

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 19 March 2024.

The Communities business will commence at 2pm and the Education business at 4pm.

Members may attend the meeting in person at Greenock Municipal Buildings or via remote online access. Webex joining details will be sent to Members and officers prior to the meeting. Members are requested to notify Committee Services by 12 noon on Monday 18 March 2024 how they intend to access the meeting.

In the event of connectivity issues, Members are asked to use the *join by phone* number in the Webex invitation and as noted above.

Please note that this meeting will be live-streamed via YouTube with the exception of any business which is treated as exempt in terms of the Local Government (Scotland) Act 1973 as amended.

Information relating to the recording of meetings can be found at the end of this notice.

VICKY POLLOCK
Interim Head of Legal & Democratic Services

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NEW BUSINESS		
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The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraphs 1 and 3 of Part I of Schedule 7(A) of the Act.

14.	Appendix relative to Agenda Item 11 (Report on Future Operation of Lomond View Academy) providing additional information on Lomond View Academy	p
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The reports are available publicly on the Council's website and the minute of the meeting will be submitted to the next standing meeting of the Inverclyde Council. The agenda for the meeting of the Inverclyde Council will be available publicly on the Council's website.

Please note: this meeting may recorded or live-streamed via YouTube and the Council's internet site, where it will be capable of repeated viewing. At the start of the meeting the Provost/Chair will confirm if all or part of the meeting is being recorded or live-streamed.

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Enquiries to – **Diane Sweeney**– Tel 01475 712147

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/14/24/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities Revenue Budget Report - 2023/24 Projected Outturn at 31 December 2023		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 To advise Committee of the 2023/24 Revenue Budget position at 31 December 2023.
- 1.3 The total Communities Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £6.035m. The latest projection is an underspend of £151,000, a decrease in underspend of £59,000 since last Committee. The projected underspend includes £143,000 for Inverclyde Leisure utilities and is due to the predicted utility costs at the time that budget was finalised. The over provision of budget will be returned to the non-pay inflation contingency from 2024/25.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the current projected underspend for 2023/24 of £151,000 as at 31 December 2023.
- 2.2 It is recommended that the Committee notes that £143,000 of the projected underspend relates to Inverclyde Leisure utility costs. This budget over provision will be returned to the non-pay inflation contingency from 2024/25, in line with the treatment of windfall savings.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director
Education, Communities & ODHR

3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2023/24 Revenue Budget and to highlight the main variances contributing to the £151,000 projected underspend as at 31 December 2023.

3.2 The current Communities Revenue Budget for 2023/24 is £6.035m which is an increase of £391,000 from the Approved Budget. Appendix 1 provides more details of the budget movement.

3.3 2023/24 Projected Outturn (£151,000 underspend 2.5%)

The main projected variances contributing to the net underspend are listed below:

- (a) Projected underspend of £32,000 for Community Safety Employee Costs due to vacant posts.
- (b) A projected overspend of £45,000 for Libraries & Museum Employee Costs due to underachieving the Turnover Savings target.
- (c) A projected underspend of £27,000 for Play Schemes. This is a one-off saving due to Scottish Government grant funding some of the activities in 2023/24.
- (d) Projected underspend on utilities for Inverclyde Leisure properties of £143,000. The excess budget will be adjusted from 2024/25 onwards.

3.4 Earmarked Reserves

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is £6,000, which is 24% of total projected spend and more than was anticipated would be spent at this period.

3.5 Virements

There are no virements this Committee cycle.

3.6 PROPOSALS

That Committee note the current projected underspend for 2023/24 of £151,000 as at 31 December 2023.

4.0 IMPLICATIONS

4.1 The table below shows whether risks and implications apply if the recommendations are agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

4.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

4.3 Legal/Risk

There are no legal/risk matters to report at this time.

4.4 Human Resources

There are no specific human resources implications arising from this report.

4.5 Strategic

There are no specific strategic implications arising from this report.

5.0 CONSULTATION

5.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities, and Organisational Development.

6.0 BACKGROUND PAPERS

6.1 There are no background papers for this report.

Communities Budget Movement - 2023/24**Period 9 - 1st April 2023 to 31st December 2023**

Service	Approved Budget	Movements			Transferred to EMR £000	Revised Budget
	2023/24 £000	Inflation £000	Virement £000	Supplementary Budgets £000		2023/24 £000
Libraries & Museum	1,804	107	115			2,026
Sport & Leisure	2,117					2,117
Community Safety	477	31				508
Community Halls	877	18	145			1,040
Community Grants Fund	369		(25)			344
Totals	5,644	156	235	0	0	6,035

Movement Details

£000

External Resources**Inflation**

Pay Award 139
 Refuse Collection 4
 NDR 13

156

Virement

7 1/2 John Wood Street (from E&R)
 School Libraries to Public Libraries

120
115

235

Supplementary Budget

0

391

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 9 - 1st April 2023 to 31st December 2023**

2022/23 Actual £000	Subjective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
2,031	Employee Costs	1,853	2,152	2,177	25	1.2%
668	Property Costs	2,245	2,259	2,111	(148)	(6.6%)
1,041	Supplies & Services	712	729	727	(2)	(0.3%)
8	Transport Costs	3	3	5	2	66.7%
68	Administration Costs	75	75	75	0	-
1,183	Other Expenditure	995	1,107	1,089	(18)	(1.6%)
(462)	Income	(239)	(290)	(300)	(10)	3.4%
4,537	TOTAL NET EXPENDITURE	5,644	6,035	5,884	(151)	(2.5%)
0	Earmarked Reserves	0	0	0	0	
4,537	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,644	6,035	5,884	(151)	(2.5%)

2022/23 Actual £000	Objective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,835	Libraries & Museum	1,804	2,026	2,069	43	2.1%
804	Sports & Leisure	2,117	2,117	1,976	(141)	(6.7%)
496	Community Safety	477	508	479	(29)	(5.7%)
1,009	Community Halls	877	1,040	1,016	(24)	(2.3%)
393	Community Grants Fund	369	344	344	0	-
4,537	TOTAL COMMUNITIES	5,644	6,035	5,884	(151)	(2.5%)
0	Earmarked Reserves	0	0	0	0	
4,537	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,644	6,035	5,884	(151)	(2.5%)

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 9 - 1st April 2023 to 31st December 2023**

<u>Out Turn</u> <u>2022/23</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2023/24</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Dec-23</u> <u>£000</u>	<u>Projection</u> <u>2023/24</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
1,294	Libraries & Museum Employee Costs	1379	955	971	1424	45	3.3%
	Sports & Leisure						
0	Gas	982	655	306	598	(384)	(39.1%)
0	Electricity	580	387	469	821	241	41.6%
	Community Halls						
16	Playschemes Expenditure	40	40	13	13	(27)	(67.5%)
	Community Safety						
458	Employee Costs	471	326	291	439	(32)	(6.8%)
Total Material Variances						(157)	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>c/f Funding 2022/23</u> £000	<u>New Funding 2023/24</u> £000	<u>Write Back General Reserves</u>	<u>Total Funding 2023/24</u> £000	<u>Phased Budget Period 9 2023/24</u> £000	<u>Actual Period 9 2023/24</u> £000	<u>Projected Spend 2023/24</u> £000	<u>Amount to be Earmarked for 2024/25 & Beyond</u> £000	<u>Lead Officer Update</u>
Community Fund (Participatory Budgets)	Tony McEwan	14			14	0	0	0	14	Funding no longer required and will be written back to General Reserves.
COVID 19 - Recovery of Cultural Events	Tony McEwan	8			8	0	6	6	2	Final payment to Robinson Heritage Consulting for NLHF bid has been made, work completed, remaining balance of £2k to be written back to General Reserves.
Covid Recovery - Lighting Gourcock Amphitheatre	Tony McEwan	29			29	0	0	19	10	Funding for additional work to be carried out by Roads. Work expected to be completed 2023/24 for £19k leaving £10k to be written back to General Reserves.
IL Smoothing Reserve	Tony McEwan	400			400	0	0	0	400	No longer required - £400k written back to General Reserves, approved by P&R Committee November 2023.
Total		451	0	0	451	0	6	25	426	

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/17/24/TM
Contact Officer:	Hugh Scott, Service Manager	Contact No:	01475 715459
Subject:	Communities Capital Programme Progress and Asset Related Items		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to consider performance reporting for the Communities part of the Education & Communities Committee and provide an update in respect of the status of the projects forming the Communities Capital Programme and Asset related items.
- 1.3 This report advises the Committee of the progress of the projects within the Communities Capital Programme and those external grants funded projects where the Council holds all or part of the grant funding for projects being progressed through partner organisations. The report also provides an update on other Council Community Asset related activity.
- 1.4 The Communities capital budget is £3.600m with total projected spend on budget. The Committee is projecting to spend £1.176m in 2023/24 after net slippage of £0.200m (14.53%) being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2023/26 Capital Programme.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education,
Communities and Organisational
Development

3.0 BACKGROUND AND CONTEXT

- 3.1 This report shows the current position of the approved Communities Capital programme reflecting the allocation of resources approved by Inverclyde Council on 2nd March 2023.
- 3.2 The report also covers progress of external partner projects where the Council holds all or part of the funding through successful bids as part of the Scottish Government Regeneration Capital Grant Fund process.

2023/26 Current Capital Position

- 3.3 The Communities capital budget is £3.600m. The budget for 2023/24 is £1.376m, with spend to date of £0.971m equating to 70.57% of the approved budget (82.57% of the revised projection). The current projection is £3.600m which means total projected spend is on budget.
- 3.4 The Committee is projecting to spend £1.176m in 2023/24 with £0.200m (14.53%) slippage being reported in connection with the prolongation of the Community Hub King George VI project. Appendix 1 details the capital programme.

Communities Capital Projects

- 3.5 **Leisure Pitches Asset Management Plan / Lifecycle Fund:** The lifecycle works continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. As previously reported, the lifecycle management of the leisure pitches over the next five years will predominantly involve periodic surface rejuvenation and regular review of the carpet condition against lifecycle plan anticipated life.
- 3.6 **Community Hub King George VI:** The project is being funded through the Scottish Government Regeneration Capital Grant Fund (RCGF) with the objective of sympathetically restoring an important heritage building for community use, including introduction of a series of low carbon energy saving design solutions which will help shape and inform future design direction and contribution to the Council's net-zero objectives. The project has experienced delays due to poor ground conditions and below ground drainage complexities during the groundworks stage of the works as previously reported. Works are progressing with the underfloor heating system 90% installed and pipework now pressurised. Internal framing with 'Smart Ply' airtightness board to external walls now complete. Insulation and airtightness membrane to underside of roof progressing. Internal partitions underway in advance of the first airtightness test being carried out. A recent site assessment of progress against revised programme indicates that works will extend beyond the previously advised date of May 2024 with a further programme review ongoing. The progress on site is being monitored closely with the overall cost position subject to completion on site and update report to a future Committee.

Communities External Partner Projects

- 3.7 **Bank Street Community Hub (32nd Scouts):** Inverclyde Council submitted a stage 1 application to the Scottish Government Regeneration Capital Grant Fund (RCGF) in partnership with above community organisation in June 2023. The application was successful and progressed to stage 2. The regeneration capital grant budget for 2024/25 has been reduced from £62.5m to £45.8m with the Scottish Government now taking stock of the implications of the reduced budget on the delivery of its various programmes. The planned RCGF assessment panel meeting which was scheduled for January to consider the various RCGF Round 11 Stage 2 applications has been placed on hold. The Scottish Government will provide further information once there is a clearer position and the community partner organisation has been made aware of the situation.

- 3.8 **Parklea Branching Out:** Parklea Branching Out (PBO) was awarded £1.3m funding through the Regeneration Capital Grant Fund (RCGF) and additional £202k from Inverclyde Council to deliver a project that seeks to develop a new central community activity hub which will become a focal point of the work of PBO and provide an increased variety of training and work experiences for clients. Officers have been working closely with PBO, due to unforeseen circumstances, the project has encountered a budget shortfall. Issues with public utilities, wayleave permission from NTS, weather, and material availability have collectively caused a 4% increase in costs across contractors, subcontractors, and consultants. Additionally, the cost of materials used in construction has also risen. An update with more details will be presented to the committee in due course.

Update on Asset Transfer Working Group

- 3.9 The table below provides a list of current assets transfer applications which are being progressed through the work of the Asset Transfer Working Group.

A separate update report on Asset Transfers has been submitted to the 19 March 2024 Education and Communities Committee.

Name of Asset	Asset Type – Land/Land Building and	Application Type Informal / Formal	Tenure Lease Management Agreement / Ownership
Gourock Park Walled Garden	Land	Formal	Proposed Lease
Wellington Allotments	Land	Informal	Proposed Lease
KGV Bowling Club	Bowling pavilion and greens	Informal	Proposed Lease

4.0 PROPOSALS

- 4.1 The Committee are asked to note the progress on projects including the updates from the Asset Transfer Working Group and note that relevant reports will be brought back for Committee consideration as and when required.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 Legal/Risk

There are no known Legal implications contained within this report.

5.4 Human Resources

There are no known Human Resources implications contained within this report.

5.5 Strategic

None.

6.0 CONSULTATION

6.1 This report has been prepared following consultation with the Head of Physical Assets and Finance Services.

7.0 BACKGROUND PAPERS

7.1 None.

COMMUNITIES CAPITAL REPORT

COMMITTEE: EDUCATION & COMMUNITIES

1	2	3	4	5	6	7	8
<u>Project Name</u>	<u>Actual to</u> <u>31/3/23</u>	<u>Approved</u> <u>Budget</u> <u>2023/24</u>	<u>Revised Est.</u> <u>2023/24</u>	<u>Actual to</u> <u>07/02/24</u>	<u>Est 2024/25</u>	<u>Est 2025/26</u>	<u>Future Years</u>
<u>Est. Total</u> <u>Cost</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Communities							
Leisure Pitches AMP - Lifecycle Fund	594	21	38	29	33	300	251
WLC - Moveable Pool Floor	60	280	340	340	0	0	0
PG New Community Hub (King George VI Building)	449	1075	798	602	430	57	0
Parklea Branching Out	0	0	0	0	50	200	0
TOTAL	1,103	1,376	1,176	971	513	557	251

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/14/24/TM
Contact Officer:	Tony McEwan, Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Communities Update Report – Overview of Local and National Initiatives		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to update the Education and Communities Committee with developments in relation to the Communities part of the Committee.

Updates have been provided on the following areas:

1. Review of School Crossing Sites;
2. Community Council Elections;
3. Multiply Inverclyde;
4. The Early Adopter Affordable Childcare Update;
5. Scottish Youth Parliament;
6. LED pitch Lighting; and
7. Libraries Service Developments

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee notes the updates provided in this report.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

3.0 Updates

3.1 Review of School Crossing Sites

The Service has begun an assessment of school crossing sites as part of recommendations that the local authority reviews its sites from time to time, to ensure the categorisation of sites remains relevant and supports continued efforts to ensure acceptable walked routes to school supports active travel options. Temporary cameras are being deployed at numerous sites across Inverclyde to capture traffic and pedestrian data between 7.30am-9.30am. The cameras will be removed at the end of the project and the images will be deleted upon final reporting of the site surveys, with subsequent reporting to the Education and Communities Committee should any sites be subject to change.

3.2 Community Council Elections 2024

The Community Council election window opened on the 17 January 2024 and closed on the 7 February 2024. To maximise community engagement, Corporate Communications developed publicity materials and promoted the election via targeted social media and within the local press.

Community Learning and Development (CLD) played a significant role in the Community Council election promotion and made significant efforts to engage with the public as part of the overall engagement plan.

CLD also hosted two digital information sessions and four community drop-in sessions to allow community members to gain more information on the role of a Community Councillor and offer an opportunity to ask any questions. Members of Inverclyde Association of Community Councils also supported the digital information session.

Inverclyde now has nine out of 11 Community Councils formed, with two new Community Councils and a 30% increase in the number of Community Councillors within in Inverclyde.

3.3 The Multiply Programme Inverclyde

The Multiply programme is funded by the UK Government's Shared Prosperity Fund. Multiply courses and activities are available to anyone aged 19 or over who does not have maths qualification above SQA Level 5; and resident in Glasgow, East Dunbartonshire, West Dunbartonshire, Inverclyde, North Lanarkshire, South Lanarkshire, East Renfrewshire or Renfrewshire.

Research from the National Numeracy Charity shows that 40% of the UK's working-age population have the expected numeracy levels of a primary school leaver, and 30% of school leavers feel anxious about using maths and numbers.

Local authorities have joined forces to promote the Multiply123 numeracy programme – which provides funded courses and activities, is free to local residents and available across the eight council areas in the West of Scotland.

A dedicated telephone helpline has been established on freephone (**0808 171 3030**), which connects adults with Multiply support in their local council area. A new website at www.multiply123.co.uk showcases help and support available across the area.

3.4 Update on the Early Adopter Affordable Out of School Childcare Pilot

The Early Adopter Affordable Out of School Childcare pilot continued from August 2023 in Newark Primary School in Port Glasgow and is delivered by Before and After School Kilmacolm

(BASK). Provision remains free for all children who meet the criteria (low-income families/priority families who are more likely to be living in poverty). In January 2024 there were 34 families with 44 children registered for the service.

Proposals have been submitted to Scottish Government for funding for 2024/25 to upscale the project to other localities in Inverclyde where communities face the greatest inequalities and poverty. Other proposals for funding include initiatives to develop a workforce for childcare services, create and improve pathways for Advice Services, Community Development and Parental Employability Support. The Scottish Government will advise of its decision to continue funding in the next few months.

3.5 Scottish Youth Parliament

The SYP is the democratically elected voice of Scotland's young people. It provides a national platform for young people to discuss issues important to them and affect the change they wish to see elections are held every two years, in which young people from across Scotland stand as candidates to become Members of the Scottish Youth Parliament (MSYPs).

CLD Youth Services supports the election process and the young parliamentarians when elected. The declaration for the 2023-26 Scottish Youth Parliament (SYP) elections results took place on 15 February 2024 when candidates Maya McCrae and Matthew Quinn were elected to the parliament.

3.6 DCMS Funding

Inverclyde Council was successful in receiving funding from the DCMS (UK Department for Culture Media & Sport), through its partnership with the Scottish Football Association. The Multi-Sport Grassroots Facilities Programme is investing funding to level up facilities across the UK, including in Scotland, Wales and Northern Ireland. The application, which was supported by grassroots team St Andrew Boys, was made to receive match funding to replace existing pitch lighting with energy efficient LEDs as part of the Council's Net Zero strategy. This will affect 17 pitches across the local authority.

The replacement of existing lights will contribute towards our net zero objectives. Energy efficiency LED lights use up to 75% less energy than traditional pitch lights, are cheaper to run, pollute less and have a much longer lifespan making them a more sustainable choice for lighting a pitch.

3.7 Pathways Through Play

Inverclyde Libraries hosted playworkers from Pathways Through Play (part of Play Talk Read, Smart Play Network) in January 2024. 19 free family play sessions were held across the Inverclyde Libraries branch network with a capacity for 152 families to attend. The sessions were for children aged 0-4 and their families.

3.8 Successful Author Visit - Thomas Clark

A successful Live Literature funding bid celebrating Scots Language allowed for a virtual author visit from Thomas Clark to be made available to all secondary schools in January.

This was followed up by an in-person author visit from Thomas in Central Library. 30 people attended the fully booked session for children and young people.

3.9 South West Library events

Introduction to Sewing sessions are taking place in the Lend & Mend hub at South West Library for a young adult audience with the 6 sessions now fully booked. The library also hosted Inverclyde's first seed library with an accompanying Sow and Grow Talk with Martin Gerrish of the Grow Food Project – over 30 people attended, including partners from community garden Network and Inverclyde Food Network. A second seed library in Port Glasgow aims to be launched by the end of March 2024.

Through funding from the Scottish Government's Climate Engagement Fund to deliver Climate Engagement Activities in libraries across Scotland the library hosted 2 sessions with Helen Cross a Scottish storyteller with a passion for food; horticulture, and farming and who also based her debut book 'Grow, Cook, Inspire; Growing and cooking for a healthier mind and planet.' A primary school session also took place where children created a menu or a recipe, and created a mood board with images of the different fruit and veg they need to grow their own meals. Seeds are then sown into mini pots and labels made, to be transplanted back at school or the school library garden. The events also looked at the 'food miles' of fruit and veg bought in the supermarket and see how far it has travelled to compare and contrast. This was followed by a session for adults which looked at Growing for wellbeing where participants made wellbeing branches and developed skills in flower hammering and bundle dyeing using flowers as a dye; making bath salt bags to take and sow calendula seeds. An opportunity was given to create a herbal tea flower bed at the library, for community use.

3.10 Author events at HMP Greenock

Two events were delivered at HMP Greenock in February 2024 with the support of successful Scottish Book Trust Live Literature funding. Dr Jim Ferguson was invited to talk due to the inmates having studied Dr Ferguson's work previously and facilitated a discussion around his book 'Songs to drown a million souls' and also did a reading from his novel 'Punk Fiddle'. The talk was well received by two classes of 12 people.

3.11 International Women's Day Events 8 March 2024

An event in Greenock Central library was facilitated by Andy Clark, an Associate with Newcastle Oral History Unit & Collective of Newcastle University. The talk celebrated the women who stood up collectively for workers' rights during the 1981 seizure of the Lee Jeans factory. The aim of this event was to celebrate the contributions of these women to the textile industry in Greenock, to hear from the women themselves on their experiences of collective action during this time. This event appealed to those with an interest in the local history of the area but also those with an interest in collective action and workers' rights historically, and in present day.

Three associated Libraries outreach activities 'Witches in Word not Deed' took place to support an exhibition in the Watt Institution. The events were held at the Watt Institution, Inverkip Community Hub and in Gourock Library. Participants heard from artist Carolyn Sutton and Inverclyde Council's archivist Lorraine Murray as they remember the real women who were persecuted as witches across Scotland under the Witchcraft Act of 1563. The talks will provide insight into Carolyn's process making the exhibition and Lorraine Murray will provide historical context for the accused women. Carolyn will also be linked with our Lend and Mend Hub at South West Library and will run a workshop to create a fabric adorned with the words used against the accused women during the witchcraft trials, many of which are still relevant today.

3.12 First Aid in a resilient Inverclyde Community Conference

Greenock Central library hosted the St Andrew's First Aid in a resilient Inverclyde in February 2024. Attendees / speakers included Councillor Sandra Reynolds; Inverclyde Young Carers;

Inverclyde Academy; and the National Resilience Centre. Staff from Central Library presented on behalf of Inverclyde Libraries at this well-attended event which saw around 40 people attending.

4.0 IMPLICATIONS

4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

4.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

4.3 Legal/Risk

N/A.

4.4 Human Resources

N/A.

4.5 Strategic

N/A.

4.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

4.7 **Environmental/Sustainability**

N/A

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

4.8 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

5.0 CONSULTATION

5.1 N/A.

6.0 BACKGROUND PAPERS

6.1 N/A.

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/16/24/TM
Contact Officer:	Tony McEwan Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Update on Inverclyde Council's Approach to Asset Transfer		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 Following a request by the Education and Communities Committee in January 2024, this report provides the Committee with a further update on the Asset Transfer Process in Inverclyde.
- 1.3 The report provides background to the Community Empowerment (Scotland) Act 2015 and how the Council responds to the Act through the work of the Asset Transfer Working Group (ATWG).

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee:
- notes the content of the report; and
 - agrees to the submission of an Asset Transfer Annual Report to Committee at the end of 2024/2025.

**Ruth Binks
Corporate Director
Education, Communities and Organisational Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 The Community Empowerment (Scotland) Act 2015 (the 2015 Act) provides a formal mechanism for certain community bodies to submit applications to various types of public body, including the Council, to purchase, lease, manage or simply use land and buildings belonging to that public body. The application to do this is known as an asset transfer request. If a request is submitted formally in terms of the 2015 Act, there is a deadline on public bodies to determine that application within six months of the valid application date. Councils were however able to and progress community asset transfers prior to the 2015 Act, and still can without the use of the formal 2015 Act procedure. This less formal approach may suit some community groups better. When officers discuss asset transfer it should therefore be noted this can include both formal and informal requests.
- 3.2 The term 'asset transfer' should be viewed as a spectrum of types of tenure, which can range from simple agreements regarding management or use; a short or long-term lease being put in place; or it can mean outright ownership of land or buildings transferring from the public body to the applicant. The applicant must be considered as a community transfer body for a formal application to be considered under the 2015 Act, with additional requirements placed on community transfer bodies seeking transfer of ownership.
- 3.3 A number of factors are taken into consideration by both the community body and the Council when determining the most appropriate type of asset transfer. For example, if a community body is less experienced, a short-term lease arrangement may be the most appropriate form of asset transfer as this reduces the risk to the group. Where an asset belonging to the Council is of strategic or historical significance; is subject to specific title or other legal restrictions; or where there is a need to secure a community benefit promised by and justifying the transfer, a long-term lease may be the most appropriate way forward. There is sufficient flexibility within the asset transfer approach to move from a short-term lease, to longer term and then potentially to outright ownership, should a community group wish to pursue this approach. There are of course conditions in accordance with the 2015 Act, which the group would need to meet at each stage, but the Council always aims to work positively with each group to assist them in their asset transfer 'journey'.
- 3.4 For some community bodies, outright ownership may be the most appropriate form of asset transfer from the outset. The benefit of this approach would be that groups might be able to access longer term external funding, loans or investment if the asset was under their ownership. Outright ownership does transfer the longer-term risk of maintaining an asset from the Council to the community body. It is therefore of critical importance that a community body is well-established, sustainable, has the support of its community, and its constitution and business plan are robust. And as has been discussed above, there are additional groups seeking ownership must meet, meaning not all community transfer bodies will be able to request ownership under the 2015 Act.
- 3.5 Nationally, an annual report on asset transfers is published by the Scottish Government. A link to the most recent report can be found here [1 \(www.gov.scot\)](http://www.gov.scot)
- 3.6 Appendix 1 of this report provides an extract from the report referred to in 3.5 and shows the total number of assets which have been transferred in each Council area up until 2022. The asset transfers shown here refer to assets which have transferred to outright ownership. However, as each Council area has differing numbers and types of land and properties, of differing ages and conditions and tenures, comparisons in 'performance' between Councils and other public bodies is difficult. Because of the historical data in the Appendix and different ways of recording over time then a note of caution should be taken over the currency and accuracy of the total data. The most recent data will be more reliable than older data.

