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To: Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice Convener; Councillors Cameron, Copland, Donnelly, Duncan, Flynn, Greig, Henrickson, Hutchison, Imrie, Laing, Lumsden, Avril MacKenzie, Catriona MacKenzie, Malik, Nicoll, Samarai and Jennifer Stewart and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative (Primary Schools)), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative (Secondary Schools)), Mr Anthony Rafferty (Parent Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative (Primary Schools)) and Reverend Hutton Steel (Church of Scotland Representative).

Town House,
ABERDEEN 24 May 2017

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The Members of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** are requested to meet in **Council Chamber - Town House** on **THURSDAY, 1 JUNE 2017 at 2.00 pm.**

FRASER BELL
HEAD OF LEGAL AND DEMOCRATIC SERVICES

B U S I N E S S

DETERMINATION OF URGENT BUSINESS

1.1 There are no items of urgent business at this time.

DETERMINATION OF EXEMPT BUSINESS

2.1 Members are requested to determine that any exempt business be considered with the press and public excluded.

DECLARATIONS OF INTEREST

3.1 Members are requested to intimate any declarations of interest.

REQUESTS FOR DEPUTATION

4.1 There are no requests for deputation at this time.

MINUTES OF MEETINGS

5.1 Minutes of the meetings of the Committee of 26 January and 1 March 2017 - for approval (Pages 5 - 26)

COMMITTEE BUSINESS STATEMENT, TRACKER AND MOTIONS LIST

6.1 Committee Business Statement (Pages 27 - 32)

6.2 Committee Report Tracker (Pages 33 - 34)

NOTICES OF MOTION

7.1 There are no reports under this heading.

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

8.1 There are no reports under this heading.

FINANCE, PERFORMANCE, RISK AND SERVICE WIDE ISSUES

9.1 Budget Monitoring Report (Pages 35 - 50)

9.2 Education and Children's Services Improvement Plan 2017-18 (Pages 51 - 140)

GENERAL BUSINESS - EDUCATION

10.1 Education and Children's Services Anti-bullying Policy (Pages 141 - 200)

10.2 The Provision of Children's Escorts and Associated Costs (Pages 201 - 210)

- 10.3 North Deeside Road Rezoning Consultation Report (Pages 211 - 228)
- 10.4 St Peter's School - Plans to Address Capacity Pressures (Pages 229 - 234)
- 10.5 Revised Policy on Exclusions in Schools (Pages 235 - 262)
- 10.6 Future Plans for Pupil Support Services and Cordyce School (Pages 263 - 272)
- 10.7 Excellence and Equity (Pages 273 - 296)
- 10.8 Appointment of Members to the Fishing Industry Memorial Working Group (010617) (Pages 297 - 300)

EXEMPT BUSINESS - EDUCATION

- 11.1 St Peter's School - Plans to Address Capacity Pressures - Exempt appendix in relation to item 10.4 on the agenda (Pages 301 - 302)
- 11.2 ALEO Funding 2017/18 (Pages 303 - 308)

AT THIS JUNCTURE, EXTERNAL MEMBERS OF THE COMMITTEE WILL DEPART

GENERAL BUSINESS - CHILDREN'S

- 12.1 Integrated Children's Services Plan 2017 - 2020 (Pages 309 - 350)
- 12.2 Payment Controls within Children's Social Work - Update (Pages 351 - 356)
- 12.3 Allocation of Work in Children's Social Work (Pages 357 - 362)
- 12.4 Continuing Care (Pages 363 - 368)

EXEMPT / CONFIDENTIAL BUSINESS

- 13.1 There are no reports under this heading.

EHRIA's related to reports on this agenda can be viewed at
[Equality and Human Rights Impact Assessments](#)

To access the Service Updates for this Committee please use the following link:
<https://committees.aberdeency.gov.uk/ecCatDisplayClassic.aspx?sch=doc&cat=13450&path=0>

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Should you require any further information about this agenda, please contact Allison Swanson, tel 01224 522822 or email aswanson@aberdeency.gov.uk

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 26 January 2017. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Taylor, Convener; Councillor Carle, Vice-Convener; and Councillors Donnelly, Boulton, Cooney, Copland, Lesley Dunbar, Flynn, Hutchison, Len Ironside CBE, Laing, Malik, Nicoll, Noble, Samarai, Jennifer Stewart, Townson, Young and Yuill. External Members (to article 14 only):- Mr Anthony Rafferty (Parent Representative (Secondary Schools)), Mrs Irene Wischik (Roman Catholic Religious Representative), Mrs Louise Bruce (Parent Representative (Primary Schools)), Miss Pamela Scott (Teacher Representative (Primary Schools)) and Reverend Hutton Steel (Church of Scotland Representative).

The agenda and reports associated with this minute can be located at the following link:-

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PRESENTATION AND Q&A SESSION WITH THE IMAGINEERS FROM THE CHILDREN'S PARLIAMENT PROJECT

1. The Committee received a presentation from the Imagineers from the Children's Parliament project who attended Bramble Brae, Manor Park, Riverbank and Tullos Schools.

Thereafter Members asked a number of questions of the Imagineers.

The Committee resolved:

to thank the Imagineers from the Children's Parliament project for their presentation and attendance.

IMAGINING ABERDEEN

2. The Committee had before it a report by the Director of Education and Children's Services which advised of the views of three hundred children who imagine Aberdeen as a place where every child is healthy, happy, safe and doing their best.

The report recommended –

that the Committee note the following views and requests of children on what key actions adults and services should take:

- Tell children you love them
- Be kind to us

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- Give us support when we need it
- All children need enough to eat
- School should be a joyful place
- Families should spend time together
- There should be enough trees and flowers everywhere
- Everyone need to be respected
- Remember we love to play
- We all need to have our say at home and at school
- No-one should feel left out or unwanted
- All playgrounds and parks should be dog-poo free
- All families need to live in a lovely street with nice neighbours.

The Committee resolved:

to approve the recommendation.

GOOD NEWS STORIES

3. The Convener advised the Committee of a number of good news stories as follows –

- **Middleton Park School won prestigious UK learning award**

Middleton Park School had triumphed in the prestigious learning technologies awards. Middleton Park was the latest in a series of Aberdeen schools which had recently won, or been nominated for national awards including Woodside School, which became the first ever Scottish school to be shortlisted for the UK literary association literary school of the year award.

