3.10 Both schools currently have "ECO Schools" status and would benefit in working together to share experiences in this aspect of school life. A garden area would benefit

pupil participation in learning about plant life and living things; further supporting the continued work in learning about environmental issues.

- 3.11 Flexible working spaces and staff development facilities within the shared campus will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage pupil engagement and motivate learners.
- 3.12 The shared campus proposal would also provide enhanced opportunities for cross school peer observations which will support the school improvement agenda within both establishments.
- 3.13 The new building would provide nurture spaces to support both schools in meeting the full range of needs of pupils.
- 3.14 A new build shared campus with an extended early years provision supports the council's early years strategy and enhances the opportunities available for family learning.
- 3.15 Out of School Care would continue to support families. A new build shared campus would provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations.
- 3.16 A new building will be fully compliant with the provisions of the Equality Act (2010).
- 3.17 A new build shared campus would be secured with appropriate fencing to the campus boundary. This would enhance security arrangements and promote a greater sense of wellbeing for all pupils.
- 3.18 A single playground would be better supervised by the deployment of support staff from both schools to a single area.
- 3.19 The development of a shared campus would provide the opportunity for improving traffic management around both schools.
- 3.20 The proposal would ensure the new build shared campus has a condition and sufficiency rating of "A".
- 3.21 By providing an efficient shared campus, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the council area.

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#### **4. Impact on schools and their 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 Bargarran or St John Bosco school communities. The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.

- 4.3 As this proposal relates to the construction of a new build shared campus on the site of the existing Schools there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.
- 4.4 Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.
- 4.5 Renfrewshire Council has temporary accommodation which could be re-located to the school site if required. The local community centre could also be considered to augment the temporary accommodation if this was required.
- 4.6 As part of the design development process for the project the head teachers of both establishments would represent the interests of their school communities at regular focus group meetings with the council's project team.
- 4.7 Bargarran Primary School is currently supported by an Out of School Care group. The new shared campus would provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations. At an appropriate stage of design development the out of school care group would be advised of the implications for their service.
- 4.8 Any non school lets or clubs operating from either School would be redirected to alternative locations for the duration of the construction period.
- 4.9 There are two occupied Janitors' houses within the curtilage of the schools' grounds. Both houses were previously identified as being suitable for "right to buy" but neither Janitor elected to pursue this option. Accordingly, the properties would be demolished as part of the project demolition. Well in advance of this action, community resources and development and housing services would liaise with the schools' Janitors to support them through the re-housing process.

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## **5. Consultation arrangements**

- 5.1 The consultation document, attached to this report as Appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved. 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.

Activity	Date
Approval for consultation sought from education and children policy board	14 May 2015
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> <li>• the parent council of any affected schools;</li> <li>• the parents of the pupils at any affected school;</li> <li>• the parents of any children who would be likely to become pupils at the affected schools;</li> <li>• the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>• the staff (teaching and other) at any affected school;</li> <li>• any trade union or professional body which appears to the education authority to be representative of the persons mentioned above;</li> <li>• the community council (if any);</li> <li>• any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);</li> <li>• any other education authority that the education authority considers relevant; and</li> <li>• any other community groups using any of the affected schools.</li> </ul>	28 May 2015
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	29 May 2015
• Public consultation meeting held to consult with	3 June 2015

<p>affected community; and</p> <ul style="list-style-type: none"> <li>• Questionnaire to go live on the council website.</li> </ul>	
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	3 September 2015
Report to Education Scotland on outcome of consultation.	by 17 September 2015
Response from Education Scotland on outcome of consultation.	by 8 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	





**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Children's Services Service Improvement Plan 2015-2018**

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## **1. Summary**

- 1.1 This service improvement plan for children's services covers the period from 2015/16 – 2017/18. This is the first plan of children's services which combines the education service with services which have responsibility for children's social work and criminal justice. The plan outlines what the service intends to achieve over the next three years based on the financial and employee resources likely to be available. The plan is set out as follows:
- What we do and what we want to achieve;
  - What resources we have;
  - Our key priorities;
  - An action plan for improvement; and
  - How we will measure our progress.
- 1.2 The service has identified 8 high level outcomes that it will work to achieve for local people and communities: these are linked to the vision for Renfrewshire detailed in our local community plan, as well as to the key aims of this organisation set out in the council plan – "A Better Future, A Better Council".
- 1.3 The action plan is the core of the service improvement plan. It sets out the priorities being addressed; the key tasks to be implemented; the implementation time-table and the measures of success. The service scorecard sets out a range of key indicators against which aspects of performance of the service will be measured.
- 1.4 A progress update on the service improvement plan will be submitted to the education and children policy board in November 2015.
-

## **2. Recommendations**

- 2.1 It is recommended that the education and children policy board:
- (a) approves the attached service improvement plan; and
  - (b) agrees that progress with this plan be reported to the board in November 2015
- 