4.0 ELIGIBILITY REQUIREMENTS FOR ASSET TRANSFER

- 4.1 For a community body to be eligible for any kind of asset transfer it needs to be considered as a 'community transfer body' under The Community Empowerment (Scotland) Act 2015. The community can be a geographic community such as a village, area or part of a town; or a community of interest, such as a group that shares a characteristic or interest. It is important to note that a distinction is made between which type of body can request an asset transfer on the basis of a lease or management agreement; and one that is for ownership. The latter placing additional conditions for eligibility.
- 4.2 To be eligible for an asset transfer, the community group needs to be a community-controlled body which has a written constitution which includes the following:
- A definition of the community to which the body relates;
 - Provision that the majority of the members of the body consists of members of that community;
 - Provision that the members of the body, who consist of members of that community, have control of the body;
 - Provision that membership of the body is open to any member of that community;
 - A statement of the body's aims and purposes, including the promotion of a benefit for that community; and
 - Provision that any surplus funds or assets of the body are to be applied for the benefit of that community.
- 4.3 To be eligible for an application to transfer ownership of an asset, there are additional requirements placed on that community body. The community body must have not fewer than 20 members, and also be incorporated as:
- a Scottish Charitable Incorporated Organisation (SCIO);
 - a Community Benefit Society (BenCom); or
 - a Company whose articles of association must provide for, amongst other things, upon winding up that the asset and its liabilities transfer to another community transfer body or charity.

5.0 INVERCLYDE COUNCIL'S APPROACH

- 5.1 The Council has, in line with the Community Empowerment Act, a register of all its assets which is published on the Council's website. A link to this register can be found <https://www.inverclyde.gov.uk/landregister> .
- 5.2 In 2022, an Asset Transfer Working Group (ATWG) was established to oversee the asset transfer process. This is chaired by the Head of Culture, Communities and Educational Resources with current asset transfer work being reported regularly to the Education and Communities Committee. The group has representation from Communities, Property Services, Legal and Democratic Services and Finance Services. The final decision around an asset transfer is formally considered by the Environment and Regeneration Committee with recommendations being made by the ATWG.
- 5.3 The ATWG works from a starting point of a presumption of transfer, meaning that it will always work in a manner that will aim to achieve a transfer of an asset that meets a community group's needs and aspirations. It co-ordinates the information on the Council's website and ensures that there is a single point of contact for community organisations interested in, or in the process of going through, the asset transfer process. The 2015 Act sets out the matters which must be considered when deciding on a request. Where a discount on any fee, rent or price is being

discussed, the Disposal of Land by Local Authorities (Scotland) Regulations 2010 must be complied with, which set out matters that must be considered when determining whether or not such discount is reasonable or permissible.

- 5.4 Asset transfer requests can be made informally or formally with the decision to make a formal or informal application being the decision of the applicant. The benefit of an informal approach is that officers are able to work with the group to ensure it meets the conditions detailed at paragraphs 4.2 and 4.3 above. In addition, should a group make a formal application and not meet any of the conditions above, the application must be refused.
- 5.5 Applications and or enquiries for asset transfers are made through the Asset Transfer area of the Council's website. In addition, informal approaches are sometimes made by community groups directly to services which are then considered at the monthly meeting of the Asset Transfer Working Group. Since the establishment of the ATWG, response times and support to community groups continues to improve with officers actively working with community groups at an earlier stage to support them with their applications.
- 5.6 The application and evaluation process can be complex and time-consuming at times with delays often being outwith the Council's control. In addition the scope of applications can often change and evolve over time as community groups evolve their own plans. Officers will always work positively with community groups to ensure that their plans for asset transfer are sustainable. Officers do not express a preference for either a lease or ownership but will have a role in ensuring groups are fully aware of the advantages and disadvantages of each tenure option. Ultimately, the decision on the type of tenure the group is applying for rests with the group and its business plan will reflect this.
- 5.7 Reporting in relation to asset transfers continues to evolve and improve. The service is keen that the Education and Communities Committee is regularly kept up to date with the asset transfer process. To support this, elected member briefings on the asset transfer process were held in May 2022 and again in January 2023. An update on asset transfers is also provided as part of the Communities Capital Report which is submitted to every cycle of the Education and Communities Committee. In order to continue our efforts in improving transparency of the process, the Council's website is kept up-to-date with assets which are subject to community interest. This is also provided in each committee report to elected members. At the end of 2024/25, an additional annual report is planned which will show, amongst other things, the number of days it has taken from application to determination. This should provide members, on an annual basis, with additional assurance that the ATWG continues to pro-actively support community bodies in the asset transfer process.
- 5.8 In the past few years, the following assets have been subject to asset transfer:

Name of Asset	Land or Land and Building	Date of Transfer	Application Type Informal / Formal	Tenure Lease / Management Agreement / Ownership
14 East Blackhall Street, Greenock	Land and Building	1/11/2021	Formal	Lease
Craig End Resource Centre	Land and Building	1/7/2020	Informal	Transfer of Ownership
Coppermine	Land and Building	15/11/21	Informal	Lease
Bank Street Hub	Land and Building		Informal	Transfer of Ownership (via excambion)
Broomhill Hub	Land and Building	24/3/2016	Informal	Ground Lease
Caddlehill Allotments	Land	10/3/2023	Informal	Lease
Lady Alice Bowling Club	Land and Building	1/11/2021	Informal	Lease

5.9 Current assets which are being considered for potential asset transfer are detailed in the table below. This table also forms part of the Communities Capital Report to the Education and Communities Committee.

Name of Asset	Asset Type – Land / Land and Building	Application Type Informal / Formal	Tenure Lease / Management Agreement / Ownership
Gourock Park Walled Garden	Land	Formal	Proposed Lease
Wellington Allotments	Land	Informal	Proposed Lease
KGV Bowling Club	Bowling pavilion and greens	Informal	Proposed Lease

6.0 CONCLUSION

6.1 Inverclyde Council's approach to Asset Transfer is in line with the requirements of The Community Empowerment (Scotland) Act 2015 and, in addition, through the establishment of the ATWG, support and guidance is provided to community groups who are interested in, or who are advancing applications for, asset transfers.

6.2 The Council's approach to asset transfer continues to improve and evolve and the work of the ATWG is likely to become more critical as the Council continues to consider the most efficient and effective use of its buildings and land in the coming years.

7.0 IMPLICATIONS

7.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk	X	
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

7.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

7.3 Legal / Risk

- (a) The Community Empowerment (Scotland) Act 2015 (the 2015 Act), and regulations issued under that 2015 Act set out:
- the formal Asset Transfer Request process;
 - the types of body who may make a formal Asset Transfer Request;
 - additional requirements on bodies seeking transfer of outright ownership;
 - matters which the Council must consider when determining such requests; and
 - the timeframe in which such requests must be determined.
- (b) Transfer of an asset by the Council to a community body was competent prior to the 2015 Act and can still be progressed by the Council outwith the 2015 Act process, subject to the comments at (c) below.
- (c) Whether or not proceeding under the 2015 Act, where a transfer proposes a discounted (as the case may be) fee, rent or price, the Council must comply with the requirements of the Disposal of Land by Local Authorities (Scotland) Regulations 2010, which sets out the matters which must be considered when determining such discount is reasonable and permitted.

7.4 Human Resources

N/A

7.5 Strategic

A continued review of the Council's asset base is part of the Council Plan.

7.6 Equalities, Fairer Scotland Duty & Children/Young People

N/A

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
x	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
--	--

x	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.
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(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
x	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

7.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
x	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

7.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

8.0 CONSULTATION

8.1 N/A.

9.0 BACKGROUND PAPERS

9.1 N/A.

APPENDIX 1A

Figure 9: Number of Assets in Community Ownership by Local Authority as at December 2022

This worksheet contains one table.

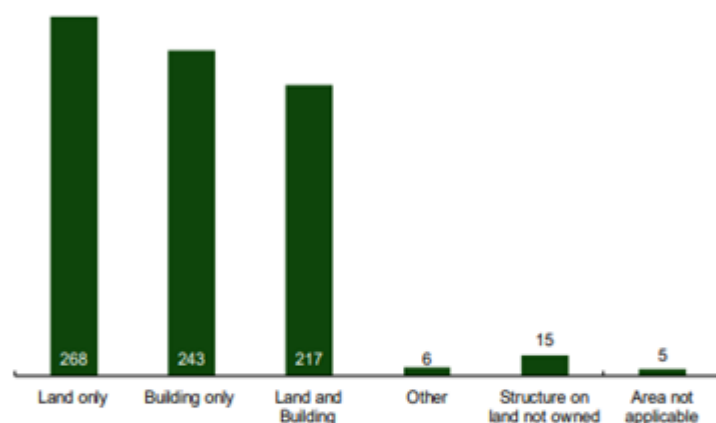
Local Authority	Number of Assets
Aberdeen City	4
Aberdeenshire	34
Angus	3
Argyll and Bute	97
City of Edinburgh	8
Clackmannanshire	1
Dumfries and Galloway	49
Dundee City	1
East Ayrshire	17
East Dunbartonshire	1
East Lothian	6
East Renfrewshire	1
Falkirk	0
Fife	27
Glasgow City	19
Highland	177
Inverclyde	6
Midlothian	6
Moray	44
Na h-Eileanan Siar	69
North Ayrshire	17
North Lanarkshire	7
Orkney Islands	39
Perth and Kinross	18
Renfrewshire	2
Scottish Borders	26
Shetland Islands	26
South Ayrshire	7
South Lanarkshire	11
Stirling	21
West Dunbartonshire	5
West Lothian	5
Scotland	754

Assets by Type, 2022

Community owned assets which are exclusively land: 268

Figure 7: Almost all community owned assets are land and/or buildings

The number of community owned assets recorded in Scotland as of 31 December 2022 by asset type



The figure is available in the [Figures](#) supporting document.

Of the 16 assets which came into community ownership in 2022, eight were land and buildings, four were buildings, three land only and one was a structure on land not owned.

There are 268 (36%) land only community owned asset, with just under a third (243) just buildings and 217 land and buildings.

Most assets will fall into the category of land, buildings or both. There are six assets categorised as 'Other' which are either piers, slipways, reservoirs or water intakes. The five non-land based assets are a ferry, a small boat, a pontoon for berthing watercraft, a single car transporter and salmon fishing rights for a river.

Community Ownership in Scotland

Year	Figure
2022	754
2021	738
2020	685
2019	658
2018	611
2017	571

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/19/24/RB
Contact Officer:	Ruth Binks	Contact No:	
Subject:	Beacon Arts Centre – Performance Outcomes to be agreed with the Beacon Arts Centre for the year 2024/25		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to agree the performance outcomes for 2024/25 between Inverclyde Council and the Greenock Arts Guild Ltd who are the Board for the Beacon Arts Centre and to ask Committee to note that the funding agreements and service level agreements between the two organisations are being revised and updated to run on a three yearly basis.
- 1.3 The performance outcomes for 2024/25 are attached as Appendix 1 to this report.
- 1.4 Whilst initially the funding agreement between the Council and the Greenock Arts Guild was for 5 years and the service level agreement was to be refreshed on an annual basis, it is intended that the funding and service level agreements will both now be agreed on a three yearly basis. The Funding Agreement is being revised through Minutes of Variation to the original agreement and agreed between officers and the Greenock Arts Guild.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- Note the timescales for the review of the funding and service level agreements between the Greenock Arts Guild Ltd (the Board for the Beacon) and the Council will now move to a three year basis.
 - Agree the performance outcomes for the Beacon as outlined in Appendix 1.
 - Note that the Corporate Director, Interim Head of Legal & Democratic Services and Chief Financial Officer will finalise details of the Funding Agreement, Minute of Variation and Service Level Agreement
 - Note that the annual report in line with approved governance requirements will be presented to the Committee in the autumn

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 The Greenock Arts Guild Limited is a company limited by guarantee and runs the Beacon Arts Centre in Greenock. In January 2015, the Council agreed to make funding available to the Arts Guild to settle the final account for the works to build the Beacon and to address the risks associated with the revenue budget shortfall identified in their business plan. The Council and the Greenock Arts Guild entered into an eight-year funding and service provision agreement from 2015 - 2023.
- 3.2 The Education and Communities Committee has had regular and ongoing updates about the financial position of the Beacon and ongoing governance arrangements. The Council is not the only regular funder of the Beacon, they are currently a Regularly Funded Organisation (RFO) through Creative Scotland. A review of the 17/18 accounts led to the Council working alongside the Greenock Arts Guild Board to seek recovery options. As a result, the Council and Creative Scotland also provided additional funding to the Beacon in 2019 to help with the longer-term financial stability.
- 3.3 In recent times, the Beacon is on a much more stable footing, although risks do remain around arts venues in general and their ability to attract the required funding. The Beacon has significantly improved its Community Outreach work and, following on from COVID 19, visitor numbers are increasing.
- 3.4 In November 2023 the Policy and Resources Committee agreed revised arrangements for the Governance of External Organisations. Whilst there has been strong working relationships and monitoring of governance between the Council and the Greenock Arts Guild, this paper gives a chance to ensure that all of the agreements are in place and up to date and to ensure that the Education and Communities Committee has sight of key activities and performance indicators.
- 3.5 Prior to COVID 19 the Council and the then Director of the Beacon worked together to produce an ongoing service level agreement. This was not finalised and when the pandemic hit, the landscape for delivery changed significantly. It is now time to revisit the service level agreement and performance indicators for the Beacon.

4.0 PROPOSALS

- 4.1 Updates to the Funding Agreement and associated agreements will be dealt with by way Minutes of Variation. The draft minute of variation to the funding agreement allows for the provision of additional ongoing Revenue Funding by the Council to the Greenock Arts Guild of up to a maximum of £180,000 per annum for a three-year period from 1 April 2024 (this is the current amount of funding). The Minute of Variation and the Funding Agreement set out that such funding will only be payable by the Council should the Greenock Arts Guild continue to comply with the terms of the Agreement and may only be used for the purpose as set out in the Agreement (i.e. to address the risks associated with the revenue budget shortfall identified in the business plan and as determined by the Chief Financial Officer).

Prior to finalising the Minute of Variation, Officers will consider the impact of the Subsidy Control Act 2022 on the proposed financial assistance to ensure compliance with the principles of the Act.

- 4.2 Appendix 1 is the proposed performance outcomes to be agreed with the Beacon for the year 2024/25. The appendix outlines activities, outcomes and performance indicators to be undertaken during the year. The agreement is closely linked to the requirements for Creative Scotland, thus ensuring a cohesive approach between the Beacon and its regular funders. It will also form the basis of a future business plan.
- 4.3 The Beacon's involvement in strong partnership working across Inverclyde is to be commended. The Inverclyde approach to "Culture Collective" was seen as sector leading and the Beacon were

integral to delivering on and taking forward the required outcomes. The community outreach of the programming has had extremely positive feedback, with those from some of the most deprived communities in Inverclyde having direct access to the arts through the work of the Beacon.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk	X	
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if Applicable)	Other Comments
Cultural Services	PtOB	2024/25	£180k		

5.3 Legal/Risk

This report is compiled in line with the governance of external organisations guidance for the council. Without the funding agreement and service level agreements in place there is a risk to the Council.

5.4 Human Resources

N/A.

5.5 Strategic

The Beacon Arts Centre is part of the culture and heritage group that contributes to the partnership plan.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.

Appendix 1 – Beacon performance outcomes 2024/25

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to Inverclyde Partnership Plan
1	The Beacon Arts Centre will deliver a full programme of work throughout the year which will include performance, exhibitions, and engagement activities	<ul style="list-style-type: none"> • Produce an ambitious and high-quality performance, exhibition, and engagement programme unique to Inverclyde, its residents, and visitors. • Ensure a balance of programming that attracts ticket sales while balancing commercial and creative programming. • Have a marketing and communications strategy to promote the Beacon to new audiences. • Actively seek out funding opportunities to enhance the reach of the projects and work undertaken by the Beacon 	March 2025	To continue to <i>Light up Lives</i> in Inverclyde. To give access to the residents of Inverclyde work of national significance.	Thriving Place
2	Beacon Arts Centre deliver an active engagement and outreach programme.	<ul style="list-style-type: none"> • Work in partnership with third sector and community support organisations both at the Beacon and in the community • have an explicit and active outreach programme. • Engage with communities to co-design programmes that best meets their needs. • Play a pro-active role in the Inverclyde Alliance Culture and heritage partnership, actively seeking out opportunities to 	March 2025	Improves social cohesion. Improves mental health. Empowers individuals and groups.	Empowered People. Supportive place.

Appendix 1 – Beacon performance outcomes 2024/25

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to Inverclyde Partnership Plan
		work with other cultural institutions in Inverclyde.			
3	To continue to offer a broad ranging programme of performances throughout the year. Making sure there is <i>something for everybody</i> in Inverclyde and beyond.	<ul style="list-style-type: none"> • Curate a broad range of work to include Comedy, Family, Variety, drama, music, and dance within our yearly programme. • Develop relationships with new producers and promoters. • Continue to work with the national companies and engage with the companies that are yet to visit Inverclyde. 	March 2025	Raise the profile of Inverclyde. Improve social connectivity. Giving people of Inverclyde access to high quality arts and cultural opportunities.	Thriving place.
4	To deliver our visual arts programme bi-monthly.	<ul style="list-style-type: none"> • Work with our renowned Curator Fraser Taylor to continue with our exhibition offering through the year incorporating international, national, and local artist. • Provide one open submission per year for residents in Inverclyde both amateur and professional to showcase their work. 	March 2025	Raising the profile of Inverclyde. Improve social connectivity. Giving people of Inverclyde access to high quality arts and cultural opportunities.	Empowered people Thriving place
5	Increase engagement with the Beacon.	<p>We aim to deliver this by our audiences, through multi-generational entertaining and through provoking programming and participatory programmes addressing local need.</p> <ul style="list-style-type: none"> • Increase event and hire customers by promoting the 	March 2025	Allows us to connect and develop a deeper understanding of the creative and cultural needs of all communities that live in Inverclyde and this accumulation of knowledge will	Impovered people. Healthy people and places. Supportive place. Thriving place.

Appendix 1 – Beacon performance outcomes 2024/25

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to Inverclyde Partnership Plan
		<p>Beacon to local and national companies.</p> <ul style="list-style-type: none"> • Provide our event and hire customers with a modern and fully accessible venue. • Provide community and education partners with well-planned and delivered projects and learning experiences. • Provide strategic partners with grass root knowledge of engagement. • Provide creative partners with space, technical, ticketing, marketing, theatre makers, producers, theatre companies, music partners, visual artist, artistic agencies, and new talent. • Monitor complaints and satisfaction/evaluation surveys and use these as a tool to improve practice. 		<p>allow us to shape our future programming. Raises the self esteem and pride of those living in the area. Allows people to explore relevant social and political issues and affect change. Inspires people in Inverclyde to be creative and innovative improving mental and physical health.</p>	
6	Equalities, Diversity, and Inclusion	<ul style="list-style-type: none"> • Each team within the Beacon will have an EDI lead responsible for ensuring that the EDI policy is upheld and remains a flexible living document. • Ensure that the Beacon is representative of all the diverse, marginalised communities it 	March 2025	<p>Bringing communities together to ensure that the Beacon is representative of all communities in Inverclyde. Breaking down cultural barriers.</p>	<p>Empowering people Healthy people and places Supportive place Thriving place</p>

Appendix 1 – Beacon performance outcomes 2024/25

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to Inverclyde Partnership Plan
		<p>serves and monitor appropriate EDI data.</p> <ul style="list-style-type: none"> • Increase engagement with yet unpartnered, hardest to reach communities to bring creative and cultural experiences to all communities in Inverclyde. 			
7	To continue to work towards net zero	<ul style="list-style-type: none"> • Continue to review and renew policies, procedures, and action plans in line with all new legislation. • Working with the Beacon Green Team to reduce our carbon footprint. Encourage audience and local staff, artists, and participants to use Inverclyde’s active travel route. • As a lead partner in Creative Carbon Scotland’s Climate Beacons Initiative, we will continue to partner with main stakeholders, Inverclyde Council, Inverclyde Libraries, Rig arts and Ian Parsons to progress in local initiatives. • Actively seek out funding opportunities to make the building more carbon neutral. 	March 2025	<p>Making our building a sustainable resource for Inverclyde and for the future. Ensure that policies and programme address the climate emergency to consider the needs and perspectives of all communities in Inverclyde particularly those most vulnerable to climate impact. Promote public transport and other environmentally friendly modes of travel to reduce emissions in Inverclyde.</p>	<p>Healthy people and places Thriving place</p>
8	To deliver on our commitments of fair work for Inverclyde	<ul style="list-style-type: none"> • All employees will be paid the real living wage or above. • Continue to improve the framework for staff induction, 	March 2025	<p>Making a huge difference to people lives – being paid a fair wage and fair conditions.</p>	<p>Working people Healthy people and places</p>

Appendix 1 – Beacon performance outcomes 2024/25

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to Inverclyde Partnership Plan
		<p>supervision, and appraisals to ensure that staff have confidence to have open and honest discussions around concerns.</p> <ul style="list-style-type: none"> • Programme various types – levels of work which create opportunities for entry to the creative industries for young people and early year creatives. • Link with the Council, the third sector and other partner agencies to ensure representation of equality and fairness and positive messaging around health and wellbeing within the programme – e.g., Black history month and mental health awareness week. • Develop all areas of skills development from work experience in schools to career pathways to emerging talent and to continue with staff personal development. 		<p>Commitment to this area ensures a thriving workforce and healthy working culture and environment. To ensure that we are leaders in our field advocate fair working practise.</p>	<p>Empowered people</p>
9	<p>A well governed and managed organisation.</p>	<ul style="list-style-type: none"> • Ensure that the Beacon continues to be governed by a strong board of trustees whose experience and skills will cover a range of relevant sectors including business, political, civil service, education, 	<p>March 2025</p>	<p>Good governance and management will secure the future of the Beacon. Representing cultural and arts provision in Inverclyde on a national platform.</p>	<p>Working people Empowered people Thriving place</p>

Appendix 1 – Beacon performance outcomes 2024/25

	What will be delivered?	How will this be delivered?	Due Date	What difference will it make?	Alignment to Inverclyde Partnership Plan
		<p>community engagement, and legal.</p> <ul style="list-style-type: none"> The board will represent the area of Inverclyde and will be committed to raising the profile of the Beacon and Inverclyde. Ensure high quality leadership and management is in place to oversee the strategic and day to day running of the Beacon. 		<p>Ensure Inverclyde’s place in the Scottish arts scene.</p>	
10	<p>Constant identification and management of risk.</p>	<ul style="list-style-type: none"> Maintain a Risk register which will be reviewed and updated monthly by the senior leadership team and alert funders to any specific risks that may affect the future of the Beacon. Finance and general purposes committee will meet bi-monthly with the risk register being a standard item on the agenda. Attend regular governance meetings with Inverclyde Council and maintain links with the Council through allowing attendance at Board meetings. <p>Representative on the board from Inverclyde Council ensures constant monitoring.</p>	<p>March 2025</p>	<p>Long term viability and security of the Beacon for Inverclyde council.</p> <p>A sustainable business.</p> <p>Good use of public funds.</p> <p>Mitigating Health and safety will ensure a safe working environment.</p> <p>Ensuring our doors remain open for the people of Inverclyde.</p>	<p>Healthy people and places.</p>

Appendix 1 – Beacon performance outcomes 2024/25

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to Inverclyde Partnership Plan
		(Areas of focus for the current risk register are financial, health and safety, employee wellbeing and climate. Areas that can pose greater risk to the organisation such as catering and IT have been outsourced to ensure effective expert delivery and protecting financial, business critical and reputational risk areas of the Beacon).			
11	Number of people attending performances, events, exhibitions, and creative engagement workshops	Targets as in table below	March 2025	A sustainable business Greater awareness of Inverclyde. Bringing new patrons/tourists to the venue	Thriving place Working people

	01 April 2023 – 31 March 2024	Targets – 1 April 2024 – 31 March 2025
Total number of visitors	75,206	80,000
Attendances at exhibitions	1,700	2,000
Creative engagement sessions	438	440 (covering all 6 localities)
Creative engagement session participants	15,000	15,500

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/15/24/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education Revenue Budget Report - 2023/24 Projected Outturn at 31 December 2023		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to advise Committee of the 2023/24 Revenue Budget position at 31 December 2023 and to highlight a projected overspend of £161,000.
- 1.3 The total Education Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £105.006m. The latest projection is an overspend of £161,000, a decrease in overspend of £141,000 since last Committee, mainly due to an improvement in School Meal Income and a reduction in ASN Transport costs. More details are provided in section 3.3 of the report and the appendices.
- 1.4 The Corporate Director Education, Communities and Organisational Development and Heads of Service are continuing to review areas where non-essential spend can be reduced in order to bring the Education Budget back on target.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the current projected overspend for 2023/24 of £161,000, at 31 December 2023.
- 2.2 It is recommended that the Committee note that the Communities part of the Committee is currently projecting an underspend of £151,000 which largely offsets the projected overspend for the Education part of the Committee.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director
Education, Communities & ODHR

3.0 BACKGROUND AND CONTEXT

- 3.1 The purpose of this report is to advise Committee of the current position of the 2023/24 Revenue Budget and to highlight the main variances contributing to the projected overspend of £161,000 for 2023/24.
- 3.2 The current Education Revenue Budget for 2023/24 is £105.006m which is an increase of £9.891m from the Approved Budget, largely due to allocations from the Inflation Contingency. Appendix 1 provides more details of the budget movement.
- 3.3 **2023/24 Projected Outturn (£161,000 overspend 0.2%)**

The main projected variances contributing to the net overspend are listed below –

- (a) Employee Costs are projected to underspend by £325,000, an increase in expenditure of £118,000 since last Committee. Additional funding of £265,000 has been received for the Teachers Induction Programme and a saving of £165,000 was achieved due to Non-Teachers strike days in schools. Across the service there is a net underachievement of turnover savings of £105,000.
- (b) Water is projected to underspend by £42,000, as previously reported to Committee.
- (c) Biomass fuel is projected to underspend by £84,000, as previously reported. This is partly offset by reduced income (see below). The system was switched off part way through 2022/23 due to large price increases making gas heating cheaper. The system is expected to remain off for the remainder of 2023/24.
- (d) Education recharges from Facilities Management are overall projected to underspend by £60,000. This is made up of an underspend of £18,000 for Janitors and an underspend on Catering of £86,000, both mainly due to turnover savings within Facilities Management partially offset by increased supplies and services costs; as well as an overspend on Cleaning of £44,000 due to increased supplies and services costs and use of agency staff to cover vacancies.
- (e) Within Facilities Management Catering, Cleaning Materials used in kitchens are projected to overspend by £41,000, as previously reported.
- (f) Facilities Management Catering Provisions are projected to overspend by £33,000, the same as previously reported.
- (g) ASN Transport is projected to overspend by £203,000 after £100,000 is funded from the ASN Smoothing Reserve, a reduction of £47,000 since last Committee. This movement is mainly due to a reduction in projected costs for transportation to placements outwith Inverclyde.
- (h) Gaelic Transport is projected to overspend by £63,000, an increase of £1,000 since last Committee. Pupil Vocational Transport is projected to overspend by £50,000, the same as previously reported to Committee.
- (i) Internal Transport Drivers is projected to overspend by £42,000, an increase of £17,000 since last Committee. These costs mainly relate to vehicles for ASN contracts.
- (j) Secondary Schools telephones projected to underspend by £29,000. An increase in the Council's internet capacity is being progressed to allow for additional requirement in schools. This is likely to cost in the region of £8,000. When the final figure is known, this underspend will be used to fund the increased capacity, with the remaining budget being vired to address other pressures in the Service. This will be included in a future Committee report.