The glittering awards ceremony which took place on 30 November 2016 at the Park Plaza Westminster Bridge hotel in London saw the Middleton Park School scoop first prize in the category of best learning technologies project – public and non-profit sector. It was also well-deserved as the innovative video approach to shared learning was clearly one that had caught the imagination of the children and their parents alike.

Winning this UK wide award was a massive success for Jenny Watson and everyone at the school. Congratulations to everyone involved.

- **Harlaw pupils scoop first prize for their energy sector knowledge**

Harlaw Academy was awarded for winning the prestigious Northsound 1 energy schools challenge in a special ceremony on 19 December 2016. The ceremony recognised the efforts of the pupils who took part in the quiz tournament and came out on top in the final on 2 November 2016.

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The competition was particularly keen in 2016, so many congratulations to the Harlaw pupils for their efforts in what was a great initiative.

- **Northfield academy 60th anniversary year ends with a bang**

The grand finale of Northfield Academy's 60th anniversary celebrations were marked with a spectacular community fireworks display at the school on 20 December 2016. The noisy and colourful spectacle marked the end of a year of celebratory events at the school including an open morning for former pupils and a drone photograph of over 600 pupils and 80 staff arranged in the shape of the number 60.

Neil Hendry, his pupils and staff had once again come up with a fantastic event to mark 60 years of Northfield academy and what a spectacular way to end a year of celebrations. Northfield academy had had a special place in secondary education for sixty years and it was great that pupils and staff, old and new, had been able to take part in the year of events and share their fond memories.

- **Muirfield School**

It was announced on Tuesday 17 January 2017 that Muirfield School and nursery class had made good progress since an Education Scotland inspection report had identified three key areas for improvement. Raising attainment was crucial to ensuring all children reached their full potential. Congratulations to the Head Teacher and her team at Muirfield School who had shown real commitment and dedication to create a positive educational environment which provided all children at the school the opportunity to thrive educationally and socially.

- **Work started to bring ultrafast broadband to schools and libraries**

Public buildings in Aberdeen were set to receive a 21st century boost from connection to the transformational gigabit cityfibre network. Delivered in partnership with capita as part of the Scotland-wide swan programme, cityfibre were now expanding their existing network to provide pure fibre connectivity to over 100 schools, libraries and offices.

The project would deliver cost savings and improvements to digital systems as well as the speed and strength of wi-fi connectivity. The new digital infrastructure would also provide game-changing technology for many city schools who had adopted digital learning as part of their curriculum.

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- **Aberdeen schools win gold in national sports awards**

Hazlehead Primary School and Bridge of Don Academy had been recognised with prestigious national awards for innovation and achievement in delivering physical education and extra-curricular sport.

Both schools had won the Sport Scotland gold school sport award a national initiative designed to encourage schools to continuously improve physical education and sport. The award also encouraged sporting links between schools and the communities around them.

- **Team Zariba**

Congratulations to Team Zariba who had won the British synchronized skating championship again. Team Zariba had been British senior synchronized ice skating champions in 2013, 2016 and 2017 and Scottish champions 2013, 2014, 2015 and 2016. They had also represented team GB at the world championships in 2016.

- **Interactive cloud to illuminate Spectra**

A giant interactive cloud created from 6,000 incandescent light bulbs would take centre stage at this year's Spectra festival in Aberdeen. Cloud, created by Canadian artists Caitlind R.C. Brown and Wayne Garrett used pull chain switches and everyday domestic light bulbs to create a mesmerising environment of light.

Viewers would interact with the cloud by working as a collective to animate the lighting on the surface of the sculpture. Simple, bright and playful, the cloud was an interactive installation. Viewers engaged with pull chains and became part of the performance by creating different dynamics, collaborations and through experiential participation. The sculpture also encouraged the audience to reconsider household items in an alternative context, waste and environmental sustainability in urban spaces. As incandescent bulbs were phased out various countries around the world, the cloud would gain new meaning, encouraging alternative technologies and changing futures.

Cloud would be one of the most eagerly anticipated installations at this year's Spectra festival. Its unique composition would allow visitors to interact with the installation to create a constantly changing piece of art. It was visually stunning and had been displayed across the globe, from Singapore to Jerusalem and from Calgary and Prague.

The Spectra festival would run from 9-12 February 2017.

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- **Tales from the gallery buried for future generations to discover**

Fibre optic lights, photos and an Aberdeen forever tartan neck tie were just some of the things buried in a time capsule at the Aberdeen Art Gallery on 15 December 2016.

Councillor Laing and Lord Provost George Adam buried the collection of items for future generations of Aberdonians to find. The objects were selected by Aberdeen Art Gallery staff, each to represent one month of 2015, the year the £30m inspiring art and music redevelopment of the Art Gallery, Cowdray Hall and the Remembrance Hall began on site.

ABERDEEN INTERNATIONAL YOUTH FESTIVAL / CASTLEGATE ARTS LTD

4. At this juncture, Councillor Nicoll requested that item 1 (Aberdeen International Youth Festival / Castlegate Arts Ltd), on the information bulletin be included on today's agenda for full consideration.

The Committee resolved:

to agree not consider the Aberdeen International Youth Festival/Castlegate Arts Ltd information bulletin report on today's agenda and therefore to instruct officers to submit a report to the Council meeting on 15 March 2017 detailing (1) the current position regarding the proposal to dissolve the existing Aberdeen International Youth Festival and incorporate it within Castlegate Arts Ltd; and (2) the arrangements for AIYF should it not be incorporated within Castlegate Arts Ltd.

LATE REPORT - PROCEDURAL MOTION

5. Councillor Nicoll moved as a procedural motion, seconded by Councillor Flynn:- that consideration of item 6.3 (Education and Children's Services 2012-2016 Key Outcomes report) be deferred to the additional meeting of the Committee to be held on 1 March 2017.