## **3. Background**

- 3.1 In June 2014, council agreed the creation of a children's service, which would incorporate education and the elements of social work services which have responsibility for children's social work and criminal justice social work.
- 3.2 A transition manager is in place to support the directorate in taking forward the implementation of these new structural arrangements. The director of children's services will continue to act as the chief social work officer in Renfrewshire Council and, in this capacity, have an ongoing role as the professional practice lead for all social work services in Renfrewshire.
- 3.3 Children's services has an approach which is strongly focused on prevention, early intervention and providing additional support for the most vulnerable. Whilst children's health services sit within the health and social care partnership, a key priority of both organisations will be the continuation of effective integrated working. It will also be important to ensure the development of transition arrangements from children's services into services for adults where necessary, and ensuring that identifying and addressing the needs of children whose parents are supported by adult services remains a high priority. Strong working relationships between criminal justice social work and addictions and mental health services will also need to be maintained.
- 3.4 One of the purposes of the service improvement plan is to enable elected members to take stock of what is happening in the service, and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability in the context of the council's priorities and the need to deliver best value.
- 3.5 The service improvement plan is part of the process of cascading the council's priorities throughout the organisation. It also provides the means to integrate the various other operational plans and action plans. Service improvement plans link council and community planning priorities to individual development plans, so that every employee knows how they help contribute to the council achieving its objectives.
- 3.6 The action plan, set out in section 4 of the attached service improvement plan, details the specific action which will be implemented over the next three years to take forward these priority outcomes.

- 3.7 The balanced scorecard, set out in section 5 of the attached service improvement plan, details the performance indicators which will be used to help measure progress towards achieving the desired outcomes for children's services.

#### **4. What do we want to achieve**

- 4.1 The service aims to achieve 8 high level outcomes over the next three years which will contribute to community plan/council plan themes. These are:

- Outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services.
  - Outcome 2: Vulnerable children and adults are protected and feel safe.
  - Outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage.
  - 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.
  - Outcome 5: Our approach to public protection makes communities safer.
  - 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.
  - Outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery.
  - Outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'.
- 

#### **5. Key priorities**

- 5.1 This plan covers a period of structural change for children's services in which the level and scope of partnership working will alter. The strategic planning arrangements for community justice will become the responsibility of the community planning partnership. There will also be significant opportunities to build on the very good work that is being undertaken locally to improve outcomes for children, young people and families and to enhance existing partnership arrangements locally in terms of children's services through Renfrewshire Children's Services Partnership. Opportunities are likely to arise in areas such as addressing additional support needs or adopting a joined-up approach to training.

- 5.2 The Children and Young People (Scotland) Act 2014 requires the service to produce a children's services plan as part of our community planning work. This will be developed during 2015/16 and presents the service with an opportunity to further develop strategic commissioning plans and take forward a range of actions based on local needs. The Act also embeds a rights-based approach which we plan to report on in the future.
- 5.3 The Carer's (Scotland) Bill is currently progressing through the Scottish Parliament and proposes a number of duties in relation to young carers, specifically the duty to introduce 'Young Carer Statements' setting out the personal outcomes, identified needs and planned support (if appropriate) of each young carer.
- 5.4 In September 2014, the findings of a Fatal Accident Inquiry into the death of Declan Hainey were published. Renfrewshire Council fully accepted these findings and established a joint officer member group to oversee the implementation of these, in addition to the oversight provided by the multi-agency Renfrewshire Child Protection Committee.
- 5.5 Based on our assessment of these internal and external factors, the following key priorities for children's service have been identified over the period of this plan:
- progressing the early years and early intervention strategy;
  - implementing the recommendations from the Tackling Poverty Commission;
  - establishing the community justice planning arrangements;
  - continuing to ensure positive inspection reports in our establishments and registered services;
  - implementing the requirements of the Children & Young People Act 2014 and the Education (Scotland) bill;
  - delivering improvements in permanency planning;
  - improving the attainment of looked after and accommodated children;
  - preparing for the implementation of the Carer's (Scotland) Bill;
  - continued implementation of Curriculum for Excellence;
  - improving levels of educational attainment for all;
  - implement the recommendations of developing Scotland's young workforce;
  - supporting vulnerable learners; and
  - implementing the school estate management plan.
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## **6. Reporting progress**

- 6.1 Progress on the implementation of the service improvement plan is regularly monitored by the extended senior leadership team every quarter, and will be reported to the education and children's policy board on a six monthly basis. A review of progress will be brought to the board in November 2015.
-

## Implications of the Report

### 1. Financial

The report highlights particular resourcing pressures on the service actions within this report, particularly those pressures related to demographic demands across all client groups and supporting our most vulnerable learners.

### 2. HR & Organisational Development – None

### 3. Community Plan/Council Plan Implications

Children and Young People	<ul style="list-style-type: none"><li>- Children, young people and families get the right support at a time when they need it through our partnership with other services.</li></ul> <p>Vulnerable children and adults are protected and feel safe</p> <p>Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage.</p> <p>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.</p> <p>We develop our services as part of our commitment to becoming a 'Better Council'</p>
Community Care, Health and Well-being	<ul style="list-style-type: none"><li>- The service improvement plan sets out how children's services will develop social care services and promote health and wellbeing across Renfrewshire.</li></ul>
Empowering our Communities	<ul style="list-style-type: none"><li>- Our schools and services take account of the views of people who use them, and the views of staff and communities they serve.</li></ul> <p>Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery.</p>
Greener	<ul style="list-style-type: none"><li>- The service improvement plan sets out how children's services will contribute to plans to make Renfrewshire Greener.</li></ul>

- |                      |  |
|----------------------|--|
| Jobs and the Economy | - 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. |
| Safer and Stronger   | - Our approach to public protection makes communities safer.   |

**4. Legal implications**

The plan contains a number of actions relating to new legislation. The service improvement plan details the actions to be taken in relation to forthcoming and planned legislative change

**5. Property/Assets – None.**

**6. Information Technology**

Effective use of modern technology will be key to a number of service developments being taken forward, and the plan details how these will be supported by IT.