- (k) Legal Fees projected to overspend by £30,000, as previously reported to Committee.
- (l) Projected underspend of £29,000 for Cashless Catering Maintenance. This is a one-off saving due to replacement of the current system with a new one which does not require maintenance in first year.
- (m) ASN Placements are projected to overspend by £106,000 and Headquarters ASN Support budget is projected to overspend by £27,000. This is in line with what was previously reported to Committee.
- (n) School Meal Income is projected to under recover by £39,000. This is £70,000 more income than previously reported to Committee. The improvement is mainly due to a re-evaluation of the projection and an increase in uptake of meals. An action plan to increase demand continues to be progressed by the service.
- (o) Breakfast Club Income is projected to under recover by £32,000, as previously reported to Committee. Demand for the service continues to be lower than budgeted.
- (p) Renewable Heat Incentive (RHI) Income is projected to under recover by £45,000, the same as previously reported to Committee. This is due to the Biomass system being switched off and is more than offset by reduced biomass fuel costs, per 3.3 (c) above.
- (q) Income from Other Local Authorities for ASN Placements is projected to over recover by £60,000, as previously reported to Committee.
- (r) Facilities Management Income is projected to under recover by £21,000, in line with variances in expenditure. This is made up of an £82,000 over recovery in Cleaning offset by under recoveries in Janitors of £17,000 and Catering of £86,000.

3.4 Earmarked Reserves

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is 102% of phased spend and 70% of the projected expenditure for 2023/24.

4.0 PROPOSALS

- 4.1 The Corporate Director and Heads of Service will continue to ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.
- 4.2 It should be noted that the Communities part of the Committee is currently projecting an underspend of £151,000 which largely offsets the projected overspend for the Education part of the Committee.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendations are agreed:

SUBJECT	YES	NO
Financial	x	
Legal/Risk	x	
Human Resources		x
Strategic (Partnership Plan/Council Plan)		x
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		x
Environmental & Sustainability		x
Data Protection		x

5.2 Finance

The projected overspend of £161,000 is being reviewed and the Corporate Director and Heads of Service will ensure that steps continue to be taken to reduce expenditure where this will not have a direct impact on service delivery.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 Legal/Risk

The approved Governance Documents set out the roles and responsibilities of Committees and officers in ensuring budgets are not overspent and the process to be followed in the event an overspend is unavoidable.

5.4 Human Resources

There are no specific human resources implications arising from this report.

5.5 Strategic

There are no specific strategic implications arising from this report.

6.0 CONSULTATION

6.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities, and Organisational Development.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Education Budget Movement - 2023/24

Period 9 - 1st April 2023 to 31st December 2023

Service	Approved Budget	Movements			Revised Budget	
	2023/24 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2023/24 £000
Corporate Director	159	14				173
Education	77,969	8,032	(360)	859	(300)	86,200
Inclusive Education	16,874	1,330	245	102	(50)	18,501
Facilities Management	113	19				132
Totals	95,115	9,395	(115)	961	(350)	105,006

Movement Detail

£000

External Resources

Probationer Teachers	859
Psychologist Probationer	15
Music Grant	35
CLD Summer of Fun	52

961

Virements

School Libraries to Public Libraries	(115)
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(115)

Inflation

SEMP Unitary Charge	789
Teachers Pay Award	6,110
Non Teacher Pay Award	1,732
Catering Provisions	100
Refuse Collection	189
SPT Buses	18
Speech & Language Therapy	10
NDR Inflation	447

9,395

10,241

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 9 - 1st April 2023 to 31st December 2023**

2022/23 Actual £000	Subjective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
53,195	Employee Costs - Teachers	49,143	56,454	56,104	(350)	(0.6%)
32,482	Employee Costs - Non Teachers	30,509	33,279	33,304	25	0.1%
19,328	Property Costs	21,105	22,587	22,516	(71)	(0.3%)
6,795	Supplies & Services	6,118	6,345	6,357	12	0.2%
2,552	Transport Costs	2,331	2,376	2,736	360	15.2%
693	Administration Costs	672	661	662	1	0.2%
6,613	Other Expenditure	5,409	6,028	6,132	104	1.7%
(25,131)	Income	(20,172)	(22,374)	(22,294)	80	(0.4%)
96,527	TOTAL NET EXPENDITURE	95,115	105,356	105,517	161	0.2%
0	Earmarked Reserves	0	(50)	(50)	0	
0	DMR	0	(300)	(300)	0	
96,527	TOTAL NET EXPENDITURE EXCLUDING EARMARKED	95,115	105,006	105,167	161	0.2%

2022/23 Actual £000	Objective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
173	Corporate Director	159	173	185	12	6.9%
68,420	Education	66,917	74,670	74,229	(441)	(0.6%)
114	Facilities Management	113	121	122	1	0.8%
10,799	School Estate Management Plan	11,052	11,841	11,841	0	-
79,333	TOTAL EDUCATION SERVICES	78,082	86,632	86,192	(440)	(0.5%)
12,766	ASN	12,225	13,561	14,113	552	4.1%
2,028	Community Learning & Development	2,602	2,707	2,632	(75)	(2.8%)
2,227	Other Inclusive Education	2,047	2,283	2,395	112	4.9%
17,021	TOTAL INCLUSIVE EDUCATION	16,874	18,551	19,140	589	3.2%
96,527	TOTAL EDUCATION COMMITTEE	95,115	105,356	105,517	161	0.2%
0	Earmarked Reserves	0	(50)	(50)	0	
0	DMR	0	(300)	(300)	0	
96,527	TOTAL EDUCATION COMMITTEE EXCLUDING EARMARKED RESERVES	95,115	105,006	105,167	161	0.2%

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 9 - 1st April 2023 to 31st December 2023**

<u>Out Turn</u> <u>2022/23</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2023/24</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>31-Dec-23</u> <u>£000</u>	<u>Projection</u> <u>2023/24</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
53,538	Employee Costs - Teachers	56,454	42,340	42,040	56,104	(350)	(0.6%)
32,482	Employee Costs - Non Teachers	33,279	23,032	23,100	33,304	25	0.1%
252	Water	289	193	117	247	(42)	(14.5%)
6	Biomass	84	63	0	0	(84)	(100.0%)
1,531	ED Cleaning Contract	1,355	1,008	1,028	1,399	44	3.2%
4,090	ED Catering Contract	4,121	3,091	3,058	4,035	(86)	(2.1%)
87	FM Catering - Cleaning Materials	46	35	67	87	41	89.1%
1,096	FM Catering - Provisions	1,160	804	839	1,193	33	2.8%
477	Internal Transport - Drivers	477	358	338	519	42	8.8%
96	Gaelic Transport	13	7	37	76	63	484.6%
646	ASN Transport	455	265	406	658	203	44.6%
25	Pupil Vocational Transport	13	10	54	63	50	384.6%
0	Telephones (Secondary)	29	22	0	0	(29)	(100.0%)
0	Legal Costs	0	0	22	30	30	-
34	Cashless Catering Maintenance	29	22	0	0	(29)	(100.0%)
73	ASN HQ Support	54	41	33	81	27	50.0%
541	ASN Placements	371	247	241	477	106	28.6%
(613)	School Meal Income	(608)	(393)	(388)	(569)	39	(6.4%)
(18)	Breakfast Club Income	(50)	(32)	(13)	(18)	32	(64.0%)
(57)	Renewable Heat Incentive Income	(55)	(41)	(6)	(10)	45	(81.8%)
(481)	Income from Other Local Authorities	(434)	(289)	(230)	(494)	(60)	13.8%
(7,672)	FM Income	(7,597)	(5,698)	(5,428)	(7,576)	21	(0.3%)
Total Material Variances						121	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: EDUCATION

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2023/24</u> <u>£000</u>	<u>Phased Budget To Period 9 2023/24</u> <u>£000</u>	<u>Actual To Period 9 2023/24</u> <u>£000</u>	<u>Projected Spend 2023/24</u> <u>£000</u>	<u>Amount to be Earmarked for 2024/25 & Beyond</u> <u>£000</u>	<u>Lead Officer Update</u>
Beacon Arts	Tony McEwan	60	0	0	0	60	Contingency Balance currently unallocated.
Early Years 1140	Michael Roach	635	392	413	572	63	Funded staff up to Aug 23, balance has been allocated as follows, Resources £120k, CFCE £20k, Pay Award £8k, Barnardos £7k, Training £15k. £63k is currently unallocated and it was agreed at February 1st full Council meeting to write this back.
Covid Recovery - Extra Duke of Edinburgh Opportunities - 2 years	Ruth Binks	62	62	41	51	11	£10k of equipment on order awaiting delivery. £11k balance not required - to be written back.
New Scots Funding	Michael Roach	287	79	89	156	131	Funding 1.6fte EAL Teachers from Apr 23 to Jul 24 and 1fte EAL Teacher from Aug 23 to Jul 24. Additional 1fte Teacher currently being advertised - £78k of the c/f balance currently uncommitted.
Total		1,044	533	543	779	265	

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/18/24/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2023/26 – Progress		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to consider performance for the Education part of the Education and Communities Committee and provide an update in respect of the status of the projects forming the Education Capital Programme.
- 1.3 The Education capital budget is £10.382m with total projected spend on budget. The Committee is projecting to spend £1.747m in 2023/24 after net advancement of £0.410m (30.67%) being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2023/26 Capital Programme as outlined in the report and appendices.

Alan Puckrin
Chief Financial Officer

Ruth Binks
**Corporate Director Education,
Communities and Organisational
Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 This report shows the current position of the approved Education Capital programme reflecting the allocation of resources approved by Inverclyde Council on 2nd March 2023.
- 3.2 The report also covers progress on the works connected with specific Scottish Government capital funding allocations including the initial allocation to support the phased expansion of free school meals to primary school children.

2023/26 Current Capital Position

- 3.3 The Education capital budget is £10.382m. The current projection is £10.382m which means total projected spend is on budget. The budget for 2023/24 is £1.337m, with spend to date of £1.557m equating to 116.45%. The current projection is £1.747m with net advancement of £0.410m (30.67%) being reported. This is an increase of £0.198m (14.81%) from the previous reported advancement of £0.212m (15.86%). Appendix 1 details the capital programme.

Education Lifecycle Works

- 3.4 **General Lifecycle Works:** The lifecycle programme for the Education estate is informed from the external condition surveys carried out in connection with asset management and estate core fact reporting. The budget also addresses suitability issues identified from the surveys undertaken through Heads of each establishment and sufficiency issues, where feasible, identified through the continued monitoring of school rolls and projections. The activity under lifecycle also includes the work on school artificial pitches which continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. The Active Panel refresh programme is also being progressed based on the approved 2021-28 Education Services Digital Learning Strategy with the 2023/24 programme now complete with the works having taken place during the February mid-term break and via after school hours. The lifecycle programme for the four PPP schools is managed as part of the contract through the Facilities Management provider with monitoring via Property Services. The rolling 2023/24 programme across the estate is nearing completion with planning well advanced for the 2024/25 programme. A summary of the 2023/24 activity is included as Appendix 2.

CO2 Monitors in Schools

- 3.5 The Scottish Government has previously provided funding to address the provision of CO2 monitors in all teaching spaces. As previously reported, the works on this were completed in previous years with the balance of funding being utilised to address the lifecycle replacement of existing sensors / monitors across the estate.

Universal Free School Meals (UFSM)

- 3.6 The Scottish Government has previously confirmed capital funding allocations to support the phased expansion of free school meals to primary school children to be used to support initial investment in school infrastructure, including school catering and dining. The Committee approved the early adoption of Universal Free School Meals in Primary Schools across Inverclyde from August 2023. As previously reported, a programme of works across fourteen primary schools was delivered during June 2023 and over the summer holiday period to support the implementation. Officers continue to engage with the Scottish Government / Scottish Futures Trust in respect of the on-going information gathering / data collection exercises in relation to the UFSM expansion.

4.0 PROPOSALS

- 4.1 The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

The 2024/26 Budget Update to Inverclyde Council on 1st February 2024 agreed the transfer of £215,000 Education Lifecycle expenditure to the Universal Free School Meals capital grant and corresponding reduction of the Lifecycle budget to affect a reduction in the 2024/28 Capital programme funding shortfall to £4.4 million.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 Legal/Risk

There are no known Legal implications contained within this report.

5.4 Human Resources

There are no known Human Resources implications contained within this report.

5.5 **Strategic**

None

6.0 **CONSULTATION**

6.1 This report has been prepared following consultation with the Head of Physical Assets and Finance Services.

7.0 **BACKGROUND PAPERS**

7.1 None.

EDUCATION CAPITAL REPORT

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8
Est. Total Cost	Actual to 31/3/23	Approved Budget 2023/24	Revised Est 2023/24	Actual to 07/02/24	Est 2024/25	Est 2025/26	Est Future Years	
£000	£000	£000	£000	£000	£000	£000	£000	£000
<u>Education Capital Projects</u>								
Balance of Life Cycle Fund	9,425	0	1,317	1,500	1,328	1,500	2,785	3,640
CO2 Monitors In Schools	183	122	0	27	27	0	34	0
Free School Meals	350	55	0	93	75	0	202	0
Complete on site	424	0	20	127	127	0	297	0
TOTAL ALL PROJECTS	10,382	177	1,337	1,747	1,557	1,500	3,318	3,640

Education Lifecycle Works 2023/24													
School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description	
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fitments	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb			
Aileymill Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					PPP FM	Circulation / activity space flooring and décor. CO2 sensor replacement. Drainage works to MUGA. Activity space seating.
All Saints Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						PPP FM	First floor circulation / activity space flooring and décor. CO2 sensor replacement. Activity space seating. Fence replaced P1/nursery.
Ardgowan Primary School			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				7	Controls, gas solenoid, sprinkler works, hot water expansion vessel. Boiler flue replacement being planned.
Gourock Primary School	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				78	Corridor matting. Kitchen equipment replacement. Playground resurfacing. Circulation flooring. Underground drainage works.
Inverkip Primary School			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		7	Pump to increase WC water pressure. P6/7 whb replacement. Boiler seal renewal. LED lighting to AV room. Water main works.
Kilmacolm Primary School			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				20	Door access system replacement; CCTV upgrade, fence panel works.
King's Oak Primary School		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		63	Staff WC refurbishment. Nursery class internal and external area works. Blind replacement. Dining furniture replacement. Emergency lighting upgrade to LED.
Lady Alice Primary School				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				22	Actuators and opening windows to reception. Kitchen equipment replacement. External wall decoration
Moorfoot Primary School												6	Mechanical services works - VT pumps, door access, digital signage.
Newark Primary School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								29	Teaching wing décor. Public display equipment replacement. Emergency lighting to LED. Sprinkler valves, door work; roofing work.
St Andrew's Primary School	<input checked="" type="checkbox"/>											13	Classroom floor coverings. Support spaces flooring.
St Francis' Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		71	Classroom floor coverings and décor. Senior WC refurbishment. Nursery office and library/ICT reconfiguration. Nursery external area works. Emergency lighting upgrade to LED. Internal doors
St John's Primary School			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			8	Kitchen alterations. Emergency lighting upgrade to LED.
St Joseph's Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								10	Classroom décor and wall units. Miscellaneous areas floor coverings.
St Mary's Primary School			<input checked="" type="checkbox"/>									12	Minor building services works.
St Michael's Primary School	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>							19	Miscellaneous areas floor coverings. RAAC priority remedials and monitoring.
St Ninian's Primary School			<input checked="" type="checkbox"/>									6	Minor building services works.
St Patrick's Primary School			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				10	Actuator replacement. Zip tap replacement.
Wemyss Bay Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>		50	Internal alterations phase 2. Nursery flooring and décor. Staffroom refurbishment. Circulation flooring
Whinhill Primary School	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						15	Wall and ceiling linings. Kitchen gas and ventilation works. Circulation flooring. External façade works. Gaelic signage.

School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description	
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fittings	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb			
Education - Secondary													
Clydeview Academy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	PPP FM	Pupil WC/math's corridor décor. CO2 sensor replacement. Partial external drain channel replacement. Pitch kickboard replacement. External grounds improvements.
Inverclyde Academy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			234	Dining hall and science room décor. MUGA carpet replacement. Kitchen equipment replacement. Mechanical services items - pumps / AHU / burner fan. Emergency lighting upgrade to LED. Fire door replacement.
Notre Dame High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					PPP FM	Sciences/social studies flooring. PE corridor and pupil WC décor. CO2 sensor replacement. Pitch kickboard replacement. Partial car park/road resurfacing.
Port Glasgow Community Campus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	392	PE corridor & changing room flooring, décor and ceilings. Craigmloch flooring, décor and room repurposing works. 3G pitch carpet replacement. Public display equipment replacement. Part lighting upgrade to LED. Digital signage. AHU works.
St Columba's High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	340	Circulation and dining space décor. 3G pitch carpet replacement. Emergency lighting upgrade to LED. Fire door works. External surface works.
Education - Standalone Early Years Establishments													
Binnie Street Children's Centre		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>						14	Rear stair décor and radiator replacement. WC door replacement. Minor external fencing works. New expansion vessel.
Bluebird Family Centre	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								10	Playroom flooring and décor. New external lighting. WC door replacement.
Gibshill Children's Centre												-	
Glenbrae Children's Centre					<input checked="" type="checkbox"/>							6	Kitchen equipment / digital signage. Re-roofing incl. PV panels (now scheduled for summer 2024).
Glenpark Early Learning Centre					<input checked="" type="checkbox"/>							10	Main entrance door upgrade to sliding door.
Hillend Children's Centre			<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>	15	Annexe block kitchen alterations, WC works. Services for school funded projector installation. Fire alarm upgrade.
Larkfield Early Learning Centre			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>						11	Fencing. Lighting control alterations. External ramp.
Rainbow Family Centre	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	31	Toilet refurbishment 3-5. WC door replacement. External lighting column replacement. Part flooring replacement. Baby room refurb.
Wellpark Children's Centre				<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	23	3-5 WC refurbishment and door replacement.
Education - ASN													
Lomond View Academy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	59	Flood damage reinstatement - flooring throughout ground floor including gym timber floor. New water tank and fire alarm & detection system. Decoration.

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/10/24/KM
Contact Officer:	Ruth Binks	Contact No:	
Subject:	Education and Communities Committee Delivery and Improvement Plan 2023/24 Performance Report		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to provide the Committee with an update on the progress made in the delivery of the Education and Communities Committee Delivery and Improvement Plan 2023/26.
- 1.3 This is the second performance report on the Committee Plan, which is coming to the end of its first year. It provides information on the delivery of the Action Plan as at the beginning of February 2024 and the latest performance data for Key Performance Indicators (KPIs).

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee consider the progress made in the delivery of the Education and Communities Committee Delivery and Improvement Plan 2023/26.
- 2.2 The Committee is also asked to note that a refreshed Committee Delivery and Improvement Plan will be brought to the next meeting of this Committee for approval.

Ruth Binks
Corporate Director,
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Committee Delivery and Improvement Plans 2023/26 are a key component of the Council's refreshed strategic planning and performance management framework. The Committee Plan enables scrutiny of:

- Strategic activity within the Committee remit; and
- How the Committee is helping to deliver the Council Plan outcomes.

3.2 The Education and Communities Committee Delivery and Improvement Plan 2023/26 was approved on 9th May 2023. Committee Delivery and Improvement Plan has also been approved by the Environment and Regeneration Committee and the Policy and Resources Committee.

3.3 The Committee Plans will be refreshed annually to remove completed actions and capture new strategic activity and risk.

3.4 PERFORMANCE OVERVIEW

3.5 This is the second performance report on the new Committee Plan and covers the progress made up to early February 2024. It includes an update on the status of the action plan and KPIs. A summary of performance is provided below with the full performance report provided in the Appendix.

3.6 Delivery and Improvement Action Plan 2023/26

The following actions / sub-actions are now complete:

- A revised Transition Guidance for senior phase is now in place, and a soft launch carried out in November 2023.
- Post school training opportunities are in place via Street League.
- Free school meal provision in primaries was implemented from August 2023.
- The school meal action plan for secondary schools has been implemented.
- A new Libraries Improvement Plan has been developed.
- A new approach to school library provision is in place.
- The statutory consultation for Gaelic Medium Education has been carried out and reported to Committee.
- A bid was made to the Heritage Lottery Fund and was successful in securing an award of £249,830.
- The review of Early Learning and Childcare has been completed and the information collected will be used to consider the development of the ELC service moving forward.

3.7 There has been slippage in the delivery of the following actions / sub-actions:

- There is one remaining task outstanding for the Historic Links to Slavery group which is the Heritage Trail. Initial work has started on this and is now in progress.

3.8 The following actions / sub-actions have not yet started:

- The secondary provision of GME is due to commence in August 2024.

3.9 All remaining actions within the action plan are on track.

3.10 KPI Performance

3.11 Appendix 2 contains the latest KPI data for the service performance indicators and the Local Government Benchmarking Framework (LGBF) indicators that are reported in the Committee Plan. This includes LGBF satisfaction data for libraries, museum, leisure facilities and schools. With the exception of the museum, satisfaction levels in Inverclyde have decreased over the period 2020/23 compared to 2019/22. This however should be considered in the context of changes in satisfaction at a national level which have declined in these areas also. It is important to note that these trends relate to satisfaction for the public at large rather than service users as measured by the Scottish Household Survey. Satisfaction rates for service users tend to be higher than those reported by the general population.

3.12 Performance in quarter 3 was on target (green status) for the following measures:

- Attendance in primary schools

Performance was below target, but within a 5% tolerance (amber status), for the following KPIs:

- Total number of in person visits for library purposes
- Attendance in secondary schools

3.13 Performance was 5% or more below target (red status) for the following KPIs:

- Number of adult learners achieving core skills qualifications (SCQF level 2-5)
- Library Services, number of active borrowers

4.0 PROPOSALS

4.1 The Committee is asked to note the progress that has been achieved in delivering the Education and Communities Committee Delivery and Improvement Plan 2023/26.

4.2 The Committee is also asked to note that the annual refresh of the Committee Plan will be presented to next meeting of this Committee on 21st May 2024, along with a year-end progress report on performance in 2023/24.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 Legal/Risk

There are no legal implications associated with this report, whilst the key Committee risks are highlighted within the full Committee Plan 2023/26.

5.4 Human Resources

There are no human resources implications associated with this report.

5.5 Strategic

The Education and Communities Committee Delivery and Improvement Plan 2023/26 directly supports the new Council Plan 2023/28 and is closely aligned to the delivery of the Council Plan outcomes.