On a division, there voted:- for the procedural motion (11) - Councillors Copland, Flynn, Hutchison, Nicoll, Noble, Samarai, Townson and Yuill and Mrs Louise Bruce, Miss Pamela Scott and Mrs Irene Wischik; against the procedural motion (12) – the Convener; the Vice Convener; and Councillors Boulton, Cooney, Donnelly, Lesley Dunbar, Ironside, Laing, Malik, Young and Mr Anthony Rafferty and Reverend Steel.

The Committee resolved:

to reject the procedural motion and thereby consider item 6.3 (Education and Children's Services 2012-2016 Key Outcomes report) today.

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MINUTE OF THE MEETING OF 17 NOVEMBER 2016 - FOR APPROVAL

6. The Committee had before it the minute of its meeting of 17 November 2016.

The Committee resolved:

to approve the minute as a correct record.

COMMITTEE BUSINESS STATEMENT

7. The Committee had before it a statement of pending and outstanding committee business which had been prepared by the Head of Legal and Democratic Services.

The Committee resolved:

- (i) to delete items 1 (PVG check – cross service recruitment procedures) and 7 (Education and Children's Services Performance) subject to the decisions taken later on the agenda; and
- (ii) to otherwise note the updates contained therein.

**2016/17 GENERAL FUND REVENUE AND CAPITAL BUDGET MONITORING
2016/17 - ECS/17/007**

8. With reference to article 6 of the minute of the meeting of the Education and Children's Services Committee of 17 November 2016, the Committee had before it a report by the Director of Education and Children's Services and the Head of Finance which advised members of the current year revenue budget to date for the Education and Children's Service, and outlined any areas of risk, and management action being taken in this regard.

The report recommended –

that the Committee consider and note the report and the information on management action and risks that was contained therein.

The Committee resolved:

- (i) to approve the recommendation;
- (ii) to note that feedback from escorts and schools regarding the escort procedure following the review of escorts would be included in the report on this matter to be considered at the Committee's meeting on 1 June 2017;
- (iii) to request the Head of Policy, Performance and Resources, by way of email, to advise the Committee of the total donations received in respect of the art gallery redevelopment, as well as the donations pledged but not yet received; and
- (iv) to request the Head of Children's Services and Head of Finance, by way of email, to provide the Committee with a breakdown of the projected variance for administration costs in the Head of Children's Services budget.

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EDUCATION AND CHILDREN'S SERVICES DIRECTORATE PERFORMANCE REPORT - ECS/17/002

9. With reference to article 9 of the minute of the meeting of the Education and Children's Services Committee of 8 September 2016, the Committee had before it a report by the Director of Education and Children's Services which provided a summary of the Quarter 2, Education and Children's Services Directorate performance outcome data from 1 July up to and including 30 September 2016.

The report recommended –

that the Committee note the Education and Children's Service Directorate performance reported for the quarter 2 period to 30 September 2016 attached at appendices A and B to the report.

The Committee resolved:

- (i) to approve the recommendation;
- (ii) in response to the percentage of children with an allocated social worker, to request a full report from the Chief Social Work Officer and Head of Children's Services to the next cycle of the Committee detailing the challenges both in implementation of the processes and on any additional support and assistance needed by Social Workers to meet the obligations imposed on them by statute and on delivering on our own key outcomes and values, and that this report also include the current numbers of children allocated to individual social workers through the reclaiming social work model;
- (iii) to note that the number of late committee reports would be included in future performance reports considered by the Committee;
- (iv) to note that the Head of Policy, Performance and Resources would review the method for reporting the measure for vacancies rate – funded vacancies compared to funded establishment – Education and Children's Services; and
- (v) to note that the Head of Policy, Performance and Resources would review the target for the percentage of positive informal inspections of early learning and education establishments per academic year.

MATTER OF URGENCY

The Convener intimated that she had directed in terms of Section 50(B)(4)(b) of the Local Government (Scotland) Act 1973 that the following item could be considered as a matter of urgency as publication of annual Directorate key performance outcomes, prior to the conclusion of each subsequent year, was a requirement which evidenced the extent to which the Council was meeting its Best Value responsibilities against Public Performance Reporting obligations and as there were no further meetings of the Committee before 31 March 2017, the Committee required to consider the report.

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EDUCATION AND CHILDREN'S SERVICES 2012-2016 KEY OUTCOMES REPORT - ECS/17/010

10. With reference to article 7 of the minute of the meeting of the Education and Children's Services Committee of 17 November 2016, the Committee had before it a report by the Director of Education and Children's Services which presented a summary report of the Directorate's key outcomes against core strategic delivery and performance priorities, linking to the City's 2016-2026 Local Outcome Improvement Plan, over the course of 2012-16.

The report recommended –

that the Committee note the work of the Directorate and provide comment on the content of the Education and Children's Services Directorate 2012-2016 key progress report (attached at Appendix A) and overview of achievements, awards and recognition attained through the Directorate across the period, attached at Appendix B.

The Convener, seconded by the Vice Convener moved:-

that the Committee note the work of the Directorate and the content of the Education and Children's Services Directorate 2012-2016 key progress report (attached at Appendix A) and overview of achievements, awards and recognition attained through the Directorate across the period, attached at Appendix B..

Councillor Nicoll, seconded by Councillor Townson moved as an amendment:-

that the Committee –

- (1) thank the officers of the Education and Children's Service for their hard work, diligence and dedication over this Council term;
- (2) note the achievements, awards and recognition attained by officers, staff, volunteers and children in the City as detailed in the report at Appendix B; and
- (3) note that it did not believe that the report provided a holistic overview of both the successes and the failures of the directorate.

On a division, there voted:- for the motion (13) – the Convener; the Vice Convener and Councillors Boulton, Cooney, Donnelly, Lesley Dunbar, Ironside, Laing, Malik and Young and Mr Anthony Rafferty, Reverend Steel and Mrs Irene Wischik; for the amendment (7) – Councillors Copland, Flynn, Hutchison, Nicoll, Noble, Samarai and Townson; declined to vote (4) Councillors Jennifer Stewart and Yuill and Mrs Louise Bruce and Miss Pamela Scott.