**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**

The service's approach to the procurement and commissioning of services is central to a number of key service developments being taken forward by the plan. Full detail is provided in the body of the report.

**10. Risk**

The successful implementation of a number of service improvements and initiatives will be key to the future development of the service given the significant financial and demographic challenges facing Children's Services. The Children's Services Risk Management Plan and associated Risk Register sets out in detail how risks associated with these developments will be managed.

**11. Privacy Impact – None**

## List of Background Papers

(a) None

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### Children's Services

TMcE/LF/AK

5 May 2015

**Authors:** Tony McEwan, Education Manager (Planning & Performance), 0141 618 7198 and  
Lisa Fingland, Principal Officer Planning & Performance  
0141 618 6812





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- 1. Our service and what we want to achieve
- 2. Our resources
- 3. Action plan for improvement
- 4. Measuring progress



# 1. Introduction

1.1 This service improvement plan for children's services covers the period from 2015/16 – 2017/18. The plan outlines the actions the service intends to undertake over the next three years to deliver on the key priorities of the service, and the outcomes of the Community Plan and Council Plan.

## 1.2 Integration of services

In June 2014, Council agreed the creation of Children's Services, which would incorporate education and the elements of social work which have responsibilities with children and with criminal justice social work. The new service was created to respond to the Public Bodies (Joint Working) (Scotland) Act 2014) which integrates adult social care with community health services and help our services to respond better to Council priorities for children and families in Renfrewshire and maintain a strong focus on community safety and offender management.

The service plan therefore sets out some of the short term targets we aim to achieve as the service becomes more integrated and explores further opportunities for joint working.

1.3 The plan notes the principal factors that will influence service needs, their development and delivery. It sets out the main priorities to be pursued and outcomes to be achieved over the next three years based on the financial and employee resources likely to be available. An action plan detailing the outcomes and the key tasks to be implemented is included in section 4.

1.4 The tasks set out in the action plan are underpinned by a range of policies and strategies. Divisional plans, sector plans, school improvement plans and operational plans are key documents for the service, as they assist in the implementation of our key tasks.

1.5 Our service outcomes, set out below in section 5 and expanded in the action plan, relate to themes and outcomes of the Community Plan and Council Plan.

1.6 The Community Plan and the Council Plan share a vision for Renfrewshire which is:

“Working together to make Renfrewshire a fairer, more inclusive place where all our people, communities and business thrive”.

Six Community Planning Thematic Boards take forward work on 6 key themes which have a close fit with national objectives and which we believe will make a major contribution to our vision. These are:

- **Children and young people;**
- **Jobs and the economy;**
- **Community care, health and well-being;**
- **Safer and stronger Renfrewshire;**
- **Greener Renfrewshire; and**
- **Empowering our communities.**

1.7 Our service outcomes, expanded in the action plan, relate directly to the 6 key themes in the community plan, the community planning thematic groups which will deliver the community plan and the relevant outcomes and targets contained within the community plan and the single outcome agreement. The balanced scorecard sets out measures against which we will evaluate progress.

## 2. Our service and what we want to achieve

2.1 Our service combines education services and social work children's services and criminal justice. Our principal role is to contribute to achieving the vision of the community plan and council plan; and to work, with our partners, to achieve the specific outcomes which we have identified to address the Scottish Government's national priorities. We will work, in partnership with our key stakeholders to develop a new vision in 2015/16.

2.2 The key outcomes of Children's Services are closely linked to the council plan and community plan, and are met through a wide range of provision and related key activities, which include:

- the provision of formal education for around 28,000 children and young people in 3 special schools, 11 secondary schools, 49 primary schools, 22 nursery classes and 12 pre-5 centres;
- pre-5 provision currently offered through partnership agreements with 34 private and voluntary sector providers;
- the discharge of our statutory protection duties in relation to child protection, with 137 new registrations in 2013/14;

- discharging our public protection duties to address offending behaviour, with 481 new individuals with community orders supervised in 2013/14;
- working with partners to improve life opportunities for vulnerable adults and children across Renfrewshire;
- acting as a corporate parent for looked after children, who numbered 713 at the end of 2013/14;
- improving community safety;
- support services to all service users, through quality assurance, children's support services, the Educational Psychology service, the Homelink service and services which deal with finance and resources;
- services which support both young people and adults throughout Renfrewshire;
- youth and services which support young people in education through learning activities;
- the adult learning and literacy service which supports adults and vulnerable families to engage in community learning opportunities;
- continued provision of a range of learning and training opportunities for secondary aged pupils; and
- supporting our most vulnerable children and families through our early years strategy and by getting it right for every child.

2.3 The main policy, social and economic challenges which will affect service development and delivery over the next 3 years are listed below. These have been prioritised to reflect the key issues we will be focusing on in the current year of this service improvement plan, as well as the ongoing issues which will be taken forward over the full period of this plan.

The service improvement plan takes account of key national reviews and policies which form part of the public sector reform agenda: the Children and Young People Act; the Carer's (Scotland) Bill; the Education (Scotland) Bill;

Teaching Scotland's future (Donaldson review); the framework for the inspection of children's services; the work of early years collaborative and the continued implementation of curriculum for excellence. In addition, we continue to implement the provisions of the 2010 Equality Act and legislation relating to additional support for learners.