6.0 CONSULTATION

6.1 None.







7.0 BACKGROUND PAPERS

7.1 None.

Appendix 1






Classification : Official

Strategic Theme: People

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC001 Poverty related attainment gap	Targeted interventions will be put in place to reduce the poverty related attainment gap and support equity in education.	Implementation of the Scottish Attainment Challenge Refresh (year 2), including ongoing assessment and tracking development work.	30-Jun-2024	 On track	A report was approved by this Committee on 7 November 2023 on the stretch aims for the next 3 years (2024/26).
		Refresh and deliver the Scottish Attainment Challenge Plan (year 3).	30-Jun-2025	 On track	Initial Planning for Session 24/25 and 25/26 in draft form for discussion with Director of Education, Communities & Organisational Development.
CMTE/ EDC002 Senior Phase Pathways	Enhance pathways for Senior Phase pupils via implementation of the Senior Phase Action Plan (year 2).	Develop improved pathways for ASN pupils.	30-Jun-2024	 On track	This remains a key focus and priority as part of the Education Service Plan. The Senior Phase Governance Group continues to monitor this area.
		Implementation of revised Transition Guidance, in conjunction with children and adult services.	30-Jun-2024	 Complete	The Transition Guidance is now complete and a soft launch took place in November 2023.
		Refocus of importance of post school transitions to destinations such as college.	30-Jun-2024	 On track	Post school pathways and options continue to be developed as part of the Education Service Plan, which builds on the Senior Phase Action Plan. Further work to secure existing Positive Destinations such as pupils moving into a college placement are underway e.g., better support for the transition process for identified pupils.
		Development of additional post school training opportunities.	30-Jun-2024	 Complete	Training provision is now in place through Street League.

Appendix 1







Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC003 Free school meal provision (Primary)	Roll out of free school meals in primary schools.	Complete the necessary capital works to enable universal free school meal provision.	14-Aug-2023	 Complete	Free school meals for all primary school pupils was in place from August 2023. This is an extension of the P1 to P5 meal provision already provided, to Primary 6 and 7s.
CMTE/ EDC004 School meal provision (Secondary)	Increase the uptake of school meals in secondary establishments.	Ongoing implementation of the Action Plan that was developed following the review of the school meal service.	30-Apr-2023	 Complete	This is complete. The next stage is to install an ICT provision.
		Introduction of a new ICT solution to meet customer needs, improve the dining experience and reduce waste.	01-Apr-2024	 On track	The contract was awarded to ParentPay who are the supplier of the catering system in primary schools. The project is on track to be fully implemented by 31st March 2024. Staff training will be undertaken during the school holidays in time for the pupils returning on 14 April 2024.
CMTE/ EDC005 Library Services	Library Services will continue to reflect the needs of schools and local communities.	New Libraries Improvement Plan 2023/24 approved by Committee (and subsequent yearly plans).	01-Nov-2023	 Complete	This is now complete.
		Implement the new approach to school library provision during academic years 2023/24, amalgamating systems and processes.	01-Jun-2024	 Complete	New School Library Assistants are in post, in line with the Libraries Service Review. The Libraries Team Leader and the Library Service Development Officer (Children & Young People) have developed appropriate work and activity plans for the school libraries.

Appendix 1




Classification : Official

Strategic Theme: Place

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC006 Gaelic GME Secondary Provision	Development of Gaelic GME secondary provision in Inverclyde.	Undertake statutory consultation.	31-Jan-2024	 Complete	The consultation has been completed including the report form Education Scotland, finding positively for the proposals. A full and final report, with the recommendation that secondary catchment area is established for Gaelic education at Inverclyde Academy for the academic year beginning August 2024 was approved by the Education Committee on 23 rd January 2024.
		Prepare for the start of the academic year.	30-Jun-2024	 On track	Arrangements are being progressed following Committee approval on 23 rd January 2024.
		Provision of Gaelic GME secondary provision commences.	14-Aug-2024	 Not yet started	Secondary GME provision is due to commence in August 2024.
		Implementation of year 1 provision.	30-Jun-2025	 Not yet started	This will not be reviewed until year 1 is underway.
CMTE/ EDC007 Culture and Heritage Strategies	Strategies for Culture and Heritage will be delivered across the Council and as part of wider partnership planning.	Develop a proposal for the Heritage Lottery Fund as part of the Heritage Strategy.	01-Sep-2023	 Complete	An award of £249,830 has been secured from the National Lottery Heritage Fund (NLHF) following a successful funding application to its Grants for Heritage programme. This award will be used to deliver the Inverclyde Heritage Strategy and allow the service to revisit the strategy priorities in a post-pandemic context.
		Implement the actions from the Historic Links to Slavery Working Group.	01-Sep-2023	 Slippage	The curriculum project undertaken by the sub-group is now complete and being taught in schools. The work on the Gourock Coat of Arms is now complete and being progressed by Property Services. The remaining outstanding remit for the group is the Heritage Trail. Initial work has started on this and is now in progress.

Appendix 1



Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC008 Heritage Asset Management	Implement a strategy that sets out the Council's approach to asset management.	Continue to develop and implement a Heritage Asset and Archiving Strategy.	31-Mar-2025	 On track	<p>The Watt Institution has achieved renewal of its Accredited Museum status. Museum Accreditation is the UK-wide nationally agreed standard of good practice for museums.</p> <p>A review of archiving strategies is underway, aligned to the Council's wider Records Management Plan.</p> <p>Funding has been secured via Creative Scotland to retain the Culture Collective Creative Producer in Inverclyde. The Creative Producer will work with Cultural Services in developing a refreshed Arts and Creativity Strategy that will seek to capitalise on the success of the Culture Collective.</p>
		Complete a review of Heritage Assets.	31-Mar-2025	 On track	<p>A review of heritage assets was built into the project plan supporting the NLHF funding application to ensure the review of heritage assets is taken forward as a key element of the refreshed Inverclyde Heritage Strategy Implementation Plan.</p>
CMTE/ EDC009 CLD Strategic Plan	In partnership, develop a new three-year CLD Strategy for 2024/27.	Establish the key strategic priorities for the Inverclyde CLD Partnership and the actions that will be taken to achieve them.	30-Sept-2024	 On track	<p>The current strategy is in its third and final year and is due to end on 30th September 2024. A revised action plan was approved by the Alliance Board at its meeting on 4th December 2023. Year three will be concerned with the preparation of the 2024/27 CLD Strategy.</p>

Appendix 1


Classification : Official

Strategic Theme: Performance






Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC010 Continuous Improvement in Education Services	Implement the Education Improvement Plan to deliver continuous improvement in Education Services.	Further embed the Play Pedagogy Project across early learning and childcare to Primary 2.	30-Jun-2024	 On track	A logic plan was developed in September 2023, providing a plan for play and enquiry. Three Play Associates were appointed and have engaged with all Head Teachers of Primary schools to support the leadership of play and enquiry within their establishments. All schools have introduced play across the early level with some schools starting to introduce or consider this when planning for first and second level. All Head Teachers have carried out an audit linked to how they will lead and develop play in their schools. Establishments are making good progress in embedding Play and Enquiry. A play and enquiry event is planned for March 2024, to support Head teachers to shape the vision for play and enquiry across Inverclyde schools.
		Carry out a review of Early Learning and Childcare (ELC).	30-Jun-2024	 Complete	A consultation on ELC1140 hours was open to all Inverclyde parents from 27 th November to 22 nd December 2023 in line with requirements of the Children and Young People (Scotland) Act 2014. The survey provided an opportunity for parents to provide their views on their current use of ELC services and suitability of patterns of ELC delivery. A total of 329 people responded. The information collected will be used to consider the development of the ELC service moving forward.

Appendix 1

Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
		Roll out of the Literacy Strategy, with a focus on highly effective teaching of reading.	30-Jun-2024	 On track	New Literacy Framework was launched on 9 th September 2023. This is an ongoing development and supports the Literacy Strategy. The roll out of the Strategy is complete and the Service is on track with the 2 remaining developments (Listening & Talking and Writing). The Reading Framework is complete and is being supported by the CMO (Literacy) till the end of March 2024. Further development of the Listening and Talking Framework has been carried out and that will be complete by the end of March 2024 also, with the Writing Framework due for completion in October 24

Action Status

	Cancelled / not delivered
	Not started
	Slippage
	On track
	Complete

Appendix 2: Education and Communities KPI Scorecard

LOCAL GOVERNMENT BENCHMARKING FRAMEWORK

New LGBF performance data has recently been published for the following indicators and is provided in the table below:








Title	2020/21 Value	2021/22 Value	2022/23 Value	2023/24 Target	Short trend	Long trend	Latest Note
Percentage of 16-19 year olds participating in education, training or employment	93.3%	93.8%	94.0%	94%	↑	↑	National ranking 2022/23 – 22 nd Family Group: 93.6% Scotland: 94.3%
Percentage of adults satisfied with libraries	(2018/21) 76.5%	(2019/22) 74.3%	(2020/23) 70%	78%	↓	↓	National ranking for period 2020/23 – 20 th Family Group: 64.5% Scotland figure: 71%
Percentage of adults satisfied with museum	(2018/21) 59.6%	(2019/22) 59.7%	(2020/23) 63%	61%	↑	↑	National ranking for period 2020/23 – 20 th Family Group: 58.9% Scotland: 71.3%
Percentage of adults satisfied with leisure facilities	(2018/21) 78.7%	(2019/22) 77.0%	(2020/23) 75.7%	82%	↓	↓	National ranking for period 2020/23 – 9 th Family Group: 63.5% Scotland: 71%
Percentage of adults satisfied with schools	(2018/21) 78.7%	(2019/22) 76.7%	(2020/23) 73.7%	80%	↓	↓	National ranking for period 2020/23 – 23 rd Family Group: 72.8% Scotland: 73.7%

SERVICE PERFORMANCE

Quarterly performance data is provided for the following indicators. The long trend arrow will be added as more data is gathered.

Title	Q3 2022/23 Value	Q4 2022/23 Value	Q1 2023/24 Value	Q2 2023/24 Value	Q3 2023/24 Value	Quarter Target	Status	Short Trend	Long Trend	Latest Note
Number of adult learners achieving core skills qualifications (SCQF level 2-5)	-	-	8	24	33	37	●	↓	-	Quarterly reporting commenced at the start of the financial year 2023/24. Longer trend performance will be reported once more data is added. The full year figure achieved

Title	Q3 2022/23 Value	Q4 2022/23 Value	Q1 2023/24 Value	Q2 2023/24 Value	Q3 2023/24 Value	Quarter Target	Status	Short Trend	Long Trend	Latest Note
										last year was 126. The drop in figures is owing to Primary Attainment Challenge funding ending in Quarter 1. Changes have been made to widen the learning offer to embed accreditation within short courses to reach a wider range of learners in community based provision.
Library Service Active Borrowers	-	-	1,327	1,411	1,191	1,513			-	These two indicators replace the previous measure 'total number of visits to libraries (in person and online). The quarterly target is set as a proportion of the annual target.
Total number of in person visits for library purposes	-	-	41,157	45,510	47,735	49,636			-	
Attendance in Inverclyde primary schools	T3 2022 92.6%	T4 2022 92.5%	T1 2023 94.63%	T2 2023 93.4%	Due end April	93%				Attendance is presented by term time quarters. Long term trend is taken over 5 years. Term 2 is to end December 2023.
Attendance in Inverclyde secondary schools	T3 2022 88%	T4 2022 89.6%	T1 2023 89.5%	T2 2023 89.6%	Due end April	90%				Attendance is presented by term time quarters. Long term trend is taken over 5 years. Term 2 is to the end December 2023.
Number of exclusions in Inverclyde primary schools	Term 3 2022 5	Term 4 2022 8	Term 1 2023 *	Term 2 2023 *	Due end April	Targets are not set for exclusion				*Term 1 & 2 2023 exclusion numbers are less than 5 and so are withheld. This is a data only KPI with no target set, instead the aim is to reduce the number of exclusions and the direction of travel is monitored. Term 2 is to the end of December 2023.
Number of exclusions in Inverclyde secondary schools	T3 2022 121	T4 2022 65	T1 2023 66	T2 2023 21	Due end April					This is a data only KPI with no target set. Instead, the aim is to reduce the number of exclusions and the direction of travel is monitored. Data is presented by term time quarter. Term 2 is to end December 2023.

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

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/15/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Update Report – Overview of Local and National Initiatives		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note updates relating to the Education Service both in terms of local development as well as national policy development

1.3 The report includes update on:

- Independent Review of Qualifications and assessment
- Education and skills reform
- Pupil Equity Funding (PEF)
- Regional Improvement Collaboratives (RICs)
- PISA Results 2022
- Systematic improvement curriculum cycle
- Digital learning
- Secondary GME update
- Teacher numbers update
- Inverclyde STEM Festival
- Education projects re vaping

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the content of the update report

Ruth Binks
Corporate Director, Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Independent Review of Qualifications and assessment

The Scottish Government is underway with a detailed examination of the proposals and have ensured that a range of partners, including schools and colleges, have had the opportunity to shape their response.

Teacher voice is key in the reform process and a survey was issued to all schools and colleges seeking views on the reports from the National Discussion and Professor Hayward. The online survey ran between July and October 2023 and received 2,152 responses – 61% were from individuals and 39% (835) were from groups. In total, the group responses represent the views of around 9,328 people.

Views from the survey indicate that almost all wish to see some change to qualifications and assessment. Whilst some are very supportive of the proposals, others favour a much more incremental approach to change.

Many respondents state that reducing the number of examinations in the senior phase is “an immediate priority” however there is no clear view with regards to the proposal to remove external assessment at National 5.

A full analysis of this survey will be published in due course.

The Cabinet Secretary has committed to return to Parliament early this year to fully debate the proposals and will provide a Scottish Government response in due course.

3.2 Education and skills reform

On Education Reform legislation, the consultation announced in November closed on 18 December. In addition to the formal consultation responses, engagement sessions were held with over 900 teachers, practitioners, and others from across education. As Committee are aware from the January 2024 update report, the Education Service submitted a response to this.

The Cabinet Secretary subsequently provided evidence on Education Reform to the Scottish Parliament’s Education, Children and Young People Committee on 17 January, covering a number of areas, including:

- The budgetary context following Scottish Government’s Budget statement in December.
- Importance of delivering reform in a way which continues progress, achieves outcomes for learners, teachers, practitioners, and others but which does not exacerbate existing pressures on the system.
- Continued importance of engagement with the teaching profession.
- Role and work of Scottish Government, local authorities, and national bodies around improvement.
- Opportunities for the New Qualifications Body around working with teachers and others throughout the system on qualifications development.

The Cabinet Secretary has emphasised the establishment of the Centre for Teaching Excellence as central to the Scottish Government’s national mission to close the attainment gap and deliver truly excellent learning and teaching to all children.

It is anticipated the Centre will be hosted by a University, learning from the successful model of the Centre for Excellence for Children’s Care and Protection (CELCIS).

The overarching functions of the Centre will be co-designed with stakeholders across the education sector.

This work is due to get underway shortly and the Scottish Government look forward to continuing discussions with colleagues throughout local government as we move through the co-design process.

The Scottish Government has confirmed it will provide a total of £3million funding support to the RICs over the 2024/25 financial year. This is in line with the Cabinet Secretary for Education and Skills' statement to the Scottish Parliament in November 2023, confirming that RIC funding would be tapered as we transition from these funding arrangements.

More broadly on post-school reform, The Minister for Higher and Further Education updated Parliament, 5 December, on next steps including the Scottish Government leading on skills planning, simplifying funding, and taking a central role in the development of apprenticeships. The Minister also discussed the short independent review of community learning being led by Kate Still.

3.3 **Pupil Equity Funding (PEF)**

PEF is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. Publicly funded primary, secondary and special schools will receive £1,225 in 2023/24 for each child in P1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

The Education Service recognises the need to maximise the use of PEF to support establishments plan effectively for those children, young people and families who are impacted by poverty. The local authority has revisited its PEF review process, and this has resulted in updated PEF guidance and has introduced more collaborative approaches to strengthen its use. The local authority has also established a financial and quality assurance process to promote the use of PEF within the academic year. New PEF planning templates have been created and schools now outline how they meaningfully engage with stakeholders. Participatory budgeting is also being used in almost all schools to support the decision-making around the cost of the school day.

All PEF plans are reviewed, and feedback is provided at the start of each session via the Cycle for Improvement communication proforma. Continued tracking of establishment funds is ongoing throughout the session with School Business Officers and increased opportunities to share PEF approaches at Strategic Equity Fund (SEF) Head Teachers meetings strengthen the approach. Improved tracking of the impact of PEF plans has also been evident through the sampling of plans and the information presented in each establishments Standard and Quality report.

Robust tracking of the fund at establishment and Local Authority level has led to a significant reduction in the underspend from the last 2 sessions to the point where investment by some schools is recorded at over 100% of their total available PEF for the 2022/23 financial and academic year, with the overall investment over this period at 102% of the total PEF available. Schools have been supported to carefully manage their interventions without disruption due to pay awards and to consider that the timing of these interventions may well be shorter as a result.

The reasons for the identified overspends are:

- Timing – Financial Year end v Academic Year end
- Pay awards increasing salaries
- Planned overspend from a couple of schools to embed interventions

We are confident that through robust tracking and monitoring the future planning action to bring the totality of planned spend within budget for the agreed end of the project is in place.

We expect national data on PEF spending to be published during Wk beginning 11th March 2024.

3.4 **Regional Improvement Collaboratives (RICs)**

The parliamentary announcement on 7th November of the Scottish Government's plans to taper funding to the Regional Improvement Collaboratives in 2024-25 and stop funding thereafter has initiated an internal review of the structure and work of the West Partnership (WP). In February, confirmation of 50% funding for the session 2025-26 and no funding thereafter, has allowed the West Partnership team to begin finalising their scenario planning to ensure the continuing of highly effective programmes and networks on the 50% funding for the coming year. A priority will be working with school staff and central officers to build a more established and effective networked learning system to ensure the continuation of programmes and networks when there is no WP core team or funding.

Directors and Chief Education Officers have agreed the initial scenario plans in principle. More detailed plans will be brought to the Board Meeting in March 2024. This included changes to staffing of the WP Core Team and noting the impact of reduced funding which had previously supported several central officers from local authorities who worked regionally for some or part of their working week.

The impact of the reduced funding and planning thereafter will then be tabled for discussion at the Glasgow City Region Education Committee on Tuesday 28th May and to be discussed with Local Authority Education Committees as appropriate.

3.5 **PISA Results 2022**

The PISA 2022 results were published on 5 December 2023. PISA measures 15 year olds' abilities in Mathematics, Reading and Science, with assessments taking place across 81 countries/economies across the world. In Scotland, assessments took place in October and November 2022, with over 3,000 pupils participating from 117 schools.

The results showed the impact of the pandemic and school building closures internationally and in Scotland. Scotland's scores in Mathematics and Reading were lower than in 2018, while Science was similar in 2022 compared to 2018 (the same trends seen for the OECD average). Scotland's score in Reading was above the OECD average, and similar to the OECD average in Mathematics and Science (which was the same as in PISA 2018). PISA also asks pupils to take part in a student questionnaire, which included questions around experiences of school building closures, attitudes to learning, experiences at school, and wellbeing. The report on Scotland's PISA results can be accessed here: [Programme for International Student Assessment \(PISA 2022\): Scotland's results - highlights - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/pisa-2022-scotland-highlights/pages/1-2-introduction.aspx)

On 12 December the Cabinet Secretary made a statement to Parliament covering both the PISA and ACEL (Achievement for Curriculum for Excellence Levels) results as well as a range of other areas including attendance rates, teacher numbers and behaviour schools. This was followed up on 13 December by a debate by the Conservatives regarding "Improving the Performance of the Scottish Education System."

The Field Trial for the PISA 2025 assessments will take place in 40 schools in Scotland in March 2024. Thank to you Directors who have supported recruitment of schools. The PISA 2025 assessments will take place in September and October 2025.

<https://www.oecd.org/pisa/>

3.6 **Systematic improvement curriculum cycle**

As part of the [Cabinet Secretary's Statement from December 2023](#) in relation to the 2022 PISA results and ACEL publication covering academic year 2022/23, it was announced that there will be a Curriculum Improvement Cycle. The new cycle relates back to an initial [OECD 2021 report](#) recommendation as follows:

“Recommendation 3.4 Develop a systematic approach to curriculum review. Scotland could consider establishing a systematic curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency.”

The new cycle, which will commence in 2024, will look at curriculum content, the role of knowledge, transitions between primary and secondary and alignment between the broad general education and the senior phase. The improvement cycle will build on initial “pilot curriculum reviews” undertaken in 2023 across a range of subject areas by Education Scotland.

Maths will be the first curricular area to be revised, led by a Maths specialist working alongside the National Response to Improving Mathematics. A national thematic inspection on maths will also be published in autumn 2024. Two schools in Inverclyde will be visited in relation to this.

3.7 **Digital learning**

The 2024/25 Scottish Government Budget document set out steps to ensure the public finances remain on a sustainable trajectory, prioritising the Scottish Government’s spending to support their key missions. Included within this it states: “In certain areas in the forthcoming financial year a more targeted approach to the implementation of new policies will ensure the maximum possible value for money. This includes ... investing in targeted device and connectivity provision for our most disadvantaged households with children.”

In order to maximise the impact of funding, the Scottish Government will now seek to provide support at a household level, targeting investment specifically at disadvantaged families with children. This targeted approach will improve equity of access to devices and connectivity for those who need it most, helping families realise the broad range of benefits associated with digital inclusion. It will also enable access not only to digital tools and resources for learning, but to digital society and online public services. Through doing so, it will expand the impact of this investment beyond learners to their wider families. The Scottish Government is currently in the early stages of scheme design with Connecting Scotland, who will use their established model to distribute devices to eligible households.

3.8 **Secondary GME progress**

It was agreed at the January committee that a regular update would be given to committee re the progress being made around the inception of our secondary GME provision at Inverclyde Academy.

We are beginning the recruitment process to find a teacher for the post.

The GME webpage updated for Education Services is now up to date and is now dual language: [Gaelic Medium Education - Inverclyde Council](#)

Ongoing communication is in place with parents regarding places at the secondary provision.

3.9 **Teacher numbers update**

Further to the January 2024 update report to committee in relation to the need to maintain teacher numbers in the 2023 census in comparison to the 2022 census, where the council had received communication in December 2023 from the Scottish Government relating to the final position for Inverclyde i.e. that there was a 9 FTE teacher less difference between the 2023 census and 2022.

The service responded to the letter with mitigations as to why this difference existed. A response was shared by the 19th of December 2023. The key factors shared with the Scottish Government are the ongoing tapering down of the Scottish Attainment Challenge funding the authority receives year on year and the spending of the 1140 / Early Years budget which it was agreed we could keep within an EMR and fund projects agreed to by the Scottish Government.

The mitigations were accepted meaning that no funding will be withheld from the council in the next budget settlement.

In a letter from the Cabinet Secretary in February 2024, further information was shared that teacher numbers should be held again in the 2024 census and that the teacher number figures from the 2023 census will be used as the baseline as it was in December 2023. The service expects there to already be a difference given the further tapering down of funding from the Scottish Attainment Challenge in April 2024 will see a further reduction in 15FTE teachers.

3.10 **Inverclyde STEM Festival**

Inverclyde Education Services and schools are working with community partners to hold the Inverclyde STEM festival in June 2024.

The STEM festival aims to raise the profile of STEM in Inverclyde and to make links into STEM careers for pupils, families, and community members.

The festival will consist of:

- A Community Event on Saturday 8th June 2024
- Six satellite Family & Community Events which will be held in each of our six secondary Schools
- All primary schools will have a hands-on workshop with STEM Ambassadors or representatives from Further Education or industry held within each school.

In addition, in collaboration with Inverclyde's Park rangers, six any time access STEM trails will be established.

A grant of £5000 has been secured from the Scottish Government Science Festival Fund and will be used to fund resources, venue costs, the setting up of a website/App and marketing.

3.11 **Education projects on vaping**

Vaping Sensor Trial

A pilot is ongoing in a secondary school to test the effectiveness of vaping sensors placed in toilets. There was success in the sensor detecting pupils vaping in the toilet where the trial sensor was installed and the school has seen a reduction in disposable vapes being found discarded in the school building, since the sensor was installed week beginning 15 January 2024. The pilot identified issues with connection to the Wi-Fi signal in the building and the trial has now been adapted to attempt to resolve the connection issues. Once the trial has concluded, decisions will be taken on whether a roll out can be implemented in the remaining five secondary schools. Funding has been provided for the trial to take place, through the funding provided by HSCP from the NHS funding. Should the trial be successful, funding through this same fund could be provided for further roll out.

Vaping Input in Schools

Vaping was introduced into the Substance Use Framework (2023/ 24) used by the newly appointed substance officers where they discussed nicotine being a drug. This was highlighted within a video the officers created discussing the 7 types of drugs, including nicotine as a stimulant. During this part of the lesson, the officers discuss the addictiveness and health implications of stimulants, highlighting nicotine specifically.

Vaping is looked at in more detail during the Risky Behaviour lesson where the officers created a vaping specific video that went into great detail about the effects of vaping on individuals. This session is delivered to all S1-6 pupils.

The Scottish Government has recently released their campaign toolkit for their tobacco and vaping framework and this has been shared with schools. The aim of this campaign is not to ask schools to do any extra curriculum activity around vaping, but this toolkit should help schools to have conversations and help pupils gain a better understanding of the risks.

4.0 IMPLICATIONS

4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

4.2 Finance

N/A.

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

4.3 Legal/Risk

N/A.

4.4 Human Resources

N/A.

4.5 Strategic

N/A.