The Committee resolved:

- (i) to adopt the motion;
- (ii) to request the Head of Policy, Performance and Resources, by way of email, to advise the Committee of the initial budget allocation for each of the projects in the capital investment programme 2012-2020; and

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- (iii) to request the Head of Finance, by way of email, to advise the Committee of the where the monies underwritten by the Council in respect of the art gallery redevelopment were profiled in the Council's budget.

RECRUITMENT AND SELECTION PROCEDURES FOR TEACHERS: BI-ANNUAL UPDATE - ECS/17/009

11. With reference to article 9 of the minute of the meeting of the Education and Children's Services Committee of 2 June 2016, the Committee had before it a report by the Director of Education and Children's Services which provided an update on the recruitment and selection process for teachers which allowed new employees to take up post without the need for the Council to have received an approved PVG Disclosure form, which demonstrated that there was nothing to bar an individual working with children and young people.

The report recommended –

that the Committee -

- (a) agree that the existing arrangements which allowed teaching staff to be employed prior to the PVG Disclosure procedures being completed and a PVG form being received by the Council be stood down with immediate effect;
- (b) agree that, with immediate effect, all new employees appointed to teaching posts would not take up employment with the Council until a PVG form had been received and approved by the appropriate officer(s), which was in line with the corporate policy; and
- (c) to otherwise note the content of the report.

The Committee resolved:

to approve the recommendations.

STATUTORY CONSULTATION - CONSULTATION REPORTS ON THE PROPOSALS TO REMOVE AN AREA OF DUAL SCHOOL ZONING FOR FERNIELEA SCHOOL AND HAZLEHEAD SCHOOL, AND TO MAKE CHANGES TO THE PRIMARY AND SECONDARY SCHOOL ZONES IN THE VICINITY OF A NEW HOUSING DEVELOPMENT AT MAIDENCRAIG IN ABERDEEN - - ECS/17/003

12. With reference to article 3 of the minute of the meeting of the former Education, Culture and Sport Committee of 7 February 2013, the Committee had before it a report by the Director of Education and Children's Services which advised of the outcome of recent statutory consultations on the proposals to remove an area of dual school zoning for Fernielea School and Hazlehead School, and to make changes to the primary and secondary school zones in the vicinity of a new housing development at Maidencraig in Aberdeen.

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The report recommended –

that the Committee agree to implement the following proposals:

- (1) for the Fernielea School and Hazlehead School rezoning proposal, to remove an area of dual school zoning for Fernielea School and Hazlehead School, and to include this area within the zone for Hazlehead School only, from 1 August 2017; and
- (2) for the Maidencraig rezoning proposal, to adjust the school zone boundaries for Fernielea School, Kingswells School, Hazlehead Academy and the new Countesswells secondary school, to accommodate the new housing development at Maidencraig, with effect from 1 August 2017.

The Committee resolved:

to approve the recommendations.

**OUT OF SCHOOL CARE POLICY AND GOOD PRACTICE GUIDELINES -
ECS/17/001**

13. The Committee had before it a report by the Director of Education and Children's Services which sought approval of the revised and updated Out of School Care Policy and Good Practice Guidelines.

The report recommended –

that the Committee -

- (a) approve the revised and updated Out of School Care Policy and Good Practice Guidelines (November 2016);
- (b) instruct officers to disseminate the revised and updated policy widely to all out of school care partners across the city; and
- (c) instruct officers to establish a process for monitoring the completion and review of Out of School Care Policy Agreements.

The Committee resolved:

to approve the recommendations.

DECLARATION OF INTEREST

Councillor Lesley Dunbar declared an interest in the subject matter of the following article of business by virtue of her involvement with Aberdeen Woman's Alliance who had made one of the nominations for a commemorative plaque. Councillor Dunbar did not consider her interest required her to leave the meeting.

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COMMEMORATIVE PLAQUES - ECS/17/004

14. The Committee had before it a report by the Director of Education and Children's Services which sought approval to proceed with current applications for the Commemorative Plaque scheme.

The report recommended –
that the Committee –

- (a) note that the non standard plaque for James Clerk Maxwell would be replaced with a round commemorative plaque;
- (b) approve the current nominations for new commemorative plaques; and
- (c) instruct officers to proceed with these nominations, pending relevant permission and funding guarantees.

The Committee resolved:

- (i) to approve the recommendations; and
- (ii) to instruct officers to advise the Committee, by way of email, (1) of any expenditure to be incurred by the Council for any of the plaque applications detailed in the report; and (2) to agree that the plaque for Nan Shepherd would be located at 503 North Deeside Road, Cults.

At this juncture, the external members of the Committee departed.

DRAFT CHILDREN'S SERVICES PLAN 2017-2020 - ECS/17/006

15. The Committee had before it a report by the Director of Education and Children's Services which presented a pre consultation draft of the Children's Services Plan 2017-2020 for comment and approval.

The report recommended –
that the Committee –

- (a) note the content of the draft Aberdeen City Integrated Children's Services Plan 2017-2020 and approve its release for formal consultation;
- (b) to note that it was a statutory requirement that the final Aberdeen City Integrated Children's Services Plan 2017-2020 be completed before 1 April 2017;
- (c) note that Elected Members would have further opportunity to provide feedback on the plan's content and development as part of the formal consultation; and
- (d) note that the finished Children's Services Plan would be presented to full Council on the 21 June 2017.

The Committee resolved:

to approve the recommendations.

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**SELF-DIRECTED SUPPORT PROGRESS AND ASSURANCE REPORT -
ECS/17/008**

16. The Committee had before it a report by the Director of Education and Children's Services which provided assurance to the Integration Joint Board (IJB), Education and Children's Service (ECS) and key stakeholders that implementation of the Social Care (Self-Directed Support) (Scotland) Act 2013 was progressing in Aberdeen City.

The report recommended –

that the Committee note the content and future focus of the report as outlined at section 5.4 of the report.

The Committee resolved:

to approve the recommendation.