From 1 April 2017, Community Planning Partnerships will assume responsibility for the strategic planning of community justice in Renfrewshire. The new arrangements are designed to support partnership working and collective responsibility for public protection and offender management in the local area.

Locally, we will be implementing key recommendations from Renfrewshire's Tackling Poverty Commission to:

- ensure high quality, affordable, flexible childcare is widely used by low-income families, and is designed to reflect the specific needs of those at highest risk of poverty, such as lone parents and disabled families;
- improve the impact of local advice and advocacy services to focus on empowering people to prevent financial crisis and increasing take-up of welfare benefits;
- use all available poverty data and develop professional expertise in addressing the attainment gap in schools;
- deliver tailored interventions in schools to address the gap, with specific focus on literacy skills and parental involvement; and
- address the financial barriers to school education, in particular reviewing the 'cost of school day' and the support available for the cost of uniforms and school meals.

It is important to recognise that while this service improvement plan will continue to reflect national and Council policy, the current financial climate will continue to present challenges to the delivery of this plan. The outcomes we want to achieve have been prioritised to reflect the current resource constraints. Nevertheless our tasks will make a significant contribution to becoming a better council, and providing a better future for the children, families and citizens of Renfrewshire.

2.4 The following section details some of our key priorities over the period of this service improvement plan:

- progressing the early years and early intervention strategy;
- implementing the recommendations from the Tackling Poverty Commission;
- establishing the community justice planning arrangements;
- continuing to ensure positive inspection reports in our establishments;
- implementing the requirements of the Children & Young People Act 2014, the Education (Scotland) bill and the Carer's (Scotland) Bill as it relates to young carers;
- delivering improvements in permanency planning;
- the attainment of looked after and accommodated children;
- continued implementation of Curriculum for Excellence;
- improving levels of educational attainment for all;
- implement the recommendations of developing Scotland's young workforce;
- supporting vulnerable learners; and
- implementing the school estate management plan.

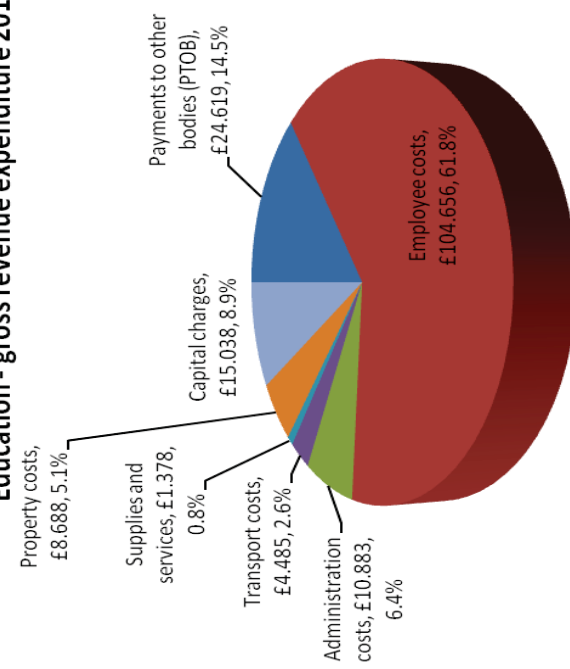
### 3. Our resources

The following charts and tables provide information as to how these budgets are allocated.

#### a. Analysis by expenditure type - education

61.8% of the education budget relates to employee costs, reflecting the nature of the service's activity. Property costs and capital charges together amount to 14.0% , reflecting the scope of the education estate. Payments to other bodies includes payments to the PPP provider of £16.5m and payments for residential school and day placements.

Education - gross revenue expenditure 2015/16 (£m)

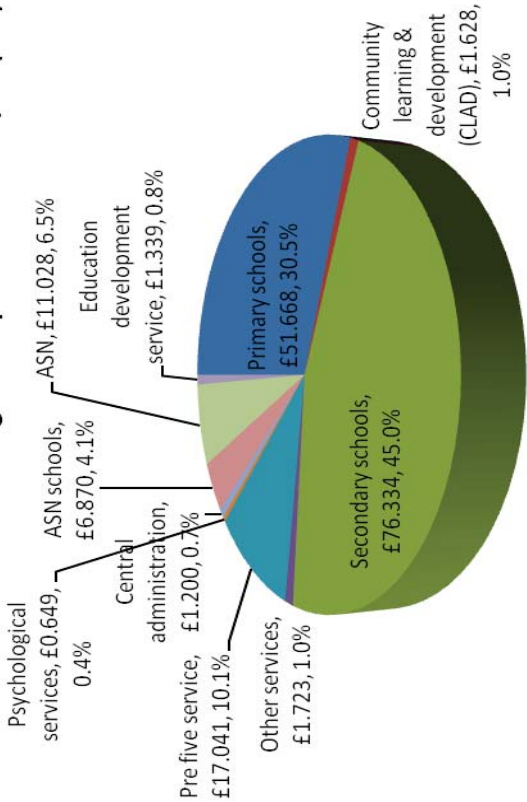


Activity	£m
Payments to other bodies (PTOB)	£24.619
Employee costs	£104.656
Administration costs	£10.615
Transport costs	£4.485
Supplies and services	£1.378
Property costs	£8.688
Capital charges	£15.038
	<b>£169.479</b>

**b. Analysis by expenditure type – education**

89.63% of the education gross expenditure budget is spent on the schools' sector. This includes pre-five, primary, secondary and ASN schools. The additional support needs (ASN) budget accounts for 6.5% of expenditure and comprises alternative placements, transport and resources to support ASN within schools.