4.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
N	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

4.7 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

4.8 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

5.0 CONSULTATION

5.1 N/A.

6.0 BACKGROUND PAPERS

6.1 N/A.

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/12/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712824
Subject:	Report on Future Operation of Lomond View Academy		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to update Committee on the proposed staffing structure and delivery model for Lomond View Academy.
- 1.3 Officers highlighted the need to review the delivery of provision at Lomond View Academy and identified this as a project through the Delivering Differently Programme.
- 1.4 During the academic year 2023/24 an initial pilot has been carried out to maximise the use of resources, enhance the pathways for young people and to decrease the spend on out of authority placements. This pilot has proved to be successful, and this paper outlines the need to maintain the current staffing structure and delivery model for Lomond View Academy for future years.
- 1.5 In addition to the work undertaken with senior pupils in Lomond View Academy, a provision for primary pupils called Thrive has been set up to enhance support. Again, initial feedback has been very favourable and a further report on a potential future model will be brought back to this committee.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee are asked to note:
- the contents of the report and the success of the Delivering Differently Project for Lomond View Academy
 - the staffing structure and funding implications outlined in Appendix 1a and 1b.
 - the delivery model as outlined in Appendix 2
 - that a future report on primary provision will be brought back to this Committee.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Lomond View Academy was set up as a school to meet the needs of those pupils in the senior phase who had additional support needs related to their social and emotional wellbeing.
- 3.2 Because of changing demographics, needs and increasing costs of out of authority placements a test of change as part of the Delivering Differently Programme was identified for the academic year 2023/24. The test of change for Lomond View Academy was arranged using three headings:
- **Reorganising existing staffing to create a more bespoke package of pathways that better meets the needs of the existing pupil cohort across the secondary sector.** This part of the project was to have a particular focus on creating pathways that ensure the council do not have to consider out of authority placements. The intention was also as to develop pathways that allow the council to bring pupils back into the local authority from existing out of authority placements.
 - **Merging the current virtual school, created to support Looked After and Care Experienced Young People with Lomond View Academy.** This part of the project aims to create an overall and more joined up service model, allowing for a more synergised and targeted use of staffing resources. Looked After and Care Experienced Young People do not attend a Virtual School, rather the school is an oversight of their educational provision.
 - **Introducing a primary outreach and support model.** This part of the project was to ensure a more effective early intervention model and relieve pressure on existing primary ASN provision.
- 3.3 The initial work to reorganise the provision of Lomond View Academy was carried out from May / June 2023 onwards allowing for almost all new pilot structures to be in place for August 2023. This has allowed education services to refine and evaluate the pilot model during the last 7 months and finalise the proposals presented in this paper.

4.0 PROPOSALS

- 4.1 A revised leadership / staffing structure resulting from the merger of the Virtual School and Lomond View Academy has been identified. This structure is enhanced by funding from the core education budget and the Care Experienced Young People Fund. The identified future structure and detailed funding implications are outlined in Appendix 1a and Appendix 1b to this paper.
- 4.2 Appendix 2 outlines the models of provision that Lomond View Academy now offers. These models were established from a review of submissions to the ASN forum and it is proposed to continue these models. The models are broadly summarised here:
- Flexible support placements at Lomond View Academy, both full time and part time split with mainstream settings
 - Support for low/non-attendance at school
 - Primary provision
 - Ongoing support and advice for Care Experienced Young People via the Virtual School as well as at Lomond View Academy where required
- 4.3 During the pilot phase the following improvements/evaluations should be noted which give a rationale for the proposed changes:
- To date no new pupils have been identified who might require attending an out of authority education placement from either LVA itself, other ASN provision or mainstream settings.

- The exclusion rate from LVA itself has reduced.
- Attendance at LVA for those pupils placed there on a full-time basis has improved. Pupils who are attending on a part time timetable or for emotionally based school avoidance (EBSA) are seeing improvements in attendance and engagement.
- Engagement levels in learning have improved; 70% of S4 pupils are currently on track to achieve a minimum of four national 4 full course awards. All of the pupils targeted for the EBSA model are engaging with their weekly sessions. The Broad General Education model continues to address gaps in learning and young people report that they are safe and happy at Lomond View Academy and prefer the smaller class setting to achieve. All Lomond View Academy pupils are engaging with the Developing the Young Workforce team to support with aspirations and future planning.

4.4 A primary provision called Thrive has been created. It is currently housed at St Michael's Primary school. It is based on model 2 within Appendix 2 to this paper. The provision provides small group enhanced nurture for a small group of pupils for either 4 mornings a week or 4 afternoons in addition to a 1 full day at the pupil's base school. As part of the offer an outreach provision is provided from the Principal Teacher to build capacity in each pupil's base school, including training and modelling. Pupils are supported to transition back to their full-time mainstream setting or next educational setting as appropriate. The measurement of success includes a reduction in exclusion, critical incidents and the use of the Boxall profile on emotional and behavioural development to measure baseline and improvement.

4.5 Further work needs to be undertaken on the future planning for this provision and a further report will be brought back to committee. Initial successes show increased attendance and engagement for the pupils involved.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk		X
Human Resources	X	
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

Note that £81k of employee costs included below, and in Appendix 1a and 1b, as temporary funded (SAC/CEYP) can be funded from the core budget from August 2024.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
Lomond Academy Staffing	Employee Costs	2023/24	801		Core Education BUB
Lomond Academy Staffing	Employee Costs	2023/24	146		SAC / CEYP Temporary Funding
Lomond Academy Staffing	Employee Costs	2023/24	74		HSCP Permanent Funding

5.3 **Legal/Risk**

N/A.

5.4 **Human Resources**

The staffing structure will be fully costed and taken forward as part of the 2024/25 academic year staffing exercise.

5.5 **Strategic**

This report supports the work of the Council and Partnership Plan.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	YES – Assessed as relevant and an EqIA is required, a copy of which will be made available on the Council’s website: Equality Impact Assessments 2024 - Inverclyde Council
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

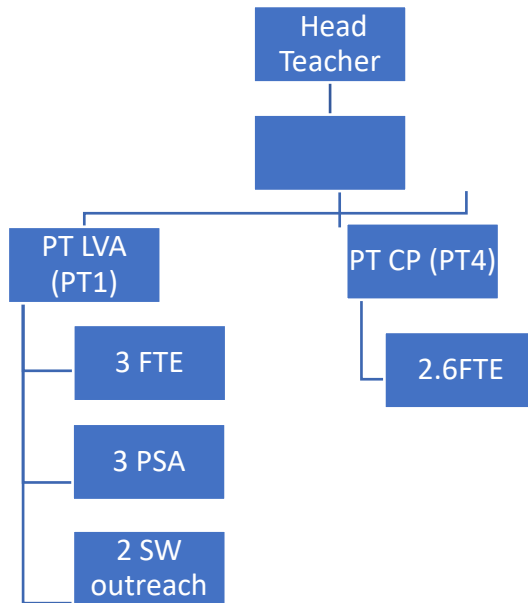
6.1 Ongoing consultation with all stakeholders has been carried out as part of the school's improvement process since August 2022 which has included a review of the vision, values and aims. Ongoing feedback has been sought from pupils, their families and linked mainstream schools, where appropriate, on their experiences of the provision, identifying what is working well and next steps. This feedback has been built into the ongoing development of the models as well as the planning for future school improvement.

7.0 BACKGROUND PAPERS

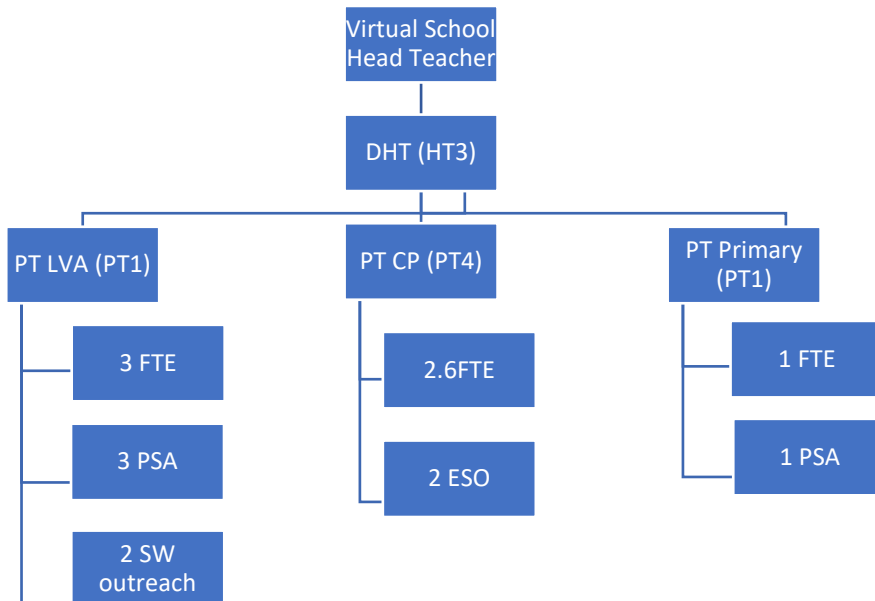
7.1 [Lomond View Academy \(glowscotland.org.uk\)](http://glowscotland.org.uk)

Appendix 1a

Historic Structure pre delivering differently



Proposed staffing structure going forward for Lomond View Academy

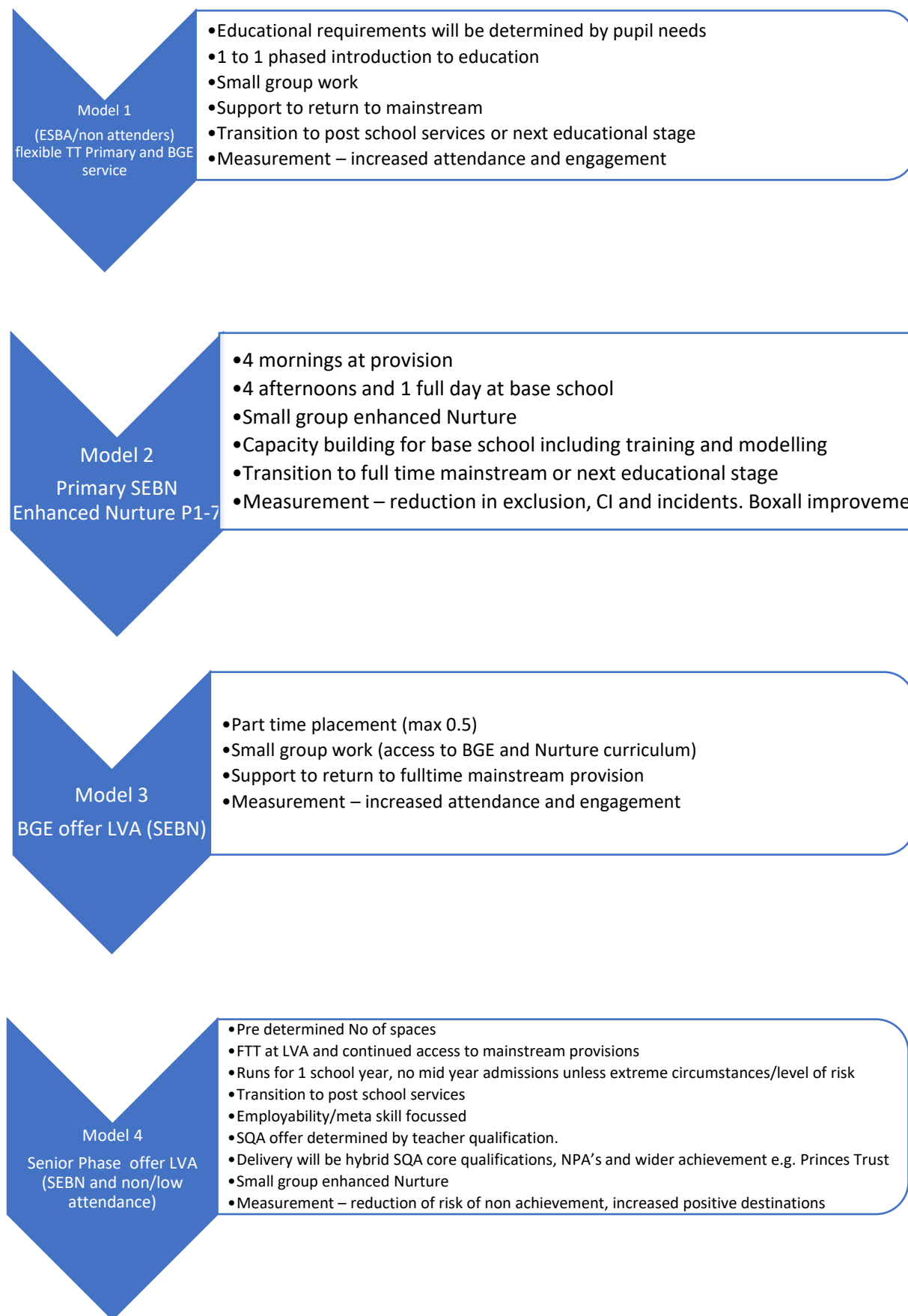


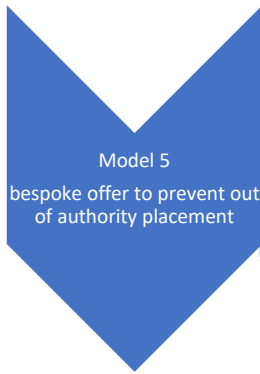
The additional posts have been allocated through the following:

Proposed post	Location/funding of previous post
DHT	The Depute Head post, whilst currently funded from the AC / CEYPF, can be funded from the core / BUB from August 24 due to the ending of a temp Education Officer post in August 24, currently funded from the core BUB.

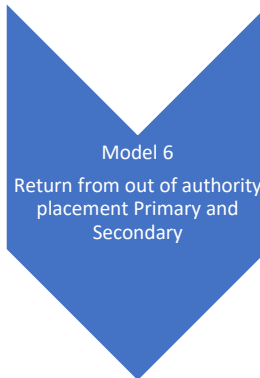
2 Education Support Officer (ESO)	Temp posts linked to the Care Experienced Fund
PT Primary	Post in BUB as part of additional teachers allocated for recovery. The post is currently filled on a temporary basis but has permanent funding.
Primary teacher	Post in BUB as part of additional teachers allocated for recovery. The post is currently filled on a temporary basis but has permanent funding
Primary PSA	Core PSA post reallocated from overall school provision to Thrive provision.

Appendix 2: Models of placement at LVA





- Educational requirements will be determined by pupil needs
- Hybrid of individual and group work
 - Focus on wellbeing and wider achievement
 - Access social work outreach workers
 - Outdoor education provision
 - Small group work (access to CFE/SQA and Nurture curriculum)
- Work with 3rd sector providers
- Support to access educational provision
- Measurement – increased attendance and engagement, reduction in out of authority placements



- Educational requirements will be determined by pupil needs
- Transition to post school services or appropriate educational stage/establishment
- Structured access to Educational Support Officer
- Small group work (access to CFE/SQA and Nurture curriculum)
- Measurement – appropriate attendance and engagement. Maintain positive destination (pre and post school)

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/11/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712824
Subject:	Devolved School Management – Scheme of Delegation		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to seek approval from the Education and Communities Committee to agree to the continuation of the current Devolved School Management (DSM) Scheme of Delegation for a further two-year period.
- 1.3 The current Scheme of Delegation was approved by the Education and Communities Committee in March 2022 after a period of review by a working group.
- 1.4 This Scheme of Delegation is required to be reviewed every 2 years. The reviewed version is attached as Appendix 1 to this report.

2.0 RECOMMENDATIONS

- 2.1 Members of the Education and Communities Committee are asked to agree the contents of this report in relation to the Devolved School Management (DSM) Scheme of Delegation (SOD) and agree that:
- the Scheme is approved for a further two-year period.

**Ruth Binks
Corporate Director
Education, Communities & Organisational Development**

3.0 BACKGROUND AND CONTEXT

- 3.1 In June 2019, the Scottish Government published updated DSM guidelines, which sought to build on and improve on the DSM arrangements in Local Authorities whilst reflecting the priorities emerging from the Education Reform Joint Agreement of June 2018 such as Leadership, Empowerment, Collaboration and Funding:
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2019/06/devolved-school-management-guidelines/documents/devolved-school-management-guidelines/devolved-school-management-guidelines/govscot%3Adocument/devolved-school-management-guidelines.pdf>
- 3.2 Education Services established a working group to consider this revised guidance and review the existing Scheme of Delegation (SOD).
- 3.3 The working group reviewed the existing SOD against the DSM guidelines in 3.1 and found that no major revisions were required however some aspects were updated and streamlined. An audit of the revised SOD against the expected and recommended aspects of the guidelines found that we were compliant against all of the expected aspects and met the majority of the recommendations.
- 3.4 At the January 2024 meeting of the LNCT the current SOD was tabled as an agenda item and discussed. It was agreed that at this stage they remain fit for purpose and that the current scheme is fit for purpose and does not require any changes.
- 3.5 It is recognised that there is a need for ongoing training and guidance for senior management in schools.

4.0 IMPLICATIONS

- 4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	x	
Legal/Risk	x	
Human Resources		x
Strategic (Partnership Plan/Council Plan)		x
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		x
Environmental & Sustainability		x
Data Protection		x

4.2 Finance

Schools will continue to have the powers to agree budget virements and carry forwards within the context of the Council's Financial Regulations and DSM guidelines. Carry forward arrangements are a key feature of DSM and will not be restricted by underspends or overspends elsewhere in the Council or Directorate.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

4.3 **Legal/Risk**

An agreed Devolved School Management Scheme needs to be in place and agreed. If this is not agreed and understood by all then there is a risk that teachers will not meet the financial regulations of the council.

4.4 **Human Resources**

No.

4.5 **Strategic**

No.

4.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
x	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
x	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
x	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

4.7 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
x	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

4.8 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

5.0 CONSULTATION

5.1 N/A.

6.0 BACKGROUND PAPERS

6.1 N/A.

Inverclyde Council
Education Services
Devolved School Management scheme
2023/24

(Due for review January 2026)

“An empowered system is built on mutual trust, cooperation, transparency and highly effective communication. In an empowered system, headteachers, schools and their Local Authorities are partners, each contributing and supporting each other and respecting the different role each plays.”

DSM Guidelines

1. Introduction

Devolved School Management (DSM) was introduced in 1993 to enhance and improve the management of resources at school level. DSM Guidelines are issued to Local Authorities by Scottish Ministers under Section 13 of the Standards in Scotland's Schools etc Act 2000.

The most recent DSM Guidelines Scottish Government and COSLA Education Reform Joint Agreement of 2018, published in 2019, seek to build and improve on previous guidelines and reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of 2018.

The DSM principles, agreed by the Fair Funding Reference Group are:

- Subsidiary and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- Support excellence and equity – ensuring every child and young person has the same opportunity to succeed
- Be fair – placing the needs of all children and young people at the centre
- Be simple, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- Deliver value for money – ensuring that every penny spent is used effectively

2. Review cycle

It is recommended that Devolved School Management schemes are reviewed every 3 years. This scheme will be reviewed again in April 2023 in order to take into account possible changes to the scheme required due to future changes to staffing as part of increased staffing numbers linked to further reduction of teachers' teaching contact time to 21 hours.

3. Budget Overview

The Council receives the bulk of its funding from the Scottish Government. Scottish Government Total Revenue Funding (TRF) is broken down into 3 constituent parts: General Revenue Grant (GRG), Non-Domestic Rates Income (NDRI) and Specific Grants. The Council sets the budget

each year, in February and March. Services must ensure that financial plans align with the mission, vision and priorities within the LOIP and service operational plans. Budgets are aligned to the delivery of these plans and should be developed accordingly. Budgets are calculated for the various sections within all services including Education.

School budgets for teachers are constructed using actual teachers' salaries; promoted structures are also funded to actual salaries. School budgets for local government staff are constructed using actual salaries.

The method/formula for allocating staff to schools is detailed through LNCT agreements, and against ratios that are required to be in place as well as against the annual classification of primary schools and the agreed curriculum model in Secondary Schools.

The Council participates in the Teacher Induction Scheme (TIS) providing probationer teacher places. These are included in the staffing entitlement with any places in addition to the staffing formula funded by the Scottish Government. Finance will review the funding received from the Scottish Government for TIS on an annual basis and ensure that sufficient funds are transferred to the Education Service to cover salary costs of probationer teachers. See **appendix 1** for a full overview of how staffing is allocated to schools.

4. Best Value Principles

The Best Value framework supports continuous improvement in public services in Scotland and is a key foundation of the Scottish Government Public Sector Reform agenda. As part of this framework the Council must secure continuous improvement whilst maintaining an appropriate balance between quality and cost. This requires a strong financial management framework, supporting strategic financial planning and sitting alongside the performance management framework.

The Corporate Procurement Strategy document and financial regulations set out the recommended activities and procedures required when purchasing all externally provided goods, services and works which Heads of Establishment must adhere to.

5. School Expenditure within Wider Strategic Planning

Heads of Establishment are expected to ensure school expenditure is in accordance with their School Improvement Plan, supporting the Council's strategic plans, priorities and the National Improvement Framework. This includes their role in planning for, implementing and managing the Pupil Equity Funding (PEF) allocated to their school; primary and secondary schools only.

6. The Delegated Management of Resources (DMR) Scheme in Summary

Delegated Management of Resources (DMR) devolves to establishment level, with appropriate support, a measure of decision making power over the way in which spending is carried out within budget lines and over the way in which financial resources are distributed among specific budget heads within a school's overall cash allocation.

Heads of establishment and schools are provided with the autonomy and flexibility to make the most effective use of resources which best suit local circumstances.

It is based on a foundation of partnership between the Authority and establishments with each partner taking responsibility for managing their resources within the wider context of the authority supporting and enabling establishments to optimize their decision making, and facilitating schools' decisions in terms of the educational outcomes they achieve.

A carry forward facility in relation to surpluses and deficits is available from one financial year to the next. Savings made in one area can be spent on another aspect of provision, judged to best

contribute to the education of pupils and deemed to be more important by the establishment, while taking best value into consideration.

The power is delegated to Head teachers but the criteria is owned by all concerned i.e. establishments, parents, Parent Councils and elected members.

Safeguards are built into the scheme. Minimum standards to be maintained in each budget area are laid down centrally. These protect for example the staffing standards on the basic number of staff who must be employed, and agreed staff conditions of service.

Funds are held centrally to allow the provision of high quality external services such as the Education Quality Improvement Service and Education Psychological Services. These services are available to all schools, deployed according to need.

Central resources are also used to provide cover for schools facing emergencies or unforeseen circumstances which arise during the course of a year.

The DMR initiative is founded within the protection of a supportive education authority which provides a strategic planning framework while being committed to a community development model of service provision.

The DMR scheme aims to:

- optimise decision making in response to local needs
- facilitate school decisions in terms of educational outcomes
- match resources to policy implementation in local circumstances to promote greater accountability and management responsibility to increase efficiency and effectiveness
- enhance the quality of education

Monitoring and evaluation of the operation of DMR has established that the local flexibility to deploy funds within a school's budget has variously:

- improved schools' capability to implement development plans
- increased the availability of teaching and learning materials
- funded the provision of additional staff
- enhanced the educational environment in schools

7. The Role of the Education Authority

The education authority has a key role in relation to establishments under DMR through planning strategically and setting policy objectives

- Determining initial budget allocations
- Providing budget stability
- Directing the capital programme
- Supporting DMR operations at school level
- Encouraging responsible use of the flexibility attached to virement, 3 year budgeting and carry forwards
- Allowing Heads of Establishment to take corporate responsibility for Council wide school budget issues
- Empowering schools thereby enabling them to deliver policy priorities
- Deploying high quality central support services cost effectively
- Offering realistic protection to individual schools against emergencies and unforeseen changes in circumstances
- Giving access to the economies of scale in bulk purchasing power
- Encouraging co-operation to achieve common goals
- Monitoring school performance
- Monitoring and assisting establishments in respect of their adherence to the key principles of DMR
- Ensuring democratic accountability for the operation of the education service

8. The support on offer to establishments

Each establishment has access to an administrative and budgeting system linked to a network covering establishments and education offices.

In addition to DMR clerical hours at establishments, wider support is organised on a cluster basis.

Clusters vary in the number of establishments but generally comprise of a secondary school, various primary schools, any special school located within the area and early years' establishments.

Each cluster has a full time School Business Officer (SBO) who monitors all aspects of the budget and provides Heads of Establishments with advice on day to day DMR operations and who makes personal support visits to establishments advising on budgetary progress and updates.

This level of support frees Heads of Establishments to concentrate on the educational management aspects of DMR.

Full training is given to staff including support for Head teachers as part of the initial induction process as well as ongoing input e.g. update training as and when the scheme and related procedures change. Training and ongoing support for School Business Officers is also in place in order to support the implementation of the scheme. A full financial manual for schools will be produced to support Head teachers and SBOs in implementing the scheme, outlining paperwork and forms to be submitted e.g. for applications to carry forward budget.

Additional funding streams, including for example, at the time of publishing, Pupil Equity Funding (PEF), are not core funding and are not included within the traditional funding mechanisms of DSM schemes. However, as above and for clarity, School Business Officers now monitor the ongoing individual School PEF budgets within their cluster, providing real time budget information to head teachers as well as updating them with the setting of the annual PEF strategy linked to the budget given to each school. This further empowers Head teachers to be able to spend this budget as close to the level of need as is possible.

9. Areas of Expenditure Devolved and Not Devolved

Head Teachers / Head of Centres are given maximum flexibility over their budgets, however there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this include but are not limited to: areas outside the influence of the Head Teacher / Head of Centre; areas that are too bureaucratic; have unacceptable levels of risk; benefit from economies of scale; require professional expertise; and are complex by their nature.

Funds are held centrally where it would be inappropriate to allocate them to establishments on an average basis at the outset. This approach is taken where schools' actual needs cannot reasonably be identified in advance, or where the need relates to particular individual pupils.

Provision is made centrally and funds are not included in delegated budgets for:

- Central support services
- Quality Improvement Service
- Psychological Service
- Additional Support Needs e.g. transport and staffing
- Capital expenditure, including all PPP costs
- School meals and milk
- Bursaries, clothing and footwear grants
- Expenditure supported by central government specific grants
- Home to school transport
- Premature retirement costs
- Education maintenance allowances
- Administration costs of Parent Councils
- LA contracted work on managing the School Estate
- School security running costs

Property costs are related to actual necessary expenditure. Schools with relatively small pupil rolls in large buildings are not penalised. Higher energy costs are no disadvantage to schools in older, inefficient buildings. There is no liability to establishments where they have higher than average property rates.