- **COUNCILLOR ANGELA TAYLOR, Convener**

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EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 1 March 2017. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Taylor, Convener; Councillor Carle, Vice-Convener; and Councillors Donnelly, Boulton, Cooney, Copland, Cormie, Lesley Dunbar, Flynn, Greig, Len Ironside CBE, Laing, Malik, Nicoll, Noble, Samarai, Jennifer Stewart, Townson and Young. External Members:- Mr Anthony Rafferty (Parent Representative (Secondary Schools)), Mrs Irene Wischik (Roman Catholic Religious Representative), Mrs Louise Bruce (Parent Representative (Primary Schools)), Miss Pamela Scott (Teacher Representative (Primary Schools)) and Reverend Hutton Steel (Church of Scotland Representative).

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GOOD NEWS STORY

1. The Convener advised the Committee of the following good news story –

- **Kingswells School – Digital School**

Kingswells School had gained national 'Digital School' status for excellence in digital technology in teaching and learning. The school was one of 21 primary schools officially awarded the honour of being recognised as the first digital schools in Scotland in a special ceremony held at Wormit Primary School in Fife.

Recognised by Education Scotland and supported by HP, Hewlett Packard Enterprise and Intel, the Digital Schools Award was designed to promote, encourage and reward schools that made the best use of digital technology in the classroom. On behalf of the Committee, the Convener congratulated the staff and pupils at Kingswells School on a fantastic achievement. She explained that it was marvellous to see yet another Aberdeen school receive national recognition for innovation in learning. In the last few months alone, the city had seen Kingswells, Woodside and Middleton Park schools win prestigious national recognition for their creative approaches to learning. They were all great examples of the flexible and engaging curriculum provided for pupils across the city.

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REQUEST FOR DEPUTATION

2. The Committee had before it a request for deputation from the Parent Council of St Peter's RC Primary School in respect of item 2.2 on today's agenda (article 4 refers) which had been submitted in terms of Standing Order 10(1).

The Committee resolved:

to agree to hear the request for deputation from the Parent Council of St Peter's RC Primary School immediately prior to consideration of item 2.2 on the agenda.

STATUTORY CONSULTATION - CONSULTATION REPORT ON THE PROPOSALS TO DEVELOP A NEW PRIMARY SCHOOL WITH EARLY EDUCATION AND CHILDCARE FACILITIES ON THE SITE OF THE EXISTING TORRY ACADEMY - ECS/17/016

3. With reference to article 14 of the minute of the meeting of the Education and Children's Services Committee of 8 September 2016, the Committee had before it a report by the Director of Education and Children's Services which presented the outcome of a recent statutory consultation on the proposals to create a new primary school with early education and childcare facilities in Torry.

The report recommended –

that the Committee agree to instruct the Director of Education and Children's Committee to implement the following proposals:

1. to amend the existing school zones of Tullos School and Walker Road School by rezoning the area of ground south of Balnagask Road which was currently within the zone of Walker Road School to the Tullos School zone, with effect from the start of the 2017/18 academic session on 22 August 2017;
2. to amend the existing school zones of Tullos School and Walker Road School by rezoning the following ground to a new, third Primary School in Torry with effect from the start of the 2020/21 academic session in August 2020, or as soon as possible thereafter:
 - ground to the north and east of houses on Brimmond Place;
 - north and east of Balnagask Road from Brimmond Place;
 - east of Oscar Road from Morven Place to Glenbervie Road;
 - north and east of Grampian Road from Glenbervie Road to Victoria Road; and
 - north and east of Victoria Road from Grampian Road to Victoria Bridge;
3. to locate and construct the proposed new Primary School, early education and childcare facilities and Community Hub on the site of the existing Torry Academy, once education provision at Torry Academy had ceased and pupils were relocated to the new Lochside Academy, with effect from the start of the 2018/19 academic session on 21 August 2018, or as soon as possible thereafter; and

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4. that the new Primary School, early education and childcare facilities and Community Hub was operational with effect from the start of the 2020/21 academic session in August 2020, or as soon as possible thereafter.

The Committee resolved:

- (i) to approve the recommendations;
- (ii) to instruct the Director of Education and Children's Services to write to the Scottish Government inviting them to contribute 100% funding towards the early learning and child care provisions of the project; and
- (iii) to instruct the Director of Education and Children's Services to apply for a Regeneration Capital Grant, as soon as applications were open, to contribute towards developing a community hub in Torry.

STATUTORY CONSULTATION - CONSULTATION REPORT ON THE PROPOSALS TO DEVELOP NEW PRIMARY SCHOOL PROVISION WITH EARLY EDUCATION AND CHILDCARE FACILITIES IN TILLYDRONE - ECS/17/015

4. (A) In terms of Standing Order 10(2), the Committee received a deputation from Ms Stephanie Brock, on behalf of the Parent Council of St Peter's RC Primary School.

On behalf of the Parent Council of St Peter's RC Primary School, Ms Brock thanked the Committee for its consideration of the proposed changes to primary education in the Tillydrone/Old Aberdeen area, and its continued pursuit of the best possible outcome for St Peter's RC Primary School.

Ms Brock provided an overview of the long history St Peter's RC Primary School had at its current site and highlighted that the reputation and location of St Peter's had attracted more and more pupils, with the result that St Peter's had been operating at 130% capacity. Thereafter, she reminded the Committee that St Peter's RC School was one of only two Grade C or 'Poor' condition schools in Aberdeen City and she provided examples of the condition of the accommodation and the impact this had on the allocation of Pupil Support Assistants.

In terms of the recommendation in respect of St Peter's RC School contained in the report before the Committee, she explained that the Parent Council had proactively engaged both with its school community and with Aberdeen City Council's officers since 11 March 2016 to reach the recommendation proposed and that the Parent Council felt this reflected the needs of the children and school staff better than the options which were formally consulted on in November/December 2016.

However, the Parent Council was disappointed with the lack of concrete detail relating to the school's future contained in the proposal, specifically about the processes needed to make the recommendation contained therein a reality. Therefore, the Parent

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
1 March 2017

Council urgently requested more detail on how exactly the short-term capacity issues at St Peter's Primary School would be addressed, as well as how the other structural improvements promised to be undertaken for August 2016, would be in place when the school returns in August 2017.

The Parent Council also asked that Committee commission a budget and a schedule for the necessary short-term improvements to be carried out as a matter of urgent priority and emphasised that the onus was on the Council officers, instructed by the Committee, to progress the vision so that parents would know by the summer term in binding detail (a) the scope of the works to be completed over the summer holidays; and (b) a programme for 2017 to progress the long-term plans for the delivery of a new school after 2020.