**Education - gross expenditure 2015/16 (£m)**



Activity	£m
Primary schools	£51.668
Community learning & development (CLAD)	£1.628
Secondary schools	£76.334
Other services	£1.723
Pre five service	£17.041
Psychological services	£0.649
Central administration	£1.200
ASN schools	£6.870
ASN	£11.028
Education development service	£1.339
	£169.480

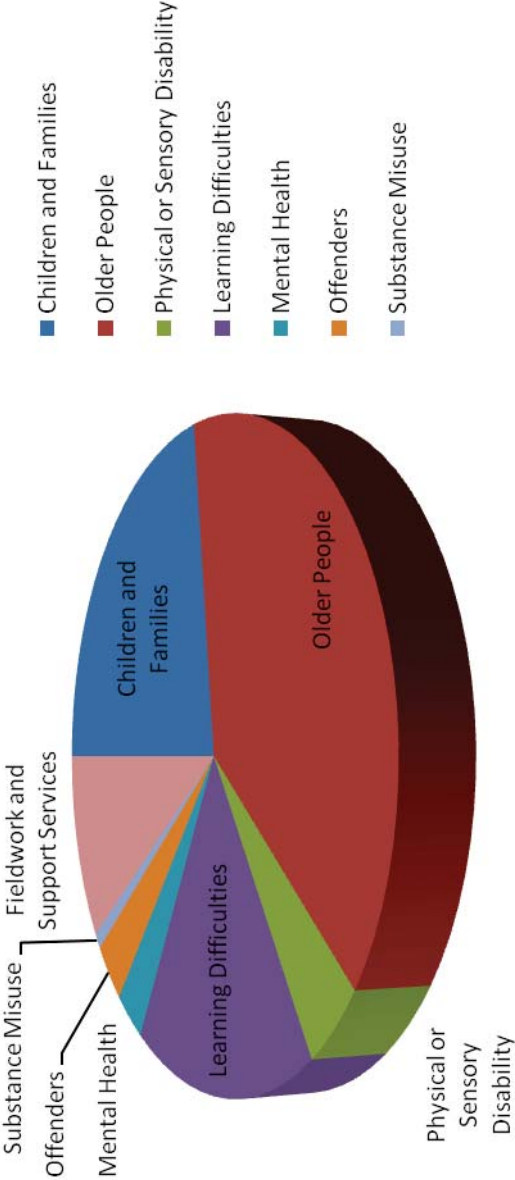


**c. Analysis by activity - social work**

Budgets for social work services will be disaggregated during 2015/16 in preparation for the delegation of responsibility (including financial responsibility) of adult social care by 1 April 2016.

Activity	£m
Children and Families	£27.761
Older People	£45.444
Physical or Sensory Disability	£5.872
Learning Difficulties	£21.321
Mental Health	£3.568
Offenders	£3.936
Substance Misuse	£1.022
Fieldwork and Support Services	£11.890
<b>TOTAL</b>	<b>£120.817</b>

**Gross Budget by CARE GROUP 2015/16**



*Note: following integration of adult services much of the budget refers to adult services and therefore does not accurately reflect the social work elements of the Children's Services budget*



## 4. Action plan for improvement

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>			
<b>Community planning theme: Children and young people</b>			
<b>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</b>			
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
1.1	Continue to implement GIRFEC and GIRFEL policies	Education Manager (GIRFEC)	March 2016
1.2	Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child's Plan	Education Manager (GIRFEC)	March 2016
1.3	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate	Education Manager (GIRFEC)	March 2016
1.4	Implement the Carer's strategy	Senior Officer (GIRFEC)	March 2016
1.5	Use improvement methodology to implement tests of change in relation to permanency planning	Children's Services Manager	March 2016
1.6	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	Education Manager (policy and strategy)	March 2016
1.7	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce	Education Manager (curriculum and early years)	March 2016
1.8	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers	Children's Services Manager	March 2016

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people</b>				
<b>Service outcome 2: Vulnerable children and adults are protected and feel safe</b>				
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	
2.1	Review and implement changes to our managing and storing information policy in line with national guidance	Education Manager (GIRFEC)	March 2016	
2.2	Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation	Education Manager (GIRFEC)	March 2016	
2.3	Continue to monitor child protection management information to ensure compliance with revised standard circular 57	Education Manager (GIRFEC)	March 2016	
2.4	Continue to implement the provisions of the Equality Act 2010	Education Manager (planning and performance)	March 2016	

<b>Council plan theme: A better future, reduction in the causes and impact of poverty, improved health, wellbeing and life chances for children and families</b>			
<b>Community planning theme: Children and young people</b>			
<b>Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage</b>			
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
3.1	Develop a nurture strategy across all sectors focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing	Education Manager (GIRFEC)	March 2016
3.2	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools	Education Manager (GIRFEC)	March 2016
3.3	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas	Education Manager (curriculum and early years)	March 2016
3.4	Promote health and well-being among young people through peer education programmes	Education Manager (policy and strategy)	March 2016
3.5	Tackle inequality in life chances which arise as a result of deprivation or other factors	Head of Childcare and Criminal Justice	March 2016