The repairs budget is not delegated. Repairs and maintenance monies are not devolved but spent according to actual priority needs as they arise. There is therefore no disadvantage to schools in older buildings or at high risk from vandalism.

Contingency funds remain available from the authority to help establishments facing unforeseen or emergency circumstances during the financial year for example in teacher staffing or in supplies and services.

The devolved school budget for all other expenditure at school level is provided as a monetary value. This is calculated as a per capita allocation based on pupil census numbers.

At the start of the financial year, and following appropriate consultation, Head Teachers / Head of Centres are required to vire their devolved school budget to the relevant budget lines in line with their planned spend. In accordance with audit requirements, details of the devolved budget allocation should be processed by the school's School Business Officer and submitted to the Head of Service (Education) by 31 May each year.

10. Budget Line Allocations

School Business Officers have details of full budget lines available within the financial system. Details of the more commonly used budget lines are listed below:

TEACHERS TRAVEL & SUBSISTENCE	14192
COVER - SCHOOL FUNDED	14231
DMR PROPERTY COSTS (1)	20062
DMR SUPPLIES NON PUPIL (2)	30095
DMR PUPIL RESOURCES (3) a	30096
DMR ADMINISTRATION COSTS (4)	50064
DMR OTHER EXPENDITURE (5)	60032
STAFF DEV TRAINING - TEACHERS	60064
PARENT COUNCIL	61053

11. The Scheme in Detail

Each school's budget is an aggregate of separate allocations for each area of spending. An appropriate approach is taken for each area. This might be a 'per capita' amount, or a fixed sum, or a flat rate plus a certain sum per pupil, or actual costs assessed on a historical pattern of need.

Minimum standards which must be maintained to ensure the authority's discharge of its obligations are set in some areas of spending. The minimum standards include adherence to any relevant local and national agreements

From each current financial year schools will be able to carry forward up to £20K. Schools will be expected to outline what this carry forward is to be provisionally used for. Under this new SOD HTs can use any of the provisional funds for anything including employee costs. This is designed to give HTs as much flexibility in spending their budgets as possible.

Schools can apply to carry forward more than £20K however this must be applied for including a plan for the spend and agreed by the Head of Education and Chief Financial Officer. This does away with the previous arrangements where 10% of each school's original devolved budget plus £10k Capital Item Replacement Fund (CIRF) was allowed to be carried forward. Schools cannot carry forward a cumulative amount more than £60K and if this is required then this must be applied for and agreed by the Head of Education and Chief Financial Officer.

The practical administration of the scheme is outlined in the schools' financial manual and guidance that supports implementation of this SOD.

12. Property Costs

All costs for heating, lighting, rates and cleaning are devolved to schools under DSM. However, any over or underspends are not attributed to the school DSM budget and therefore no virement can take place from these lines. The budget holder has a responsibility to reduce unnecessary spend on these lines e.g. turning off lighting and heating when not in use.

It is not proposed to devolve the repairs and maintenance element of the budget, given the pressure this budget is under. It is not considered feasible to devolve the budget without risk of serious under-funding in many individual cases. Expenditure will therefore continue to be led by priority needs as they arise.

13. Authority Contracts

Catering, cleaning, janitorial, property work and ground maintenance services are provided through council contract arrangements on the basis of supplying the service to all establishments.

This approach ensures full public accountability in the delivery of services in these areas to specifications which are guaranteed to meet the authority's obligations in terms of relevant legislation, health and safety standards and fire, building and planning regulations.

Establishments are able to enhance service levels further from within their own overall resources.

In relation to the purchase of supplies, the Council's Procurement Service together with the Scotland Excel, negotiate bulk contracts to which all establishments have access.

The authority will continue vigorously to pursue best value for money in seeking to establish discounted contracts within which, wherever possible, establishments have a choice from ranges of individual items of guaranteed quality where specification can be traded against price.

14. Consultation Arrangements

Currently budgets for Parent Councils are assigned within the school' DMR is £400 per primary and £500 per secondary school. Head teachers should work with their Parent Council to ensure that they are aware of this budget and agree it spend on an annual basis. If this money is underspent at the end of each financial year then Parent Councils can opt to hand this money back to the school. Such an agreement should be made in line with each Parent Council's constitution and in consultation with the Head teacher.

In exercising their delegated powers under DMR, Heads of Establishment seek to proceed by consensus achieved through participation and consultation approaches.

The DMR scheme incorporates a mandatory requirement for Heads of Establishment to establish formal consultative procedures with their staff, both teaching and support personnel. In all but very small establishments the formal mechanism should include the setting up of an elected staff committee, which should wherever possible involve at least one member of the non- teaching staff. The Head of Establishment and School Business Officer are not members of this committee and attend meetings in an ex officio capacity.

The staff committee is a mechanism which ensures the kind of close staff involvement with more detailed DMR decision-making which is impractical on a whole school basis.

In smaller establishments, the full staff should be consulted.

Heads of Establishments are required to consult formally, in advance, with the full staff on proposals for significant virement of funds from one budget head to another. This can be closely related to establishment development planning procedures.

Proposals must be circulated to staff in advance of any meeting, with the outcome of the consultation being recorded and made available to staff, who must be advised subsequently of decisions and their rationale finally taken by the Head of Establishment.

Subject to the foregoing, the authority is not prescriptive regarding the finer detail of staff consultation and DMR, allowing establishments to evolve effective agreed internal arrangements which secure meaningful staff involvement while not impeding unnecessarily the day to day management of the establishment.

The success of DMR depends on a foundation of partnership with all who contribute to the education of pupils.

It is therefore a cornerstone of DMR that Parent Councils (or any future parental representative body) exercise their statutory powers of approval over expenditure plans relating to the purchase of teaching and learning materials.

Heads of Establishment will agree consultation arrangements with their Parent Councils. Significant spending proposals should be the subject of advance consultation with the Parent Council. Beyond that, consultations might be held with a Parent Council sub group or with the chair of the council. It is normal practice to agree with Parent Councils that routine matters of budget adjustment, and for all

expenditure agreed in principle, a periodic update report to the Parent Council would suffice. This will also include the planning of spending of Pupil Equity Funding (PEF).

In the exceptional circumstance of a Parent Council, after the fullest discussion internal to the school, continuing to hold the most serious concern over a Head of Establishment's intentions in the exercise of delegated powers, it will be open to the Parent Council to raise the matter with the Head of Education.

15. Appointment of Staff

The full process for allocating and appointing staff is laid out in the document "Education Staffing Procedures" (extracts below in Appendix 1). This is updated on annual basis ahead of the annual staffing exercise.

Following established practice which has been proven to be of good practice, the budget allocation, at school level for both teaching and support staff will be based on actual salary. Account will also be taken of salary conservation and promoted post structures in accordance with both local and national conditions of service as applied by Inverclyde Council and will be funded centrally.

This method of budgeting ensures that heads of establishments have freedom to appoint staff without the pressure which could influence the recruitment process of engaging inexperienced staff. This ensures the council's recruitment procedures are followed and staffing standards maintained.

Inverclyde Council will continue to be the employer of all school staff. Appointments to both teaching and support staff vacancies, will be in accordance with staffing standards, policy documents and standard circulars. Both policy and circulars will regularly be updated to reflect legislative requirements, national conditions and local agreements.

Staff who have been identified as surplus within an establishment will be deployed in accordance with negotiated agreement with the relevant representative body. Surplus staff can be both promoted and unpromoted.

16. Use of School Premises Outside School Hours

Currently schools have no direct involvement in the use of their premises outside school hours. As part of the formula for each school's DMR relating to cleaning materials etc, consideration is given to the amount of usage of the building through lets and additional funds are built in to amounts for resources such as cleaning materials etc

Appendix 1 The staffing exercise inc staffing formulas, taken from “Education staffing process” document

1. The Staffing Exercise

The staffing Exercise starts after P1 Registration at end of January each year and is completed for all Primary, Secondary and ASN Schools/bases within Inverclyde.

The exercise is on-going from January until August each year.

The exercise is completed to allow each school to be given an entitlement for all teaching staff for the coming School year, taking into account many factors including the school roll, free school meals (Deprivation), Management time and the Senior Management Team entitlement.

The exercise is completed jointly by HR and Education HQ and is broken down into 7 Milestones.

These milestones are detailed on the timeline (appendix 1) which should also help provide a checklist of the staffing process as it progresses.

2. School Roll Information/Class Structures – Primary

Primary 1 registration takes place for Primary Schools around the 2nd week in January. Primary 1 Figures are obtained from Education HQ.

Primary Head Teachers provide an estimate of their roll for P1 – P7. However this is an estimate only. Differences should be discussed with Education HQ during the exercise however the figures agreed with Education HQ are those used to calculate school entitlement.

Primary 1 figures can change on a daily basis until all placing requests are usually considered around first week in February and school rolls will be continually changed to go up or down until the placing requests are finalised.

Primary Placing Requests – Head of Education deals with P1 registration and placing requests can continue until February/March due to appeals.

Primary Class Structures – Head of Education deals with Primary class structures taking into account Maximum class size and Composite Classes. The amount of classes within a school has an effect on the school entitlement.

Primary Class maximum sizes are as follows:

P1 – 25

P2-3 – 30

P4-7 – 33

Composite Class Maximum **25**.

Education HQ will confirm the class structure for each primary school which is used to calculate each school's entitlement.

3. Formula/Entitlement - primary

The formula used to calculate entitlement in Primary Schools is as follows:

No. of classes to be formed + 0.1 FTE per class for NCCT + 1.0 FTE for HT + XFTE for DHT (determined by Roll) + XFTE for PT (determined by Roll) + Deprivation based on no. FSM x Roll = XX FTE + Timetabling Flexibility + Nursery Management Time = XFTE (Nearest decimal point)

NCCT = non-class contact time

Timetabling Flexibility = (no. of classes + non-class contact FTE + HT Management time + DHT

Management time + PT Management time + deprivation FTE) x 4%

Deprivation = (see [deprivation figures](#) section for information)

The following may also be allocated to each primary school **in addition to their calculated entitlement above**:

- Learning Support - Each Primary school is allocated an additional 0.5fte for Learning support.
- Probationers – Each primary school is allocated 0.1 per probationer allocated (as applicable)
- Trade Union time - Where applicable and as negotiated under Standard Circular 8.9 Appendix 3
- Nurture – the following schools are also allocated an additional 1.0fte for a Nurture Teacher
 - Aileymill
 - King's Oak
 - Newark
 - St Andrew's

(There may also be schools allocated a Nurture teacher through [Attainment Challenge](#) or [PEF funding](#). However this is an additional allocation and separate from core staffing)

- Misc Additional Allocation – Education HQ may also add additional FTE to selected primary schools based on the need of the school. This is noted within the pro-forma as “ADDITIONAL ALLOCATION Authorised by Head of Education”

4. Management Structure

The Management structure within Primary schools is detailed within LNCT 09.

The Senior Management Team within a Primary School is determined by the Roll. All Primary Schools will be allocated a Head Teacher, 1.0FTE and a Depute Head Teacher, 1.0FTE. However the allocation of a Principal Teacher is dependent on the school roll. As detailed within LNCT 09 revised Principal teacher entitlement is as follows: (based on new LNCT 09)

- Roll of 250-350 – 1 Principal Teacher
- Roll of 351–450 – 2 Principal Teachers
- Roll of 451-500 – 3 Principal Teachers
- Roll of 501+ - 4 Principal Teachers

The school roll must be consistent for 2 years in order to gain or lose entitlement to a Principal Teacher on the 3rd year.

Where the roll of the school is in excess of 500, and an additional DHT post has been authorised by the Corporate Director, it will be for the Director to decide whether a fourth PT post is also authorised.

5. Primary Management Time

The school is also entitled to Management Time for the Depute Head and Principal Teacher (if applicable) as detailed within LNCT 09 (appendix 3).

Management time for Depute Head Teachers is dependent on the roll:

Less than 250 – 0.2fte

250-300 - 0.3fte

351-400 - 0.4fte

451-500 - 0.5fte

500+ - 0.6fte

Management time for Principal Teachers is **0.1fte** for each Principal Teacher in the school. Remember entitlement to a Principal Teacher is dependent on the roll – see [Management Structure](#).

6. Nursery Management Time

Several of our Primary Schools also have a nursery attached. If the nursery has their own Head of Centre then they are not included and do not impact the primary school's staffing. However if there is no Head of Centre and the Primary Head Teacher is responsible for the nursery the school is entitled to additional fte within their staffing allocation. Each of these schools are given an additional 0.2FTE within their staffing entitlement for Nursery Management Time.

This currently applies to the following schools (as at school year 19/20):

- Aileymill
- Inverkip
- Kilmacolm
- King's Oak
- Lady Alice
- Moorfoot
- St Francis'
- St John's
- St Josephs (new for staffing at Aug 21)
- Wemyss Bay
- Whinhill

7. Secondary School Roll Information

Secondary Rolls - Primary 7 figures are obtained from Education HQ.

Secondary Head Teachers will also provide an estimate of their roll for S1 – S6. However this is an estimate only. Differences should be discussed with Education HQ however the figures from Education HQ are those used to calculate school entitlement.

Again placing requests will need to be considered and rolls will continue to change until all placing requests are finalised.

In addition from 2020, Secondary S5 & S6 roll figures when being moved on from S4 & S5 should be adjusted for a 95% stay on rate.

8. Formula/Entitlement

The formula used for staffing in Secondary Schools is as follows:

10.25 + (Pupil Roll x 0.05975) + Deprivation based on FSM = Total Staffing Entitlement (FTE)

The following is also allocated to each secondary school **in addition to entitlement based on the school roll**:

- Probationers – Each school is also allocated 0.1 per probationer allocated (as applicable)
- Where applicable and as negotiated under Standard Circular 8.9 Appendix 3 Note: current position in Secondary schools regarding Trade Unions is as follows:
- St Stephen's – 0.2FTE
- PGHS – 0.1 FTE

9. Management Structure

The Management structure within Secondary schools is detailed within LNCT 09 revised.

The Senior Management Team within a Secondary School is determined by the roll. All Secondary schools will be allocated a Head Teacher, however it depends on the roll as to how many Depute Head Teachers and Principal Teachers the school will be entitled to.

Please refer to LNCT 09 (r) Management Structures in Secondary to determine how many Principal and Depute Teachers a Secondary school is entitled to.

- Head Teacher no matter what the roll
- Depute Head Teacher dependent on the roll (See below)
 - Roll up to 700 – 2 DHT's
 - Roll 701-1150 – 3 DHT's
 - Roll over 1150 – 4 DHT's
- Principal Teachers Curriculum – All Schools have 14 Principal Teachers Curriculum (PTC) in each school. Up to six of these posts are core as detailed within LNCT16
- Principal Teachers Guidance – the number allocated is based on the school roll.
 - Between 251-500 – 3 PT Guidance
 - Between 501-750 - 4 PT Guidance
 - Between 751-1000 – 5 PT Guidance
 - Between 1001-1250 – 6 PT Guidance

Therefore in summary, Secondary schools will be allocated **14** Principal Teacher Curriculum and up to **6** Principal Teacher Guidance dependant on the roll.

10. ASN Formula/Entitlement

The entitlements for each ASN school/unit are calculated based on pupil/teacher ratio or an agreed fixed entitlement. These ratios were previously agreed and the relevant reports are saved - O:\Operations Change Mgmt\Change Management\Staffing Exercise\Staffing Exercise Procedures\Staffing Related Reports

The ratios for each establishment are as follows:

School/Unit	Ratio/Fixed FTE
All Saints Communication & Language Base (CLB)	1:5.1
Clydeview Deaf Unit	4.0FTE
Craigmarloch	40% at 1:4.5 60% at 1:5
ICOS	4.6FTE
LACC	3.6FTE
Lomondview	1:6
Moorfoot – Garvel	5.1FTE
Notre Dame – Stella Maris	1:6
Visual Impairment Unit (VI)	1.0FTE
Whinhill Gaelic	3.6FTE
Whinhill English as Another Language (EAL)	1.4FTE

11. Management Structure & Management Time

ASN school entitlement is different from Primary and Secondary. No additional entitlement is given to ASN for management or management time. Therefore the FTE for management is included in their overall entitlement.

12. Deprivation Figures

This is based on the number of free school meals (FSM) within schools. FSM figures are obtained from Education HQ.

- **How to calculate Deprivation Formula**

- Deprivation percentage = number of free school meals at the school divided by the school roll for that year
- Example
 - FSM = 165

- Roll = 341
- $165 / 341 \times 100 = 48\%$

Once you have your Percentage figure use the undernoted table to establish the FTE Deprivation Entitlement for Primary & Secondary

For the example above at 48% - for a Primary school the school would be given an additional 0.3, for a secondary school they would be given 0.5.

PRIMARY				
0-10%	11-25%	26-50%	51-75%	76% +
0.1	0.2	0.3	0.4	0.5

SECONDARY				
0-10%	11-25%	26-50%	51-75%	76% +
0.3	0.4	0.5	0.6	0.8

All schools Primary and Secondary are entitled to entitlement for FSM/Deprivation. This entitlement is added to calculation entitlement for each individual school within their individual sheet.

13 Business / Admin support for schools

Each Cluster has a full time School Business Officer (SBO).

Secondary

Fixed weekly term time clerical hours	Per pupil weekly term time clerical hours	Fixed weekly term time DMR hours	Per pupil weekly term time DMR hours	TOTAL Fixed weekly term time hours	TOTAL Per pupil weekly term time hours
43	0.108	13.75	0.0125	56.75	0.1205

Primary

	Fixed weekly term time clerical hours	Fixed weekly term time clerical hours	Per pupil weekly term time clerical hours	Fixed weekly term time DMR hours	Per pupil weekly term time DMR hours	TOTAL Fixed weekly term time hours	TOTAL Per pupil weekly term time hours
Roll of 100 - 150	30	30	0	5.5	0.0143	35.50	0.0143
Roll over 150	10	10	0.164	5.5	0.0143	15.50	0.1783

ELC

- Term Time establishments - 0.39 minutes per registered capacity
- 52 wk establishments – 0.39 minutes per registered capacity and an enhancement of 10 hours to cover extended day / year service

14. Pupil Support Assistant Allocation

Rationale

The recent independent review “Support for Learning: All our Children and All their Potential (June 2020)” states that: “The investment in Pupil Support Assistants must be measured for impact and improvement on children and young people’s experiences and achievements. Local authority and school managers must plan a strategy to review the deployment of Pupil Support Assistants, which takes account of recommendations from the current national research Education Endowment Fund (2018)”. This rationale for the proposed allocation of Pupil Support Assistants across establishments in Inverclyde takes account of the EEF and recommendations from the review.

Pupil Support Assistant time allocation to schools is based upon the premise that there should be equitable distribution of finite resources, based upon level of need as identified through objective, standardised processes, as well as individual/situational needs.

The following criteria for allocation of core PSA support has been taken into account:

- Size of school – based on roll
- Weighting has been given to establishments based upon size.
- Scottish Index of Multiple Deprivation 2020

Around 45% of datazones in Inverclyde are ranked in Scotland’s 20% most deprived datazones. Using the data provided by SIMD 2020, the percentage of the school roll living in SIMD 1 and 2 has been considered.

SIMD and FME data is used in the allocation of additional funding to schools through Scottish Attainment Challenge and Pupil Equity Funding. This can be used to fund additional Pupil Support Assistant hours

Weighting has been given to establishments based on percentage of a school roll living in SIMD 1 and 2.

- Percentage of school roll who are Care Experienced or have previously been Care Experienced.

This includes Care Experienced children/young people are those who are subject to a supervision requirement through the Children's Hearing system or some form of local authority intervention either at home where they continue to live with their family or away from home e.g. foster home, kinship care or residential care.

Weighting has been given to establishments based upon the percentage of Care Experienced or previously Care Experienced children/young people.

- Percentage of the school roll on Enhanced Universal Girfec Pathway and above – 1,2 or 3 on Seemis. i.e. Children/young people with additional support needs which necessitate individualised planning e.g. Single Agency Plan, Boxall Profile targets etc.

This percentage of the school roll is calculated by totalling the Girfec Pathway information on Seemis. This ensures that there is a greater weighting for children/young people with more complex needs. (i.e. those on 2 and 3, rather than total number of children/young people recorded as having an additional support need). This criterion should cover the children/young people whose needs have been discussed at the ASN Monitoring Forum as they will have individualised planning in place before being brought to the forum.

Weighting has been given to establishments based upon the percentage of the roll with this level of individualised planning.

- Individual children/young people may have complex needs which necessitate more than the establishment core allocation of PSA hours. Heads of Service, Education Officers and Educational Psychology Service will allocate PSA support to individual children/young people through consideration of the ASN Monitoring Forum cases. This will be reviewed on an annual basis before the formula is used to allocate core PSAs across the authority.

This criterion highlights variations in the reporting and recording of needs. Looking at the data for individual establishments, there is a variation in recording of Enhanced Universal support and above. Recent national research states that 30.9% of school pupils have barriers to learning. Across Inverclyde, it would appear that there may be some under reporting of ASN. It would perhaps provide a good opportunity for a working group of ASN Leaders to look again at a more consistent approach to Girfec Pathways

Points to PSA allocation 2021

Points from weightings	PSA FTE
21-30	9-11
11-20	6-8
0-10	3-5

Primary and Secondary Weightings

School Roll

Number of children (Primary)	Number of young people (Secondary)	Points
>350	>1000	10
300-349	900-999	8
250-299	800-899	6
200-249	700-799	4
150-199	600-699	2
<149	500-599	1

SIMD 2020

Percentage of school roll living in SIMD 1 & 2	Points
>90	10
70-89	8
50-69	6
30-49	4
10-29	2
<10	1

Care experienced children/young people

Percentage of school roll	Points
>6	10
5-6	8
4-5	6
3-4	4
2-3	2
<2	1

Enhanced Universal/Collaborative/Enhanced Collaborative/Individualised Planning

Percentage of school roll	Points
>40	10
30-39	8
20-29	6
10 to 19	4
<10	2

Points to PSA allocation

Points from weightings	PSA FTE
21-30	9-11
11-20	6-8
0-10	3-5

Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/13/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Services – Child Protection Guidelines		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to ask members of the Education and Communities Committee to note the Education Service's Child Protection Guidelines Appendix 1.
- 1.3 The guidelines have been drafted in alignment with the Inverclyde Child Protection Committee's multi-agency procedures agreed in 2023 and can be found here: [Information for Professionals - Inverclyde Council](#). These in turn are linked to and in line with the [Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](#)
- 1.4 The procedures should be considered alongside the National Guidance and links are provided throughout the document to relevant sections in the National Guidance. In addition, the recently updated [Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](#) should also be referred to – in particular in relation to the Child's Plan and Chronologies, along with A National Risk Assessment Toolkit is a resource which integrates the GIRFEC National Practice Model in a generic approach to assessment of risk, strength and resilience in the child's world.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- note the Education Service Child Protection guidelines.

Ruth Binks
Corporate Director, Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 The Inverclyde Child Protection Committee (ICPC) Multi Agency Procedures have been produced by Inverclyde Child Protection Committee, in partnership with six neighbouring Child Protection Committees – East Renfrewshire, Renfrewshire, East Dunbartonshire, West Dunbartonshire, North Lanarkshire and South Lanarkshire.
- 3.2 The procedures are for practitioners and managers working across the statutory and voluntary sectors in Inverclyde. They set out the responsibilities of all agencies to recognise and consider the potential risks to a child, regardless of whether the child is the main focus of their involvement. They also recognise the importance of partnership working.
- 3.3 They have been updated to reflect the [Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](#), the procedures provide a local focus for the national guidance, reflect practice in Inverclyde and provide links to relevant local guidance and procedures. Key local templates are also provided as an appendix.
- 3.4 The ICPC Multi Agency Procedures make it clear that services should outline their own child protection guidance, linked to them.
- 3.5 An Education Child Protection monitoring group has reviewed the previous 2019 guidelines and updated them. They will continue to monitor their implementation, including developing a new process for reviewing compliance by educational establishments with them, to begin from August 2024.
- 3.6 Underpinning the ICPC Multiagency Child Protection Procedures and Education Services Child protection guidelines is a significant and substantial policy context relating to wellbeing and child protection, alongside general principles of participation. These can be found via the following hyperlinks:

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

[Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](#)

[#KeepThePromise](#)

[Trauma-informed practice: toolkit - gov.scot \(www.gov.scot\)](#)

4.0 PROPOSALS

- 4.1 The guidelines have been drafted in alignment with the Inverclyde Child Protection Committee's multi-agency procedures agreed in 2023 and can be found in Appendix 1 to this report.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X

Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

N/A.

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
N	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.



Protecting Children and Supporting their Wellbeing

Published March 2024

To be reviewed March 2025

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1.0 Introduction: Meeting the Wellbeing Needs of all Children

- 1.1 This guidance sets out our aspirations for all children in Inverclyde and outlines the procedures for all education establishments to follow to protect children and ensure their wellbeing. This is consistent with current National Guidance for Child Protection Scotland (2021 and updated in 2023) ([Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2023/02/Supporting_documents_-_National_Guidance_for_Child_Protection_in_Scotland_2021_-_updated_2023_-_gov.scot).) This guidance reflects the Inverclyde Multi Agency Child protection procedures (2023), produced in partnership with six neighbouring Child Protection Committees – East Renfrewshire, Renfrewshire, East Dunbartonshire, West Dunbartonshire, North Lanarkshire and South Lanarkshire and provides a framework within which agencies and practitioners can understand and agree processes for working together to support, promote and safeguard the wellbeing of all children. These can be found here: <https://www.inverclyde.gov.uk/assets/attach/16814/Inverclyde-Multiagency-Child-Protection-Procedures..docx>

They also serve as a resource for practitioners on specific areas of practice and key issues in child protection, developing a shared understanding of our common objective - to support and protect children, particularly those who are most vulnerable.