The Committee asked a number of questions of Ms Brock and thereafter thanked Ms Brock for her contribution.

(B) With reference to article 10 of the minute of the meeting of full Council of 6 October 2016, the Committee had before it a report by the Director of Education and Children's Services which presented the outcome of a recent statutory consultation on the proposals to create new primary school provision with early education and childcare facilities in Tillydrone.

The report recommended –

that the Committee agree to instruct the Director of Education and Children's Committee to implement the following proposals:

1. that a new 3 stream non-denominational school building with early education and childcare facilities was constructed on the site of the former St Machar School and former Tillydrone School, and to relocate Riverbank School to this new building;
2. that the new school building would become operational with effect from January 2020, or as soon as possible thereafter;
3. that St Peter's School remain at its present site and officers to assess how best to alleviate short term capacity pressures at St Peter's School; and
4. that officers carry out an options appraisal to determine the long term future of education provision at the existing St Peter's School site and the possibility of building a new St Peter's School on a new location, subject to a suitable site being identified in the school zone and sufficient capital funding becoming available. Further, that officers present the findings of the options appraisal exercise to a future meeting of the Education and Children's Services Committee in 2017.

The Committee resolved:

- (i) to instruct the Director of Education and Children's Services to implement the proposal for a new 3 stream non-denominational school building with early education and childcare facilities to be constructed on the site of the former St

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
1 March 2017

- Machar School and former Tillydrone School, and to relocate Riverbank School to this new building, with a view to the new school building becoming operational with effect from January 2020 or as soon as possible thereafter;
- (ii) to instruct the Director of Education and Children's Services to write to the Scottish Government inviting them to contribute 100% funding towards the early learning and child care provisions of the project;
 - (iii) to instruct the Director of Education and Children's Services to submit a report to the next meeting of the Education and Children's Services Committee on how the Directorate intended to alleviate short term capacity pressures at St Peter's School;
 - (iv) to instruct the Director of Education and Children's Services to submit an option appraisal report to the Education and Children's Services Committee to determine the long term future of education provision at the existing St Peter's School; and
 - (v) to instruct the Director of Education and Children's Services to submit an option appraisal report to the Education and Children's Services Committee before the end of 2017 to consider the potential future uses of the existing Riverbank School site, which should take into account the current and future needs of the communities in the area of the city with regards to education, social care and early learning and childcare provision.

NAMING OF THE NEW SPECIAL SCHOOL WITHIN THE CENTRE OF EXCELLENCE - ECS/17/014

5. The Committee had before it a report by the Director of Education and Children's Services which sought approval for the name of the new special school housed within the Centre of Excellence. The new school would replace Woodlands Special School, Hazlewood Special School and the Pre-School ASN Provision currently located within Seaton School.

The report recommended –
that the Committee

- (a) note the engagement with pupils, parents, staff and wider community to find a name for the new school and the scores registered for each shortlisted name; and
- (b) agree that, following the result of the consultation, the school be called Orchard Brae.

The Committee resolved:
to approve the recommendations.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
1 March 2017

VALEDICTORY

6. Councillor Nicoll noted that this was the last meeting of the Committee prior to the forthcoming local government elections, and thanked the Convener for her time and efforts during her time as Convener.

- **COUNCILLOR ANGELA TAYLOR, Convener**

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
1 March 2017

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EDUCATION AND CHILDREN'S SERVICES

COMMITTEE BUSINESS

1 JUNE 2017

Please note that this statement contains a note of every report which has been instructed for submission to this Committee. All other actions which have been instructed by the Committee are not included, as they are deemed to be operational matters after the point of committee decision.

Reports which are overdue are shaded.

	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>
1.	Education and Children's Services Committee 8 September 2016, article 16	<p><u>Transformation of Pupil Support Services</u></p> <p>The Committee resolved, amongst other things, to note that it was likely this work would result in no young people being educated within one building as detailed in the report. If this was the case, the building would be 'mothballed'. A further report would be submitted to a future meeting of the Committee.</p>	A report is on the agenda.	Head of Inclusion	01/06/17

2.	Education and Children's Services Committee 8 September 2016, article 16	<p><u>Children and Young People (Scotland) Act 2014</u></p> <p>The Committee resolved, amongst other things:</p> <p>(i) request a report in January 2017 which detailed the allowance paid to remunerate foster and kinship carers who cared for young people in a Continuing Care placement;</p> <p>(ii) note the Scottish Government's programme for Scotland 2016/2017; further note the financial implications as set out in paragraph 3; and instruct the Chief Executive to write to the Deputy First Minister and Cabinet Secretary for Education and Skills, asking for a guarantee that the funding provided by Scottish Government for the implementation of delivering the new statutory duties imposed by the Children and Young People (Scotland) Act 2014 would be sufficient to cover the costs imposed by statute and for the Chief Executive to report back on the response received.</p>	<p>A report is on the agenda.</p>	<p>Head of Children's Services</p>	<p>01/06/17</p> <p>14/9/17</p>
3.	Education and Children's Services 17/11/16 article 6	<p><u>Escort Costs</u></p> <p>The Committee resolved, amongst other things, to request the Head of Inclusion to submit a report on escort costs following completion of the review of inclusion, particularly the criteria for escorts and the impact of the review on escort costs.</p>	<p>At its meeting on 26 January 2017, to note that feedback from escorts and schools regarding the escort procedure following the review of escorts would be included in the report on this matter to be considered at the Committee's meeting on 1 June 2017.</p> <p>A report is on the agenda.</p>	<p>Head of Inclusion</p>	<p>01/06/17</p>

4.	Education and Children's Services 17/11/16 article 18	<u>Children and Young People (Scotland) Act</u> The Committee resolved, amongst other things, to request a report to the Committee in autumn 2017 providing an update on the anticipated financial implications.		Head of Children's Services	14/9/17
5.	Education and Children's Services 17/11/16 article 18	<u>Payment Controls within Children's Social Work</u> The Committee resolved, amongst other things, to request a subsequent update in June 2017, following the implementation of the first two areas of service to be commissioned under the Public Social Partnerships approach.	A report is on the agenda.	Head of Children's Services	01/06/17
6.	Education and Children's Services 17/11/16 article 21	<u>Review of Residential Childcare</u> The Committee resolved, amongst other things, to request the Head of Children's Services to submit a report in six months' time regarding the operation of residential childcare establishments.	A service update has been provided. Recommended for removal.	Head of Children's Services	01/06/17