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>			
<b>Community planning theme: Children and young people Jobs and the economy</b>			
<b>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</b>			
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Timescale</b>
4.1	Implement the recommendations from the tackling poverty commission report	Heads of Service	March 2016
4.2	<p>Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular:</p> <ul style="list-style-type: none"> <li>• continue to improve levels of attainment for all;</li> <li>• evaluate the broad general education (BGE) in secondary schools;</li> <li>• continue to improve our approach and practices of transition;</li> <li>• continue to implement the 1+2 approach in modern languages;</li> <li>• increase the focus on developing literacy</li> <li>• evaluate the use of standardised assessment to support professional judgement through BGE</li> <li>• continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce</li> </ul>	<p>Education Manager (curriculum and early years)</p> <p>Education Manager (planning and performance)</p>	March 2016
4.3	Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions	Education Manager (GIRFEC)	March 2016

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>			
<b>Community planning theme: Children and young people Jobs and the economy</b>			
<b>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;</b>			
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Timescale</b>
4.4	Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence	Education Manager (GIRFEC)	March 2016
4.5	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision	Education Manager (GIRFEC)	March 2016
4.6	Promote wider education achievement through accredited and non-accredited awards	Education Manager (policy and strategy)	March 2016
4.7	Develop skills for learning, life and work through quality youth and outdoor learning programmes	Education Manager (policy and strategy)	March 2016

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people</b>				
<b>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;</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Timescale</b>	
4.8	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes	Education Manager (policy and strategy)	March 2016	
4.9	Increase participation rates of adult learners in Renfrewshire	Education Manager (policy and strategy)	March 2016	
4.10	Develop and implement an action plan for improving the attainment of looked after children	Education Manager (GIRFEC)	March 2016	

<b>Council plan theme: A better council – serving our customers and citizens</b>				
<b>Community planning theme: Safer and stronger</b>				
<b>Service outcome 5: Our approach to public protection makes communities safer.</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Timescale</b>	
5.1	Implement new arrangements flowing from the national review of criminal justice services	Criminal Justice Service Manager	March 2016	
5.2	Implement fiscal work orders	Criminal Justice Service Manager	March 2016	
5.3	Establish strategic planning arrangements for community justice	Criminal Justice Service Manager	March 2016	
5.4	Develop the interface between youth justice services and criminal justice social work	Head of Child Care and Criminal Justice	March 2016	
5.5	Ensure strong operational links between criminal justice social work and local addictions and mental health services as the health and social care partnership develops	Head of Child Care and Criminal Justice	March 2016	












<b>Council plan theme: A better council – serving our customers and citizens</b>				
<b>Community planning theme: Empowering our communities</b>				
<b>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</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Timescale</b>	
6.1	Engage with stakeholders to continue to improve the children's services support service	Education Manager (GIRFEC)	March 2016	
6.2	Continue to engage with parents, on the reporting of pupil progress, profiling and achievements	Education Manager (curriculum and early years)	March 2016	
6.3	Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering	Education Manager (policy and strategy)	March 2016	
6.4	Strengthen our approach to engagement with our full range of stakeholders	All managers	March 2016	





<b>Council plan theme: A better council – serving our customers and citizens</b>			
<b>Community planning theme: Empowering our communities</b>			
<b>Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery</b>			
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Timescale</b>
7.1	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme	Education Manager (curriculum and early years)	March 2016
7.2	Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings	Education Manager (GIRFEC)	March 2016





<b>Council plan theme: A better council – performance management framework and approach; managing assets</b>			
<b>Community planning theme: Children and young people Safer and stronger</b>			
<b>Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'</b>			
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
8.1	Develop and embed a shared vision and culture for the new Children's Services	Transition Manager	March 2016
8.2	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire.	Heads of Service	March 2016
8.3	Implement, with partners from the Renfrewshire Child Protection Committee, the recommendations of the Fatal Accident Inquiry into the death of Declan Hailey	Director of Children's Services	March 2016
8.4	Continue to embed self-evaluation and improvement across all our establishments and services	Education Manager (planning and performance)	March 2016
8.5	Deliver improvements to information systems to support joint working across the service and with partners	Head of Resources	March 2016
8.6	Continue to develop and implement the school estate management plan	Education Manager (resources)	March 2016

# Children Service's Service Improvement Plan Scorecard 2015-2018

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




**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

Code & Short Name	Collection	Current Value	Current Target	Status	2014/15 Target	2015/16 Target	2016/17 Target	2017/18 Target
<b>EL037</b> % of school leavers in positive and sustained destinations.	Years	90.2%	90%		90%	91%	92.5%	92.5%
<b>ELCMT23a</b> Number of days lost per 1,000 Primary School pupils through exclusion.	Quarters	Available May 2015	8		8	8	8	8
<b>ELCMT23b</b> Number of days lost per 1,000 Secondary School pupils through exclusion.	Quarters	Available May 2015	87		87	80	75	70

Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17	2017/18
					Target	Target	Target	Target
<b>RSW/CC/SCRA/03</b> % of Children's Hearing system reports submitted within target time	Quarters	TBC	75%		75%	75%	75%	75%
<b>RSW/CC/SO/03</b> % of children made subject to a supervision order that were seen by a supervising officer within 15 days.	Quarters	85%	100%		100%	100%	100%	100%
<b>RSW/LAC/CL/02</b> % of care leavers under 19 participating in employment training or education.	Years	40%	40%		42%	45%	47%	TBC
<b>RSW/LAC/CL/05</b> % of care leavers living in sustainable accommodation who have been in sustainable accommodation for 6 months or longer.	Years	72%	65%		65%	65%	65%	65%