Common responsibilities are:

- to protect children from harm and abuse;
- to ensure that all children have a safe, caring and stimulating learning environment;
- to promote the wellbeing of all children; and
- to respond appropriately when a concern is identified.

It is essential that all employees comply with this guidance where directed.

- 1.2 The [Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2023/02/Supporting_documents_-_National_Guidance_for_Child_Protection_in_Scotland_2021_-_updated_2023_-_gov.scot) is in 4 parts:

Part 1 – The context for child protection addresses the definitions, key principles, standards and legislative framework that underpin the approach to keeping children safe and promoting their wellbeing.

Part 2a – Roles and responsibilities for child protection outlines the core responsibilities of services and organisations including statutory and non-statutory services, third sector organisations, and church and faith communities. The role of Education Services, including schools and early years settings is set out on Pg 45 at 2.48 – 2.58. The role and functions of Child Protection Committees are addressed here, as well as the key responsibilities of Chief Officers. Effective leadership and staff development and training are also outlined as are the connections with other strategic planning fora.

Part 2b – Approaches to multi agency assessment in child protection outlines common elements in multi-agency assessment of children and families as well as identifying cross-cutting expectations and themes.

Part 3 – Identifying and responding to concerns about children provides a framework for identifying and managing risk and outlines the common stages of responding to concerns about a child's safety. This includes early gathering of

information, joint decision-making and planning, joint investigations and medical examinations and assessment, IRDs and Child Plan meetings where Child Protection is the primary issue.

Part 4 – Specific support needs and concerns gives additional information on dealing with specific circumstances that may impact adversely on children as well as addressing operational considerations in certain circumstances. While a range of special or specific circumstances has been included, the national guidance does not provide detailed guidelines on areas of practice/policy that are covered elsewhere. Rather, where appropriate, it signposts to relevant policies and materials or provides a framework of standards that local policies will need to consider.

There are several key changes in the updated 2021 Guidance, one of which is to reflect the greater integration of child protection within the Getting it right for every child ([GIRFEC](#)) continuum .This results in the use of GIRFEC language and core components to frame identification and proportionate responses to child protection concerns using the National Practice Model. The updated guidance outlines the continuum of support for all children, from supports provided by universal services such as education, through to protection from significant harm. This reinforces the understanding that the wellbeing and safety of children are inextricably linked and should not be treated as two separate aspects. There is a clear emphasis on the importance of GIRFEC in protecting children, particularly in recognising that all children must receive the right help at the right time.

1.3 ‘Getting it right for every Child, Citizen and Community’

- 1.4** Getting it Right for Every Child provides a rationale and structure within which services to children are planned, delivered and reviewed by all agencies. Within Education Services, this policy introduces a revised pathway for education and multi-agency partnership working. This articulation with the ASL policy (2022) - [icon • ASL Policy](#)) is intended to help everyone involved to work together within an agreed framework to identify and respond to the needs of children and young people.
- 1.5** The local authority is responsible under the Children (Scotland) Act 1995 to prioritise services to children who have been identified as being in need. The promotion of wellbeing is now well established within the Getting it Right for Every Child (GIRFEC) approach as outlined in the Children and Young People (Scotland) Act 2014. The use of the wellbeing indicators as a “common language” for identifying need is now implemented across agencies. Inverclyde’s approach for children and young people provides a clearly identified pathway from universal services for all children to those children in need of statutory support, care and protection.
- 1.6** Curriculum for Excellence (2004) alongside Realising the ambition (2020) are forward looking, coherent curriculum for 3- to 18-year-olds that provides Scotland's children and young people with the knowledge, skills and attributes needed for life in the 21st century. For this to be achieved, wellbeing is essential, and it is recognised that a collaborative approach will be most successful.
- 1.7** The National Guidance Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families (2010) shares the philosophy of Curriculum for Excellence (2004) and Realising the Ambition. Staff working with and on behalf of our youngest children and

their families will continue to recognise the importance of pregnancy and the first years of life in influencing children's development and future outcomes.

- 1.8** The Independent Care Review published in 2020 gave inception to The Promise ([What is the promise?](#)) . It was built on the views of children and young people and when published the then First Minister pledged that the county would keep the promise and implement the recommendations of the Care review in full by 2030. Prior to this the Children's Charter (2004) reflected children and young people's own views regarding what they need and the standard of care they expect when they have problems or are in difficulty and need to be protected. It showed that children and young people placed more value on relationships and attitudes than on processes and events. This should be reflected in the planning and implementation of all child-focused interventions.
- 1.9** The Children (Scotland) Act 1995 is based on principles drawn from the United Nations Convention on the Rights of the Child (UNCRC) (1989). The values and standards contained within the UNCRC underpin the planning, development and delivery of services for children and young people within Inverclyde. It is important to promote a climate and ethos where we listen to children and young people.

Our local practice emphasises the importance of recording the views of pupils across all of our support documentation. In addition, the Children and Young People (Scotland) Act 2014 places duties on Scottish Ministers to take appropriate steps to further promote and raise awareness and understanding of the rights of children and young people as set out in the UNCRC.

In December 2023 the Scottish Government passed the United Nations Convention on the Rights of the Child (Incorporation) Bill which requires Scotland's public authorities to protect children's human rights in their decision-making when delivering functions conferred by Acts of the Scottish Parliament. It also allows for children, young people and their representatives to use the courts to enforce their rights, [Reconsideration Stage | Scottish Parliament Website](#).

Children must be helped to understand how child protection procedures work and how they can contribute to decisions about immediate safety and their future. Practitioners must ensure they listen to children, seek their views at every stage of the child protection process and give them information relating to the decisions being made subject to their age, stage and understanding. Where appropriate, Advocacy Services should be sought to assist the child to illicit and or articulate their views.

- 1.10** Inverclyde Council is the corporate parent for looked after young people, that is, those children and young people who are subject to statutory measures of care. Inverclyde is committed to ensuring that looked after children and young people achieve the same wellbeing and success that all parents would wish for their own children. Each child is an individual and when children and young people become looked after we must plan for their future. This approach fits with Getting it Right for Every Child, a central element of which is the ability of agencies to draw support from each other to meet the needs of a young person. Under the Education (Additional Support for Learning) (Scotland) Act 2009 (as amended) all children who are looked after by a local authority are deemed to have additional support needs. For those who need help it will make sure their needs are met as they move through school. Reference should be made to the Inverclyde Education Services ASL policy (2022) in relation to this: [icon • ASL Policy](#)

- 1.11** Inverclyde’s Child Protection Committee (ICPC) is the lead strategic inter-agency group, which has the responsibility for the planning and monitoring of child protection work in Inverclyde. The ICPC is made up of senior officers from the Local Authority, NHS Greater Glasgow and Clyde, Inverclyde’s Health and Social Care Partnership, Police Scotland, Scottish Children’s Reporter Administration and Voluntary organisations.

One of the subgroups of the ICPC is the Child Protection Practitioners Group. This group is made up of colleagues from all agencies who regularly meet to have themed discussions, such as CSE or neglect and at times will have guest speakers. This is a group where information and latest research is shared and it’s an opportunity too for networking and building relationships with our colleagues in other services. The Group is usually chaired by a colleague in Social Work. At present, Clare Fallone, the Child Protection Lead Officer (Clare.Fallone@inverclyde.gov.uk), is currently working to have new dates set for meeting up and encouraging a good uptake for participating. This Group would welcome Heads, Deputes, Child Protection Coordinators, Guidance Staff or someone on your staff who is interested in further developing their knowledge of Child Protection. You can contact Clare for more information.

- 1.12** The Corporate Director of Education, Communities & Organisational Development is a member of the Chief Officers Group which demonstrates a very high level of commitment to ensuring the continuous improvement of services to protect children.
- 1.13** The Head of Education has senior officer responsibility and is the Corporate Director’s representative on the ICPC. Their specific responsibility is to ensure that all Heads and nominated Child Protection Co-ordinators are trained in the contents of this policy and related current developments in Child Protection legislation. The Principal Educational Psychologist and a Head teacher representative (currently the Head teacher at Newark Nursery School) are also members of the ICPC.

The Principal Educational Psychologist and Education Officer for Inclusion attend quarterly national meetings for Safeguarding leads with Education Scotland.

2.0 The Context for Child Protection

- 2.1** The Children (Scotland) Act 1995 gives local authorities a duty to protect and promote the wellbeing of children in need in their area. This includes giving families appropriate support to help ensure their children are getting the best start in life.
- 2.2** Education Services has a legal duty to contribute to the protection, wellbeing, welfare and safety of all children and young people to fulfil this duty, the service works in close partnership with parents, carers and partner agencies. These are primarily Social Work and Health services, the Police and the Scottish Children’s Reporter’s Administration (SCRA).
- 2.3** In fulfilling their role and responsibilities in child protection, Education staff must be aware of the legal context of child protection. Children at risk are the concern of the child protection system. This may involve SCRA and the Children’s Hearing system acting to protect children in the absence of criminal prosecutions or convictions.
- 2.4** GIRFEC has ten core components, which focus on improving outcomes for children, young people and their families. These are based on a coordinated approach and

shared responsibility. This includes using a common language for identifying and assessing need, and for planning to meet need. At each stage of the GIRFEC process practitioners are encouraged to use a set of five key questions as tool to assist decision making. These questions are:

- What is getting in the way of this child/young person's wellbeing?
- Do I have all the information I need to help this child/young person?
- What can I do now to help this child/young person?
- What can my agency do to help this child/young person?
- What additional help, if any, may be needed from others?

2.5 Protecting children involves preventing harm and/or the risk of harm from abuse or neglect. Child protection investigation is triggered when the impact of harm is deemed to be significant.

2.6 In assessing whether harm is or may become 'significant', it will be relevant to consider:

- the child's experience, needs and feelings as far as they are known
- the nature, degree and extent of physical or emotional harm
- the duration and frequency of abuse and neglect
- overall parenting capacity
- the apparent or anticipated impact given the child's age and stage of development
- extent of any premeditation
- the presence or degree of threat, coercion, sadism and any other factors that may increase risk to do with child, family or wider context

2.7 Sometimes, a single traumatic event may constitute significant harm – for example a violent assault, suffocation or poisoning. More often, significant harm results from an accumulation of significant events, both acute and long-standing such as neglect, that impacts the child's physical and psychological development.

2.8 Significant harm is a matter for **professional judgement** and requires practitioners to make a decision about a child's needs, the capacity of parents or carers to meet those needs, and the likelihood of harm, significant or otherwise. In understanding risk it is important to that the wishes, feelings and reactions of the child inform the assessment of need and risk.

2.9 Care and Risk Management (CARM) provides a template for child centred practice in the risk assessment and risk management of the critical few children (12-17 years) who present a risk of serious harm to others. [Information for Professionals - Inverclyde Council](#)

2.10 All local authorities are responsible for maintaining a central register, known as the Child Protection Register, of all children – including unborn children – who are the subject of an inter-agency Child Protection Plan. It has no legal status but provides an administrative system for alerting practitioners that there is sufficient professional concern about a child to warrant an inter-agency Child Protection Plan.

2.11 Key concepts and terminology

A clear and consistent understanding of the different concepts and terminology in child protection is essential. If action to support and protect children is to be informed and effective, all stakeholders must have a clear, consistent understanding of what is meant by terms such as 'child', 'child abuse', 'neglect' and 'child protection'. The national child protection guidance provides definitions and explanations of key terms within child protection processes.

2.12 What is child abuse and child neglect?

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment.

Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

2.13 Definitions of Harm

2.13.1 Physical abuse

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

There may be some variation in family, community, or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

2.13.2 Emotional abuse

Emotional abuse is persistent, emotional ill treatment that has severe and persistent adverse effect on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse.

It may involve:

- conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person
- exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development
- repeated silencing, ridiculing or intimidation
- demands that so exceed a child's capability that they may be harmful
- extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development
- seeing or hearing the abuse of another (in accordance with the Domestic Abuse (Scotland) Act 2018)

2.13.3 Neglect

Neglect consists of persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of both support and protection needs.

'Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

GIRFEC sets out the essential wellbeing needs of all children. Neglect of any or all of these can impact on healthy development. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); to protect a child from physical and emotional harm or danger; to ensure adequate supervision (including the use of inadequate caregivers); to seek consistent access to appropriate medical care or treatment; to ensure the child receives education; or to respond to a child's essential emotional needs.

2.13.4 Faltering growth refers to an inability to reach normal weight and growth or development milestones in the absence of medically discernible physical and genetic reasons. This condition requires further assessment and may be associated with chronic neglect.

Malnutrition, lack of nurturing and lack of stimulation can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. For very young children the impact could quickly become life-threatening. Chronic physical and emotional neglect may also have a significant impact on teenagers.

2.13.5 Child Sexual abuse (CSA)

Child Sexual abuse is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of indecent images, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

2.13.6 Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive

a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

2.13.7 Criminal exploitation

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual.

Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

2.13.8 Child trafficking

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption and forced or illegal marriage.

2.13.9 Female genital mutilation

This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

2.13.10 Forced marriage

Forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

The consequences of forced marriage can be devastating to the whole family, but especially to the young people affected. They may become estranged from their

families and wider communities, lose out on educational opportunities or suffer domestic abuse.

Some of the potential indicators of honour-based violence and forced marriage are listed below:

- Absence and persistent absence from education.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Decline in behaviour, engagement, performance or punctuality.
- Being withdrawn from school by those with parental responsibility.
- Being prevented from attending extra-curricular activities.
- Being prevented from going on to further/higher education.

Cases of honour-based violence/forced marriage can involve complex and sensitive issues and care must be taken to make sure that interventions do not worsen the situation. For example, mediation and involving the family can increase the risks to a child or young person and should not be undertaken as a response to forced marriage or honour-based violence. Efforts should be made to ensure that families are not alerted to a concern that may result in them removing the child or young person from the country or placing them in further danger.

Concerns may be expressed by a child or young person themselves about going overseas. They may have been told that the purpose is to visit relatives or attend a wedding. On arrival, their documents, passports, money, and mobile phones are often taken away from them. These concerns should be taken seriously, although practitioners must also be careful to avoid making assumptions.

2.13.11 A clear distinction must be made between a forced marriage and an arranged marriage. An arranged marriage is one in which the families of both spouses are primarily responsible for choosing a marriage partner for their child or relative, but the final decision as to whether or not to accept the arrangement lies with the potential spouses. Both spouses give their full and free consent. The tradition of arranged marriage has operated successfully within many communities for generations.

2.14 Standards for Child Protection

2.14.1 Education Services has a key role to systematically monitor the effectiveness of practice, policy, and adherence to this policy in every establishment. The peer review process of Inverclyde Education Establishments assures compliance with this policy by ensuring that care and welfare standards are adhered to and proportionate, via a child protection self-evaluation and review process, carried out by the Headteacher rep on the ICPC.

2.14.2 Through the inspection process Education Scotland and the Care Inspectorate have a responsibility to assure the quality of care and education of all children. The HM Inspectorate of Education (HMIe) provide the quality framework for monitoring and evaluation of child protection; within HOW GOOD IS OUR SCHOOL 4? Quality Indicator 2.1 focuses on Safeguarding and Child Protection.

2.14.3 Education Services and Inverclyde Child Protection Committee (ICPC) monitor and evaluate the provision made to support and protect children. This is done through

ongoing self-evaluation including case file audits. Quarterly IRD audits are carried out as well as reviews of the National minimum data set.

Education Services are in the process of setting up a Child protection subgroup that will meet after each ICPC meeting so that the three reps can share key documentation and messages with a wider group of education reps. This group will also monitor the implementation of this guidance as well as the ongoing audits of school and ELC child protection practice. This will include developing a deeper dive process to be introduced from August 2024, which will see each establishment visited once over a three-year period. The current model of a self-audit review and reflective discussion as part of the peer review process will be further developed, alongside a more enhanced training programme linked to the ICPC.

2.15 Information sharing

2.15.1 Information sharing is an essential part of child protection. To achieve the best outcomes for a child, staff must understand when and how it is appropriate to share information. Please ensure that a record is kept of all phone calls and correspondence both using SEEMIS / Pastoral notes and a CP chronology. This should be kept in the CP file (see App 7). The subgroup referred to in 2.14.3 will provide further clarification and updates on this as their work and audits are ongoing.

2.15.2 In all cases, the first and most important factor to consider is safety. Any sharing of information should be relevant, necessary, legitimate, appropriate and proportionate and go no further than the minimum necessary to achieve the public interest objective of protecting a child or young person's wellbeing.

2.16 Managing Information

2.17.1 Effective management of information is very important. Education Services will ensure meticulous record keeping of all child wellbeing and protection concerns through the use of Pastoral Notes on SEEMIS (Early Years's will use Gateway Pastoral Notes however throughout this document and appendices SEEMiS will be referred to). Recording must also include a robust electronic chronology of events and contacts which help professionals to understand key events in a child's life. This electronic chronology must be reviewed and analysed regularly for effective planning to improve the outcomes for a child. All information related to protecting the child should be filed in a confidential case file and stored securely. (Appendix 8).

2.16.2 All establishments with access to SEEMIS must use the pastoral notes function within SEEMIS to record ongoing pastoral involvement with children and young people. This ensures that one contemporaneous record is kept of ongoing issues in relation to a child or young person which can be accessed by relevant staff involved with the child.

2.16.3 Establishments are responsible for ensuring the right paperwork and plans are in place for all pupils. This includes planning for those pupils on the Child Protection register. Where this plan is being produced by another service i.e. Children's services / Social Work, under the leadership of a lead professional not in education and the plan hasn't been shared then this should be escalated to the lead professional

responsible for the plan in the first instance. If the plan is not forthcoming the member of school staff linked to the child should raise this with the Head of Establishment who should then raise this with the lead professional / social worker responsible and, if needs be, the linked Senior Social Worker. If the plan is still not shared, this should then be escalated to the establishment's Education Officer who will in turn raise this with the Head of Education who will link with their counterpart and raise this with them i.e. the Chief Social Work Officer. If this requires communication and escalation to a Children's service team out with Inverclyde, then this will be done by the Head of Education.

2.17 Confidentiality

2.17.1 All children and young people are entitled to have matters treated in confidence. Where there is no risk to wellbeing, establishments must respect that request. However, when the assessment shows that the child's wellbeing is at risk there can be no guarantee of confidentiality and 'secrets cannot be kept' (Appendix 1).

2.17.2 Best practice is that consent should be obtained at the earliest opportunity. Parents, carers, children and young people will be given an explanation about the concerns and information about the duties and responsibilities of agencies towards children at risk of harm. The circumstances making the sharing of confidential information lawful are:

- where the individual to whom the information relates has consented;
- where disclosure is in the public interest/function; or
- where there is a legal duty to do so e.g. there is statutory authority to share information with the Reporter to allow a decision to be made as to whether a compulsory supervision order might be necessary.

If a concern is about Child Protection consent is not needed.

3.0 Role and Responsibilities of Education Services

3.1 The role of Education Services is to be alert to the need to act in the best interests of children and in co-operation with other key agencies to keep children safe and well.

3.2 In delivering the council policy, the responsibilities of the authority, establishments, services and individual staff extend to:

- reporting a concern;
- support
- inter-agency co-operation; and
- training

Staff may be involved in monitoring a child's wellbeing and behaviour and have a responsibility to gather and record relevant information.

3.3 Education staff play a significant role in the protection of children from abuse through the vigilance of staff and by implementing robust procedures. Education Services empowers children through its education process, to give them confidence and the capabilities to achieve their potential and to keep safe.

3.4 Curriculum for Excellence 4 and Realising the Ambition: Being Me too, places great emphasis on children's health and wellbeing, from keeping safe to managing risks such as alcohol and drugs.

3.5 Through the development of health promotion in schools, there is a strong emphasis on meeting the health needs of children and young people. Good health has significant positive effects on personal, social and educational achievement. The ethos of health promotion in schools encourages decision-making skills and a sense of responsibility. Learner-centred activities enable pupils to develop high self-esteem and personal and social skills, which equip them to make healthy and safe lifestyle choices.

3.6 Core Principles contained in Promoting Positive Relationships (PPR) in our Education Establishments is central to the work of all establishments. All schools must adopt a positive and inclusive ethos and seek to minimise the need to exclude pupils. They are responsible for identifying and supporting pupils at risk of exclusion. Where a child is Care Experienced or on the Child Protection register then guidance must be sought from firstly the Virtual Head teacher or in their absence the Education Officer for the school, before an exclusion takes place, to ensure that the wellbeing of the child is not compromised by the exclusion. Ultimately if no Education Officer is available then this should escalate to the Head of Education.

Staff Responsibilities

3.7 It is the responsibility of all staff to report a concern directly to the Head of Establishment or CP Co-ordinator. This responsibility extends to all staff working within an establishment including janitorial staff, catering staff, support staff and visiting specialists. This will take place at the annual Child Protection refresher; at the start of each new school year by the CP Co-ordinator. A PowerPoint for this annual update will be sent to all Heads of Establishment by the Head of Education in June of each academic year.

3.8 All staff must be confident and competent to:

- contribute to a positive ethos which seeks to minimise the risk of harm;
- ensure the wellbeing of all children and young people;
- focus on prevention and early intervention strategies;
- respond professionally and effectively to any concern, in particular where there is imminent risk to a child;
- share relevant information within Education Services itself;
- co-operate on an inter-agency basis to share information which contributes to a child's wellbeing and make certain that they are familiar with the ICPC policy, education service and establishment policy; and
- know and understand their own role and responsibilities;
- complete CP Record of Concern (Appendix 3)

3.9 Heads of Establishment and Managers will ensure that all relevant parties, including parents and carers are involved and kept fully informed of all associated developments, which relate to the child or young person.

3.10 Role of Head of Establishment Child Protection Co-ordinator

The Head Teacher or Head of Establishment is the key member of staff with responsibility for all child protection issues. This role may be shared with Depute Head teachers in larger schools.

Responsibilities include:

- ensuring that these education service child protection guidelines are brought to the attention of all staff annually as part of the annual update presentation including reference to the ICPC policy; that they have access to the guidelines, are issued with the 'Child Protection Action Guidance' leaflet. Appendices 1 and 2 should be prominently displayed in the staffroom and Appendix 3 should be emailed to all staff

- ensuring that temporary staff have access to a copy of the 'Child Protection Action Guidance'
- ensuring the guidance in these Child Protection Guidelines and Procedures and the 'Child Protection Action Guidance' leaflet are followed;
- ensuring, as appropriate that all staff know that there is a named Child Protection Co-ordinator, including the prominent display in key areas of the establishment of the Child Protection Co-ordinator poster – Appendix 11
- ensuring inclusion of child protection issues within the establishment's improvement planning process;
- promoting career long professional learning (CLPL) within the establishment and enabling attendance at child protection training for self and staff; all staff should receive Level 1 child protection training endorsed by Inverclyde Child Protection Committee through e-learning or attendance at training. The head of establishment should ensure that evidence is kept of this e.g. attendance records for the annual update.
- advising assisting and supporting staff members;
- establishing a positive ethos which supports and values children and contributes to their welfare and general protection;
- supervising ongoing child protection work, including personal and social development initiatives;
- informing Parent Council and parents of policy, procedures and initiatives and, as appropriate including relevant information in establishment handbook; and
- developing links with other Education Services' establishments and with other agencies to promote the protection of children.
- Ensuring that all planning for pupils is in place relating to child protection and as laid out in 2.16.3, escalating this matter should planning from other services not be forthcoming.
- Ensuring that all paperwork and files relating to child protection for a pupil is securely passed on at the point of transition to another establishment

Partnership Working

- 3.11** Services in Inverclyde work together to support children and their families. They work in partnership to focus on providing services to meet the needs of children and their families. Services that include Social Work, Police, Health Services and the Scottish Children's Reporter's Administration (SCRA) work together with Education Services to share information, plan and take collaborative action that is in the best interests of children.
- 3.12** Education Services will ensure that all authority engaged providers, including partnership nurseries, further education colleges, New Scots team, voluntary organisations and private providers will be given a copy of this guidance by the relevant Education Officer. The key principles and points of practice bring a consistent approach to a shared responsibility when working with children and young people.
- 3.13** Working in partnership with parents and carers is best practice and is essential. It is important to share relevant information. It is also crucial that staff listen to and respect the views of the child or young person and explain clearly the need to share relevant information.

- 3.14** Where concerns relate to ongoing concerns about wellbeing such as physical neglect, the Head of Establishment will already be collaborating with parents and carers and will be working within the GIRFEC context, this guidance and the Education Service's ASL policy. Parents will be informed and asked for consent to share information when the integrated assessment process begins. It is not necessary to have consent to share information if there is a wellbeing concern about a child.

The Assessment of Care Toolkit could also be used as a tool if concerns about neglect emerge – see Appendix 14.

Career Long Professional Learning and Training

- 3.15** It is the responsibility of all staff to ensure that they are familiar with this guidance and associated CLPL materials and activities.
- 3.16** Every Education Services establishment has a Child Protection Co-ordinator. They have an important role in working with child protection trainers and CLPL Co-ordinators to provide easy access to appropriate documents, information and literature for all staff, including students, temporary and supply staff.
- 3.17** Inverclyde Child Protection Committee (ICPC) has a CLPL online training programme catalogue where all relevant multi-agency training opportunities are outlined. This should be readily available to all staff: [Child Protection - Inverclyde Council](#)
- 3.18** The Child Protection: Level 1 course is mandatory for all Education Services staff. Child Protection Trainers will work with Heads of Establishment and Managers to provide Level 1 course training in child protection for all permanent staff. Temporary staff should be supported through individual training opportunities and up-to-date printed information.