7.	Education and Children's Services 26/1/17 article 9	<p><u>Children's Services – Social Worker Allocation</u></p> <p>The Committee resolved, amongst other things, in response to the percentage of children with an allocated social worker to request a full report from the Chief Social Work Officer and Head of Children's Services to the next cycle of the Committee detailing the challenges both in implementation of the processes and on any additional support and assistance needed by Social Workers to meet the obligations imposed on them by statute and on delivering on our own key outcomes and values, and that this report also include the current numbers of children allocated to individual social workers through the reclaiming social work model.</p>	<p>A report is on the agenda.</p>	<p>Head of Children's Services</p>	<p>01/06/17</p>
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CYCLE 4 - COMMITTEE STATISTICS						
DATA TRANSFERRED FROM CYCLE 4	Report Title	Committee Remit	Committee date	Report author	Head of Service	Purpose of Report
	ECS Performance Report	ECS	14.09.17	Alex Paterson	Euan Couperwhite	Standing item
	Parent Involvement Strategy	ECS	14.09.17.	Donna Cuthill/Charlie Love	Helen Shanks	TBC
	Pupil Support Assistants Fund	ECS	14.09.17.	Eleanor Sheppard / Helen Shanks	Helen Shanks	TBC
	Cultural Strategy and action plan	ECS	14.09.17.	Lesley Thomson	Helen Shanks	TBC
	Aberdeen Performing Arts Business plan	ECS	14.09.17.	Lesley Thomson	Helen Shanks	TBC
	Approval to tender – SPECTRA	ECS	14.09.17.	Lesley Thomson	Helen Shanks	TBC

CYCLE 5 - COMMITTEE STATISTICS						
DATA TRANSFERRED FROM CYCLE 5	Report Title	Committee Remit	Committee date	Report author	Head of Service	Purpose of Report
	Budget Monitoring Report	ECS	16.11.17	Brian Dow	Euan Couperwhite	
	Appraisal exercise of the long term future education provision at St Peter's School	ECS	16.11.17	Andrew Jones	Euan Couperwhite	
	Post Consultation Update: Provision for Children with Emotional and Mental Health Needs (Cordyce)	ECS	16.11.17	Andrew Jones	Euan Couperwhite	
	Budget Monitoring	ECS	16.11.17	Brian Dow	Euan Couperwhite	Standing item
	Appraisal exercise of the long term future education provision at St Peter's School	ECS	16.11.17	Andrew Jones	Euan Couperwhite	Dec. ECS March Sp Ctte ' 17
	Future of existng Riverbank School site	ECS	16.11.17	Andrew Jones	Euan Couperwhite	Dec. ECS March Sp Ctte ' 17
	Post-consultation Update: Provision for Children with Emotional and Mental Health Needs (Cordyce)	ECS	16.11.17.	Andrew Jones	Euan Couperwhite	Dec. DLT
	C& YP Act	ECS	16.11.17.	Graeme Simpson	Bernadette Oxley	Antcipated Financial Implications

COMMITTEE	Education & Children's Services
DATE	1st of June 2017
REPORT TITLE	2016/17 Fund Revenue & Capital Budget Monitoring
REPORT NUMBER	ECS/17/034
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Brian Dow

1. PURPOSE OF REPORT:-

The purpose of this report is to bring to Committee Members notice the draft financial general fund revenue and capital budget performance for 2016-17 for the Services which relate to this Committee;

2. RECOMMENDATION(S)

2.1 It is recommended that the Committee:

- i) consider and note this report and the information on management action and risks that is contained herein; and
- ii) note that these figures are still subject to audit.

3. BACKGROUND/MAIN ISSUES / OTHER HEADINGS AS APPROPRIATE

3.1 The Service revenue monitoring reports and associated notes are attached at Appendix 1.

Financial Position and Risks Assessment

General Fund Revenue

3.2 The significant areas contributing to the overall funding pressure are as follows:

	£'000
a) Staff costs (Excluding Escorts)	(790)
b) Escorts costs	180
c) Teachers Long term Absence budgets	(500)
d) Out Of Authority Placements	
- Children's Social Work	2,400
- Inclusion	1,700
e) Energy	(700)
f) Water costs	(600)
g) Unitary Charge Payments	(180)
h) Direct Payments	

- Carer Support	230
- Home Care	140
- Day Care	140

(a) Staff Costs

The staff underspend reflects the vacancy levels within the service. These may vary as staff posts are filled and others become vacant.

(b) Escorts Costs

The School escorts budget was £185k over budget. A review of processes to evaluate the requirement for an escort has been completed and shared with colleagues in schools. It is anticipated that this will reduce future spend on escorts in line with the reduction in transport costs. Linked with the reduction in the numbers of children requiring to be transported across the city to have their needs met, this budget should reduce in line with the reduction in transport costs

(c) Teachers Long Term Absence budgets

This budget provides cover for situations where cover is required for teachers who are absent from school for over 10 teaching days. Reasons for such cover include maternity, paternity and illness cover. This is very much needs led budget which fluctuates on a month to month basis. The final expenditure level was £500k less than budget at £1.85m

(d) Out of Authority Placements

The budget has recently been re-profiled to reflect demographic changes and increases in residential fees and charges, which had not been taken into account in previous years. The financial position at 31 March 2017 - the period prior to the re-profiling of the budget - is an overspend of £4.1m, (Children's Social Work £2.4M and Inclusion £1.7m).

Officers from across the directorate are undertaking a rigorous review of case files, systems and processes. Children's social work has commissioned evidence based work, based on successes in two Scottish Authorities, to identify and return a number of young people to Aberdeen. These young people will require support in education to maintain them in the City, and this necessitates close working between social work and the inclusion team. In addition, the re-design of our children's homes, combined with a foster care recruitment drive will ensure we are better able to meet the needs of some of our most vulnerable young people within Aberdeen City.