Service Outcome 2: Vulnerable children and adults are protected and feel safe.									
Code & Short Name		Collection	Current Value	Current Target	Status	2014/15 Target	2015/16 Target	2016/17 Target	2017/18 Target
CHS2 Number of bullying incidents in our establishments.		Quarters	TBC	New PI – Baseline and targets to be established 2015/16		N/A	N/A	N/A	N/A
RSW/CP/CPR/02 Percentage of children registered in this period who have previously been on the Child Protection Register		Quarters	24%	N/A		N/A	N/A	N/A	N/A

Service Outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage.							
Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17
					Target	Target	Target
<b>ELS12.12.1b</b> Number of adults participating in literacy and numeracy classes.	Years	350	210		210	310	315
<b>ELS12.4.3</b> Numbers of pupils engaged through the Music Service.	Years	1,443	1,150		1,150	1,150	1,150
<b>ELS14.3.1a</b> Number of young people taking part in school based projects and programmes run by Youth Services.	Years	1,254	750		750	875	1,000
<b>ELS14.7.1a</b> Number of young people taking part in youth voice projects and programmes run by Youth Services.	Years	321	160		160	170	180
<b>ICS/ASC/EBP/01</b> Number of children engaged in evidence based programmes.	Years	TBC	Recording of baselines in progress. Targets will be developed 2015/16		N/A	N/A	N/A
<b>ICS/ASC/EBP/02</b> Number of parents engaged in evidence based programmes.	Years	TBC	Recording of baselines in progress. Targets will be developed 2015/16		N/A	N/A	N/A
<b>RSW/LAC/FP/01</b> The number of in house foster placements for Looked After Children (children placed).	Quarters	137	150		150	150	150

Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17	2017/18
<b>RSW/LAC/FP/04</b> Number of in-house foster placements over period, as a percentage of total fostering placements.	Quarters	90%	Placements made as appropriate to child's needs. No targets applicable		N/A	N/A	N/A	N/A
<b>RSW/LAC/LAC/01</b> % of Looked After Children at home rather than away from home.	Quarters	56%	64%		64%	65%	65%	65%
<b>RSW/LAC/LAC/16</b> % of accommodated Looked After Children placed with families.	Quarters	80%	83%		83%	83%	83%	83%





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.								
Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17	2017/18
					Target	Target	Target	Target
CHSA1 % of leavers attaining literacy and numeracy SCQF Level 4.	Years	85.8%	N/A		N/A	86%	87%	88%
CHSA2 % of School leavers in a positive destination.	Years	92.7%	92%		92%	93%	94%	95%
EL133.1 % pupils achieving qualification when engaged in learning experiences such as city and guilds/ XL/ ASDAN/ Vocational programme.	Years	91.9%	92%		92%	90%	92%	92%
ELCMT04 Average tariff score of the lowest attaining 20% S4 pupils.	Years	78	79		79	80	85	90
ELS10.09ei Attainment of Children at Standard Grade Level by all Children, by the end of S4 (P.I. being revised by the improvement service to reflect new national qualifications)	Years	40%	37%		37%	37%	37%	37%
ELS10.09eii Attainment of Children at Higher Grade Level by all Children, by the end of S6.	Years	25%	27%		27%	28%	29%	29%




Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17	2017/18
					Target	Target	Target	Target
<b>ELS10.09eiii</b> Attainment of Children at Standard Grade Level by Children from the 20% most deprived neighbourhoods (SIMD).	Years	21.8%	N/A		N/A	N/A	N/A	N/A
<b>ELS10.09eiv</b> Attainment of Children at Higher Grade Level by Children from the 20% most deprived neighbourhoods (SIMD).	Years	14.17%	N/A		N/A	N/A	N/A	N/A
<b>ELS13.04.01</b> No. of opportunities for young people to achieve through accredited awards.	Years	1,100	N/A		1,400	1,450	1,500	1,550
<b>SOA13ELS.01</b> No. of opportunities for young people to achieve through accredited awards.	Years	Available May 2015	TBC		Targets to be set May 2015			
<b>ICS/LAC/EDA/16</b> Average tariff scores for looked after children.	Years	134	N/A					

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





Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17	2017/18
<b>RSW/CJ/PO/02</b> The percentage of clients subject to supervision seen by a supervising officer within 1 week	Quarters	98%	92%		92%	92%	92%	92%
<b>RSW/CJ/SER/07</b> Percentage of Criminal Justice Social Work Reports submitted by due date	Quarters	98%	98%		98%	98%	98%	98%
<b>RSW/CJ/UW/03</b> Percentage of unpaid work orders/requirement completed by required date	Quarters	87%	72%		72%	72%	72%	72%
<b>RSW/CJ/UW/05</b> Percentage of new unpaid work clients scheduled to be seen within 1 day of the order	Quarters	92%	92%		92%	92%	92%	92%
<b>RSW/CJ/UW/06</b> Percentage of new unpaid work clients seen within 1 working day of the order	Quarters	78%	65%		65%	65%	65%	65%
<b>RSW/CJ/UW/07</b> Percentage of new unpaid work clients receiving an induction within 5 working days of the order	Quarters	73%	77%		77%	77%	77%	77%
<b>RSW/CJ/UW/08</b> Percentage of new unpaid work clients beginning work placement within 7 working days of the order	Quarters	47%	61%		61%	61%	61%	61%