4.0 Identifying and Responding to Concerns about Children

- 4.1** Any concerns regarding children should be immediately reported to the establishment's child protection coordinator, who will then report this to social work or the police accordingly. Any of the following may have taken place:
- a specific incident;
 - a disclosure made by a child or parent or carer;
 - information from a third party;
 - adult behaviour or circumstances that may place the child at risk of harm; or
 - child behaviour or circumstances that may place the child at risk of harm.
- 4.2** A notification of concern link form should be made to social work, or the Police as soon as any concerns regarding a child arises. The notification should be made to the Request for Assistance team. If the referral is received outside Office Hours a referral should be made to the Out of hours Social Work Service or the Police. [Information for Professionals - Inverclyde Council](#)
- 4.3** Contact details –
- Request for Assistance 01475 715365
 - Out of hours social work service 0300 343 1505

What information do you need to make a referral?

- 4.4** Concerns about harm to a child from abuse, neglect, exploitation, or violence should be reported without delay to social work or in situations where risk is immediate, to Police Scotland. Prompts below are not an assessment. They may support accuracy in an initial outline of concerns, assisting prompt, efficient response.

Name role/contact details of person reporting concern
Key contacts
Name of the child, age, date of birth and home address if possible
Name/address/phone of parents/carers or guardians
Culture/language/understanding: any considerations in communication?
Name of child's school, nursery/ early learning centre or childcare
Is it known if the child is on the Child Protection register?
Immediate needs and concerns
What is the nature of the child protection concern?
Where is the child now?
How is he/she now?
Physically: does he/she have any known injuries or immediate health needs and do they require
medical treatment?
Emotionally: how is he/she right now and what does she/he need immediately for their reassurance/understanding?
Communication and understanding; is he/she able to communicate without interpreting/without additional support for communication?
Is the child safe now?
If not, in your view, is there action that might be taken to make them safe?
Record of concerns
When did these concerns first come to light? What happened? (For example because of an injury? through what this or another child has said? because of how a child appears? or due to e.g. parental behaviour?)
Is a person are persons are believed to be responsible for harm to a child?
If so, is/are their name/address/occupation/relationship to the child known?
Are you aware if this person has/these persons have access to other children? (Name, age and address details of such children if available?)
If the concern was raised by this child then who has spoken to him/her?
Is the person who has spoken to the child available to be spoken with?
What has the child said to this point? (Please note and share)
What he/she has been asked, when and by whom? (Please note and share)
If concerns were not reported when they first arose, was there a reason for this

4.5 [Investigating child abuse and safeguarding children | College of Policing](#)

What happens next?

4.6 You should –

- Record the name and details of the person you made the referral to
- Ask them to give you feedback on your referral where this is possible (and it does not prejudice any legal action)

What happens when social work/police receive your referral?

4.7 On receipt of a referral social work and or police will carry out an initial assessment of the information. where the information indicates a very low level of concern the matter may be diverted to a single agency for appropriate action, or to multi-agency partners to coordinate a plan for a Child in Need.

4.8 Where it is deemed to be a child protection matter, child protection procedures will be implemented. The receiving agency social work and or police will -

- Treat every referral seriously gather information available, assess and analyse this jointly and make decisions based on the information.
- Jointly assess the situation and determine how best to progress the matter, the welfare of the child will always be of paramount consideration.
- Identify who will be responsible for feeding back to the referrer
- Agree the need to arrange an Initial Referral Discussion to plan the child protection investigation.
- Consider the need for any emergency legal measures required or statutory measures via a referral to the Children's Reporter

5.0 What happens once I've made a referral?

5.1 Section 5 of the ICPC guidelines outlines the IRD process that follows a referral being made, including timelines that should be followed.

5.2 Education should be represented at an IRD i.e. the establishment's child protection coordinator.

5.3 Consideration of the Need for an Inter-Agency Referral Discussion

5.4 An inter-agency referral discussion (IRD) is the formal process of information sharing, assessment, analysis, and decision-making following reported concern about abuse or neglect of a child or young person up to the age of 18 years.

5.5 Concerns may relate to familial and non-familial concerns, and of brothers / sisters or other children within the same context. This includes an unborn baby that may be exposed to current or future risk.

5.6 An IRD takes place whenever a child protection referral is received from any agency by police, health or social work and indicates that a child has suffered, is suffering or may be at risk of significant harm, abuse, or neglect. The IRD provides the strategic direction through joint information sharing, assessment and decision making.

5.7 Timescales

5.8 The IRD must be convened as soon as reasonably practical. The national best practice standard is that an IRD should be convened within 48 hours and Inverclyde aspires to this standard. Where there is a risk to the life of a child or the likelihood of immediate risk or significant harm, intervention must not be delayed pending information gathering/sharing. The IRD process may have to begin out with core hours, with a focus on immediate protective actions and interim safety planning. A comprehensive IRD must be completed as soon as practical, normally the next working day.

5.9 Process

5.10 The IRD can be a process rather than a single event. Information must be gathered, shared, and recorded at each meeting, to support co-ordinated decision-making and response by the core agencies. Where concerns exist in relation to multiple families / children, a strategic and coordinated response will be required. Additional agencies including adult services, or third sector agencies may also contribute information to inform the decision-making process.

5.11 Social work services have lead responsibility for enquiries relating to children who are experiencing or are likely to experience significant harm and assessments of children in need. The police have lead responsibility for criminal investigations relating to child abuse and neglect and share responsibilities to keep the child safe. A designated health professional will lead on the need for and nature of recommended health assessments as part of the process.

5.12 Agency representation

5.13 Core agency representatives will be responsible for joint decision making within the IRD. They must be sufficiently senior to assess and discuss available information and to make decisions on behalf of their agency. This would normally be a senior social worker, a detective sergeant, the identified child protection advisor NHS Lanarkshire/Glasgow, and an appropriate Education Manager. On some occasions, senior managers from private schools, nurseries, adult services or third sector organisations may be included for the duration of the IRD.

5.14 Interim safety plan

5.15 The purpose of an interim safety plan is to ensure a child's immediate safety until such time as a CPPM is held. An interim safety plan is about safety right now and those who are participants in the plan must understand and agree what they must do to ensure a child's safety. The safety plan must be recorded and shared and must be in plain language.

The plan should –

- set out how reduce risk is to managed and reduced
- describe the actions that persons or services will take
- state how the plan will be monitored
- clearly set out how any person or service involved in the plan can immediately signal concern
- contain contact details for those with defined responsibilities within the plan

5.16 Closure of IRD and progression to child protection planning meeting

5.17 Section 8 of the ICPC guidance outlines the process for a Child protection investigation.

The IRD process will not be considered completed until a decision is made as to the need for a child protection investigation which is reflected in the IRD record along with an agreed safety plan which identifies individual tasks and timescales to protect the child or young person during the investigation.

5.18 An IRD can be re-convened at any stage, regardless of the decision of the initial IRD.

5.19 If a child protection investigation takes place and a CPPM takes place this must be held within 28 calendar days of the concern being raised unless there is an IRD decision that this is not required. A senior social work manager may insist, having reviewed the available information, that a CPPM is held.

5.20 A copy of the Request for Assistance form (Appendix 4) should be sent to;

- The Request for Assistance team
- Head of Education via the HQ admin@ email address,
- School nurse (school establishments) and health visitor (early learning and childcare establishments).
- A copy should be held in the child's confidential case file as well as an account of all telephone calls, interviews and discussions, building an electronic chronology (appendix 5 /8) noting developments and outcomes

5.21 Attendance at school

Overall attendance at nursery and school should be tracked very closely and carefully by staff. Patterns over time, including very low levels of attendance, could well be a child protection matter in their own right, as well as when taken into consideration alongside other contextual inflation.

All establishments should ensure that for pupils with very low attendance that there is a clear understanding of this, that all key staff are aware and that a plan is place, including other agencies where appropriate.

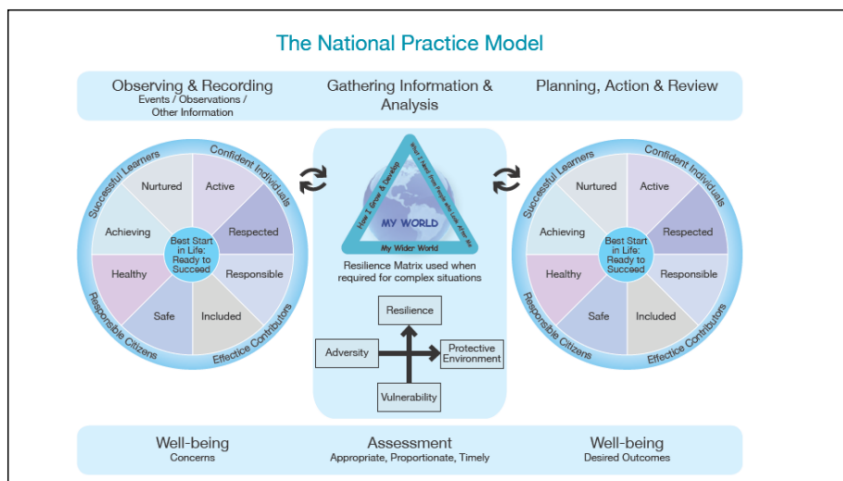
Reference should be made to the Education Service's Attendance Guidance due to be published in 2023/24.

Where an establishment cannot ascertain a child's whereabouts if not in nursery / school then the Decision Making Tree for unexplained absences should be followed – see Appendix 12.

6.0 Risk Assessment

6.1 GIRFEC National Practice Model

6.2 The GIRFEC National Practice Model provides shared practice concepts within assessment and planning. Practitioners should be familiar with the core elements such as the SHANARRI wellbeing indicators, the My World Triangle and the resilience matrix. Together they support holistic analysis of safety and wellbeing, dimensions of need and the interaction of strengths and concerns.



6.3 The 'My World Triangle' allows practitioners, together with children, young people and families, to consider -

- How the child or young person is growing and developing; including whether they are suffering or likely to suffer significant harm
- What the child or young person needs and has a right to from the people who look after them
- The impact of the child or young person's wider world of family, friends, community, and society.

6.4 Whatever the nature of concerns, all practitioners will ensure that child protection processes are underpinned by consideration of rights, relationships and resilience of the child and their family/carers.

Understanding risk is very important in child protection. As part of the GIRFEC practice model for risk assessment and management, practitioners must consider how to respond to situations where risk may be a feature of the concerns; they must take into account safety factors and also consider the impact of risk on other aspects of children's development.

6.5 GIRFEC promotes a holistic approach to supporting a child. Practitioners from different agencies are asked to view their work in the context of the whole child and what is going on in the rest of the child's life. This approach complements the use of professional judgment.

6.6 In Education Services, the role of staff is to gather all the available information and carry out appropriate risk assessments to determine initial concern and put in place the relevant supportive action.

6.7 It is not the responsibility of Education Services staff to investigate a concern; however it may be appropriate to clarify understanding of a situation by asking for further information without asking leading questions.

- 6.8** Within local authority services, the role of Social Work Services is set out in legislation. When children or young people need to be protected, social workers will be the Lead Professional. Where it is agreed that there is a risk, there are clear child protection procedures to follow. This could result in a child's name being placed on the child protection register.
- 6.9** Risk is the likelihood or probability of a particular outcome given the presence of factors in a child's or young person's life. What is critical with respect to child protection is the risk of significant harm from abuse or neglect. When making professional judgements about risks and the needs of a child, the GIRFEC practice model allows systematic consideration of risks and needs.
- 6.10** In the area of children's health, the initial identification of risk is within the universal service. Where children are identified as being in need and/or at risk of becoming looked after (e.g. their health and development is impaired), there can be additional support that may include multi-agency work, as professionals take a holistic view of a child. Early help and support should be offered to children, young people and their families by arranging team around the family (TAF) meeting.
- 6.11** The primary duties of Police Scotland in this context are to ensure that immediate risks to child safety are identified and action is taken which is necessary to safeguard that child. Liaison with partners in Social Work, Health and Education is crucial to the assessment made, using evidence and informed professional judgment. This is consistent with Getting it Right for Every Child process for identifying and acting upon concerns. This shared approach is crucial when assessing risk and the actions required to meet the child's wellbeing needs.
- 6.12** The Scottish Children's Reporter's Administration (SCRA) is a national body focused on children requiring most at risk who may require compulsory measures of care to meet their needs. Children's Reporters are located throughout Scotland. The vision of SCRA is that vulnerable children and young people in Scotland are safe, protected and offered positive futures.
- 6.13** SCRA makes decisions about a need to refer a child to a Children's Hearing, enables children to take part in Hearings, and disseminates information and data to inform and influence improved outcomes for children and young people. The majority of referrals come to the Children's Reporter from partner agencies such as Police, Social Work and Education. Committed to partnership working, SCRA shares information to enhance processes; to benefit children and young people and create the best possible outcomes for them.
- 6.14** Section 60 of the Children's Hearings (Scotland) Act 2011 states that if a child is in need of protection, guidance, treatment or control, and it might be necessary of a compulsory supervision order to be made in relation to the child a referral must be made to SCRA to allow a decision to be made as to whether a Compulsory Supervision Order (CSO) is in fact required. It should be noted that that threshold for when to refer to the Reporter is NOT the "significant harm" threshold used when considering whether a child protection referral should be made.

Factors for SCRA to consider when deciding whether a compulsory supervision order might be necessary include:

- the seriousness of the concern / risk to the child;

- whether the family understand and accept the areas of concern;
 - their motivation and capacity to address these areas of concern;
 - their willingness and ability to engage and cooperate with supports;
 - whether supports provided on a voluntary basis have evidenced adequate improvements.
- 6.15** Concerns of Risk (factors relating to the child) are absconding, child safety, education, emotional care/ development, health-illness/disability, out with parental control, physical care/neglect, self-harm, sexual exploitation, offender behaviour, substance misuse, or other.
- 6.16** Concerns of Risk (factors relating to parents/carers) are alcohol abuse, asylum seekers/refugees, domestic abuse, drug abuse, housing/ accommodation, learning disability, mental illness, parenting, physical illness, or other.

7.0 Allegations of Abuse by a Staff Member

- 7.1 This guidance applies to all Inverclyde children whether they currently reside in Inverclyde or are living in residential houses out with Inverclyde. It is important to treat any allegation of abuse seriously and differentiate about a complaint about the standard of service and allegations of abuse.
- 7.2 If an allegation of abuse is made against a staff member within the Education Service it is the responsibility of the Head of Establishment to inform the Head of Education or Education Officer if not available as soon as they are made aware of the allegation.
- 7.3 The Head of Establishment should agree with the Head of Education or Education Officer an appropriate person to carry out initial enquires. This is to clarify the what the specific allegation is, when it happened, where is happened and if there were any witnesses. HR advice should be also be taken at this time.
- 7.4 The child or young person's concerns must be taken seriously; equally the staff member's perspective should be heard.
- 7.5 Once initial enquiries are carried out and it is determined that an allegation of abuse has been made, a referral should be made to Social Work duty or Police depending on the nature of the allegation.
- 7.6 Police or Social Work will then assess the information and request an IRD if they assess that it is potentially a child protection issue.
- 7.7 A senior manager from the organisation that the staff member who is the subject of the allegation is employed by should attend the IRD - it should not be a member of staff at the same grade as the person whom the allegation has been made against.
- 7.8 The senior manager will then follow their organisations disciplinary procedures in respect of the employee who the allegation has been made against. The staff member should be given information about the concern at the earliest point compatible with a thorough investigation.
- 7.9 If risks have been highlighted at the IRD or during the investigation, and the employee has children in their care or regular contact with children, a referral should be made to the local Social Work office in the local authority in which they reside.
- 7.10 The governing body which the staff member is registered with must also be notified. In certain settings the Care Inspectorate should also be notified, for example, Early Learning and Child Care or residential services.
- 7.11 When the child involved is aged 16 to 18 years, it should also be noted that [The Sexual Offences \(Scotland\) Act 2009](#) makes it illegal for those in a position of trust to engage in sexual activity with a child or young person in their care, even if the child is above the age of consent. This is relevant to young people between the ages of 16 and 18 who are the potential victims of abuse. The positions of trust include staff working in hospitals, independent clinics, residential care houses, children's houses, residential family centres, schools and educational institutions.

8.0 Children Missing from Education

- 8.1 Children missing from education are children and young people of compulsory school age who are not on a school roll and not being educated otherwise (at home, privately or in an alternative provision).
- 8.2 An enrolled child or young person have usually not attended school for a period (up to four weeks, but substantially less for a child with welfare concerns).
- 8.3 The most important factor for any missing child is safety. Should there be any concern that the child may be at risk, it is essential that local child protection procedures are followed. Education staff should refer to the Scottish Governments Children Missing from Education Statutory Guidance 2016
- 8.4 Inverclyde Council does have a missing persons protocol that should be followed. This is currently being updated by a subcommittee of the ICPC.
- 8.5 As in 5.2.13, all education establishments should also follow attendance tracking procedures on a daily basis and follow the process as outlined in appendix 12 for pupils who cannot be traced on their first day of absence.

9.0 Children educated at home

- 9.1 Education Services has responsibility towards children educated at home. An Education Officer has a remit to oversee and agree all requests to educate at home, supported by legal services and ultimately decided on by the Head of Education. Due consideration is given to any child protection concerns relation to the pupil at the point of application.

Guidance on this from Inverclyde Council can be found here: [Home Education - Inverclyde Council](#)

Scottish government guidance can be found via the link:
<https://www.gov.scot/publications/home-education-guidance>

10.0 Equal Protection Bill

- 10.1 On the 7 November 2020 the [Children \(Equal Protection from Assault\) \(Scotland\) Act 2019](#) came into force in Scotland. This law now removes the defence of 'reasonable chastisement', which a parent or carer could previously use to justify the use of physical force to discipline a child.
- 10.2 The change in law means that children will have the same—equal—protection from assault as adults. It does not introduce a new criminal offence as Scotland's current laws on assault will now apply to children as well.
- 10.3 The change in law aims to bring an end to the physical punishment of children by parents and carers. It also aims to drive behaviour change in Scotland, prompting parents and others caring for or in charge of children to use less harmful methods of parenting. The objective is not to see parents and carers progress disproportionately through the Justice system, but to encourage parents to seek alternative methods of discipline and to seek support when parenting becomes challenging and difficult.

- 10.4** Within Inverclyde we want to create a societal cultural change for children and their families and the evidence from other countries who have already implemented the change demonstrates that it is unlikely in Scotland we will see an increased number of criminal prosecutions of parents or carers.
- 10.5** We may, however, see a short term increase in Request For Assistance from services to Children & Families social work and referrals to Police Scotland, either from universal service practitioners or from members of the public who witness an incident or hear about an incident occurring.
- 10.6** In these instances the first point of contact may take place with the Health Visitor, Education Professional, via community links or to a Social Work Practitioner. It is vital that a proportionate and balanced approach is taken with such information and professional judgement, utilising our existing assessment frameworks for children, is applied. We have to continue to promote our position of early help and support whilst judging the impact of such an assault on the child. Request for Assistance discussions can take place with Children & Families Social Work where a multi-agency meeting may be convened as appropriate. Child Protection must always be considered and applied.

11.0 Prevent Strategy

- 11.1** Prevent Multi-Agency Panel (PMAP) is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism in Scotland. This strategy is held within the Safeguarding responsibilities of education employees.

The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

12.0 Multi-Agency Guidance for Children and Young People who Display Harmful and Problematic Sexual Behaviours (Appendix 13)

- 12.1** Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult (Hackett, 2014).
- 12.2** Often, children who have engaged in harmful or problematic sexual behaviours are unique in that society views them differently than if they engaged in other types of hurtful behaviour. However, children and young people who display or engage in harmful or problematic sexual behaviours need to be seen as children first and foremost, recognising that children and young people are developmentally different to adults and responses should reflect this.

- 12.3** Children and young people display a range of sexualised behaviours as they grow up. However, some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards (NSPCC, 2021)
- 12.4** It is important that everyone in Inverclyde who works with children and young people should be able to distinguish between sexual behaviour that is developmentally typical and sexual behaviours that are problematic or harmful. This will help us to respond appropriately and provide children and young people with the right protection and support, at the right time.
- 12.5** If a child is displaying problematic or harmful sexual behaviour it can be difficult to know how to respond so that you are balancing the needs of everyone involved. We know that this can be particularly difficult within educational establishments.
- 12.6** We need to act appropriately to support and protect any children who have displayed problematic or harmful sexual behaviours and those who have been impacted by the behaviour.
- 12.7** The multi-agency guidance for Children and Young People who Display Harmful and Problematic Sexual Behaviours has been agreed by the IPCP and aims to set out an effective and consistent approach in the early identification, assessment and management of children and young people whose behaviour is considered to be sexually harmful or problematic. The guidance should be used to initially assess the risk and needs of the child/young person in order to clearly define what level of intervention may be necessary. In addition, it will inform the wider assessment of risk in relation to those children who have been harmed or are at risk of harm when consideration needs to be given to convening a child protection / CARM case discussion or conference to consider what action is necessary to protect them from future harm.
- 12.8** The Guidance should be used for children and young people who are displaying sexually harmful behaviours. The Guidance should not only be used with those young people who have sexually offended and are held within youth justice / criminal justice systems but also those children and young people within child protection systems whose risk and needs require a multi-agency approach. It requires the key agencies involved to meet regularly on a case by case basis to manage, evaluate and monitor risk or potential risk. The Guidance provides a clear framework for understanding sexually harmful behaviour in the context of child and adolescent development. It is a “systems approach” which considers how all the parts of the system including the family, impact on the young person making risk more or less manageable. The Guidance has been developed to complement existing Child Protection (CP) and Care and Risk Management (CARM) Procedures.

A full copy for the guidance can be found here: [Information for Professionals - Inverclyde Council](#)












13.0 Online and mobile phone child safety





- 13.1** Since the COVID pandemic, children and families have been spending an increased amount of time on-line, and it has become an important means of staying in touch and keeping connected. New technologies, digital media and the internet are now an integral part of everyday life. Children and young people have greater access than ever to the internet via mobile phones, tablets, games consoles and computers.
- 13.2** This has enabled entirely new forms of social interaction to emerge, for example, through social networking websites, live streaming and video apps, online gaming, text messages and messaging apps, online chats, email and private messaging. However, the development of these technologies also expose children and young people to increased risks such as:
- Bullying /cyber bullying
 - Emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
 - Sexting (pressure or coercion to create sexual images)
 - Sexual abuse
 - Sexual exploitation
- 13.3** Where police undertake investigations into online child abuse, or networks of people accessing, or responsible for, images of sexually abused children, consideration must be given to the needs of the children involved. This may include children or young people who have been victims of the abuse or children and/or young people who have close contact with the alleged perpetrator. In many cases, they will have been targeted because they were already vulnerable. Local services need to consider how they can best support and co-ordinate any investigation into such offences. They should understand the risks that these technologies can pose to children and the resources available to minimise those risks.
- 13.4** Children and young people need to understand the risks the internet and mobile technology can pose so that they can make sensible and informed choices. Practitioners and carers need to support young people to use the internet and mobile technology responsibly and know how to respond when something goes wrong.

14.0 Key Reference Documents

- 14.1** To supplement this guidance there are a number of documents which should be publicised and made easily available for all staff within establishments and services.
- 14.2** These documents provide further advice on child development, children's wellbeing and protection and related information. These are to support ongoing practice improvement within establishments and services.
- [Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/supporting-documents-national-guidance-for-child-protection-in-scotland-2021-updated-2023/pages/1-10.aspx)
 - [United Nations Convention on the Rights of the Child \(UNCRC\)](https://www.unhcr.org/refugees/article/43c47dad/1996/un-convention-on-the-rights-of-the-child-uncrc/)

- [Getting it right for every child \(GIRFEC\)](#)
- [#KeepThePromise](#)
- [Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](#)
- [Inverclyde Council Equality and Diversity](#)
- [Inverclyde Child Protection Committee](#)
- [Thinkuknow Internet Safety](#)
- [Barnardo's](#)

Appendix 1	Grounds for Concern – Action Guidance for All Staff	 App 1 - Staff Action Guidance.docx
Appendix 2	Grounds for concern: action guidance for head of establishment or manager service employee - for public display in the work place	 App 2 - Grounds for Concern.docx
Appendix 3	Record of concern alert to Head of establishment	 App 3 - Record of Concern Alert.docx
Appendix 4	Request for Assistance form	 Request for Assistance Form.docx
Appendix 5	Single agency chronology guidance	 Appendix 5 chronology advice.docx
Appendix 6	Advice on making a referral to the Reporter	 App 6 - Advice on making a referral to R
Appendix 7	Inverclyde Child Protection Committee guidance on effective communication and information sharing	 App 7 - ICPC Guidance.docx
Appendix 8	Guidelines for content of LAC/Child Protection Files	 App 8 LAAC and child protection files feb 24
Appendix 9	School Overview of Child Protection Referral	 App 9 - School Overview of CP Refe:
Appendix 10	Overview of Staff Training in Child Protection	 App 10 - School Overview of Staff trc
Appendix 11	Child Protection Poster for Schools	 Appendix 11 CHILD PROTECTION POSTER

Appendix 12	Decision Making Tree for Unexplained Absence	 Appendix 12 Decision Making Tree for Unex
Appendix 13	Harmful Sexual Behaviour Protocol	 Appendix 13 Harmful Sexual Behaviour Prot
Appendix 14	Assessment of Care	 Assessment of Care.pdf
Appendix 15	Inverclyde Practitioners Guidance Children (Equal protection from assault)	 Inverclyde Practitioners Guidanc