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.								
Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17	2017/18
					Target	Target	Target	Target
<b>CHSCUS1</b> % parents satisfied with establishments Education Scotland Survey.	Years	86%	100%		100%	100%	100%	100%
<b>CHSCUS2</b> % pupils satisfied with establishments Education Scotland Survey.	Years	86%	100%		100%	100%	100%	100%
<b>ELCMT12e1</b> % Adult education learners satisfied.	Years	100%	100%		100%	100%	100%	100%
<b>ELS10.09bi</b> % of Adults satisfied with local schools.	Years	92%	100%		100%	100%	100%	100%

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

Code & Short Name	Collection	Current Value	Current Target	Status	2014/15		2015/16		2016/17		2017/18	
					Target		Target		Target		Target	
<b>CHSPRD1</b> % of employees who have received an annual review of their professional development (PRD).	Quarters	Available June 2015	90%		90%		90%		90%		90%	
<b>CHSAB1</b> Number of days lost through sickness absence.	Years	Available late May 2015	New PI – Baseline to be established		N/A		N/A		N/A		N/A	
<b>CHSAB2</b> Number of days lost through sickness absence (Teachers).	Years	Available late May 2015	New PI – Baseline to be established		N/A		N/A		N/A		N/A	

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

Code & Short Name	Collection	Current Value	Current Target	Status	2014/15	2015/16	2016/17	2017/18
					Target	Target	Target	Target
<b>EL018E</b> % of eco schools that have achieved a green flag.	Years	60%	60%		60%	62%	62%	62%
<b>ELS10.09ai</b> Cost per pupil for primary schools.	Years	£4,560	N/A		N/A	N/A	N/A	N/A
<b>ELS10.09aii</b> Cost per pupil for secondary schools.	Years	£5,582	N/A		N/A	N/A	N/A	N/A
<b>ELS10.09aiiii</b> Cost per pre-school place.	Years	£2,623	N/A		N/A	N/A	N/A	N/A
<b>ELS12.17.2</b> % of learning communities that have been inspected that have achieved a positive report.	Years	100%	100%		100%	100%	100%	100%



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**To: Education and Children Policy Board**

**On: 14 May 2015**

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

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**Heading: Voluntary Sector Grants 2015/16**

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## **1. Summary**

- 1.1. The Education (Scotland) Act 1980 empowers the council, through children's services, to provide a range of grants to voluntary and independent organisations which provide or promote social, cultural and recreational activities. This power is confirmed by the Local Government (Scotland) Act 1994.
  - 1.2. This report provides information on voluntary sector grant applications deferred from the previous education policy board in March 2015 and makes recommendation for grant support to voluntary and independent organisations for 2015/2016 as detailed in table 1.
  - 1.3. Acceptance of the recommendations contained within the report will result in £4,500 being disbursed from the total allocation.
- 

## **2. Recommendations**

- 2.1. Members of the education and children policy board are asked to:
    - i) agree the recommendations for grant support to voluntary organisations as contained within the report; and
    - ii) note that all grant awards are made subject to organisations satisfying the council's conditions of grant scheme.
- 

## **3. Background**

- 3.1. The Education (Scotland) Act 1980 empowers the council, through children's services, to provide a range of grants to voluntary and independent organisations, which provide or promote social, cultural and recreational activities. This power is confirmed by the Local Government (Scotland) Act 1994.

- 3.2. At its meeting of 5 March 2015 the education policy board agreed that three voluntary grant applications be deferred to the education and children policy board (14 May 2015), to allow the voluntary organisations to satisfy the conditions for grant application. All voluntary organisations have now provided the necessary details and therefore eligible for award consideration.

3.3. **Table 1**

Reference	Organisation	Purpose of Grant	2014/2015 Award	2015/2016 Award requested	2015/2016 Recommended
Category C 11	Lamont farm	To provide education in animal care and agriculture.	£4000	£6000	£3000
Category C 12	Girls Brigade	To provide divisional events and training.	£500	£2000	£500
Category C 13	Johnstone Phoenix Theatre group	To facilitate members to participate in dramatic arts.	£0 new applicant	£14,590.40	£1000

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## Implications of this report

### 1. Financial Implications

£4,500 will be disbursed during 2015/2016 from the children's services budget as detailed in table 1.

### 2. HR and Organisational Development Implications

None.

### 3. Community Plan/Council Plan Implications

Children and Young People

- The provision of grants to local groups supports children and young people to develop skill to improve personal achievements.

Community Care, Health and Well-being

- The provision of grants to local groups recognises the key role individuals and groups can make to community involvement and participation.

Empowering our Communities

- Local people will be encouraged to participate and engage with public services.

Greener

- The provision of grants to local groups supports educational, cultural and recreational activities which contribute to local sustainability.



- |                      |   |
|----------------------|---|
| Jobs and the Economy | - The provision of grants to local groups supports individuals and groups to develop skills to improve personal achievements. |
| Safer and Stronger   | - The provision of grants to local groups contributes to the development of local communities.                                |

**4. Legal Implications**

The Education (Scotland) Act 1980 empowers the council to provide a range of grants.

**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 there is no change to the criteria for allocating funding.

**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) None

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**Children's Services**

MD/AC

21 April 2015

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