It should be noted that this budget is subject to external factors outwith our direct control. This includes decisions made by Children's Hearing Panel, the Sheriff and the need to respond to children and young people who present harm to themselves and or others and require specialist care.

(e) Energy

Energy costs were £700k less than budget. It should be noted that these figures reflect a continuing period of mild winters, and this could change if there was a prolonged cold spell.

(f) Water costs

Water budgets are £600k less than budget which is made up of reduced charges reflecting water consumption and contractual changes as well as the release of provision for outstanding historical charges which are no longer now required.

(g) Unitary Charge Payments

The Unitary Charge Budget was £180K under budget mainly as a result of reduced insurance costs, plus contractual monitoring efficiencies.

(H) Direct Payments

The three areas of overspend, relate to children with disabilities and are both needs led as well as being specifically linked to the assessment of individual children's levels of care.

Non Housing Capital Programme

- 3.3 The Service Determined Minimum Required is assessed every month by services with support from the SIP Programme Manager and officers from the Programme Management Office, Asset Management and Finance. New governance arrangements implemented in December have introduced a more robust milestone approach to project monitoring which is driving financial re-profiling exercises across the capital plan.
- 3.4 Appendix 2 shows a breakdown by project of spend to date and applicable supporting information.

4. FINANCIAL IMPLICATIONS

General Fund Revenue

- 4.1 The total revenue budget amounts to £208.6m net expenditure. The final unaudited position was an overspend £2.3m
- 4.2 Further details of the financial implications are set out in section 5 and appendix 1 attached.

General Fund Capital

- 4.3 The monies required to fund these projects are achieved through external borrowing, capital receipts and grant income. These projects are all accommodated within the Non-Housing Capital Programme. Any underspend, carry forward or overspend will have implications for the programme. As part of the Council's five year business plan, capital expenditure is now monitored within a five year timescale where appropriate. This has given budget holders the ability to profile across the full five years. In year monitoring will continue, alongside monitoring the complete Capital Programme.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of

6. MANAGEMENT OF RISK

General Fund Revenue

To ensure that a balanced budget is achieved the service will need to consider options available to reduce net expenditure.

7. IMPACT SECTION

Economy

- 7.1 The Council has a duty to ensure that best value is considered in all of its operations and this report helps to inform that process.

People

- 7.2 An Equality and Human Rights Impact Assessment was completed and it concluded that the proposal did not disproportionately impact on persons with protected characteristics compared to persons without such characteristics.

Place

- 7.3 There are no implications with respect to Place.

Technology

- 7.4 This report is a status report therefore has no impact on further advances technology for the improvement of public services and/ or the City as a whole.

8. BACKGROUND PAPERS

Financial ledger data extracted for the period. Financial ledger data extracted for the period.

9. APPENDICES

The following appendices are attached to this report.

Appendix 1- Service Monitoring Reports
Appendix 2- Non Housing Capital Report

10. REPORT AUTHOR DETAILS

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HEAD OF SERVICE DETAILS

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ABERDEEN CITY COUNCIL
REVENUE MONITORING 2016/2017

DIRECTORATE : Education & Childrens Services

As at 31 March 2017	Year to Date				Forecast to Year End			Change From Last Report £'000
ACCOUNTING PERIOD 12	Full Year Revised Budget £'000	Revised Budget £'000	Actual Expenditure £'000	Variance Amount £'000	Forecast Actual £'000	Variance Amount £'000	Variance Percent %	
Head Of Service- Childrens Social Work	36,529	36,529	39,565	3,036	39,565	3,036	8.3	1,757
Head of Service - Education Services	152,026	152,026	149,919	(2,107)	149,917	(2,107)	(1.4)	(882)
Head of Service - Inclusion	14,599	14,599	15,854	1,255	15,854	1,255	8.6	1,063
Head Of Service- Policy, Performance & Resources	5,403	5,403	5,550	148	5,550	148	2.7	212
TOTAL	208,558	208,558	210,888	2,331	210,886	2,331	1.1	2,149

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2016/ 2017**

Education & Children's Services

Summary of Income & Expenditure - Year to ACCOUNTING PERIOD 12; As at 31 March 2017

HEAD OF SERVICE : HEAD OF CHILDREN'S SOCIAL WORK

As at 31 March 2017								CHANGE FROM LAST REPORT
ACCOUNTING PERIOD 12	Full Year revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Forecast Actual	Variance	Variance Percent	
	£'000	£'000	£'000	£'000	£'000	£'000	%	
STAFF COSTS	15,221	15,221	15,050	(171)	15,050	(171)	-1.1%	619
PROPERTY COSTS	416	416	470	54	470	54	13.0%	42
ADMINISTRATION COSTS	282	282	248	(34)	248	(34)	-12.1%	99
TRANSPORT COSTS	567	567	692	125	692	125	22.0%	132
SUPPLIES & SERVICES	987	987	646	(341)	646	(341)	-34.5%	(177)
COMMISSIONING SERVICES	18,577	18,577	21,288	2,711	21,288	2,711	14.6%	713
TRANSFER PAYMENTS	927	927	1,420	493	1,420	493	53.1%	127
GROSS EXPENDITURE	36,977	36,977	39,814	2,837	39,814	2,837	7.7%	1,555
LESS: INCOME								
GOVERNMENT GRANTS	(381)	(381)	(123)	258	(123)	258	-67.8%	212
FEES & CHARGES	(42)	(42)	(61)	(19)	(61)	(19)	44.8%	(19)
OTHER INCOME	(25)	(25)	(65)	(40)	(65)	(40)	0.0%	9
TOTAL INCOME	(448)	(448)	(249)	199	(249)	199	-44.5%	202
NET EXPENDITURE	36,529	36,529	39,565	3,036	39,565	3,036	8.3%	1,757

<u>BUDGET TO DATE MONITORING VARIANCE NOTES</u>	ACTUAL VARIANCE £'000	CHANGE £'000
<u>Staff Costs</u> The main areas of underspend are arising as a result of the difficulty in recruiting qualified staff. This is having a knock effect in implementing the RSW model which will also affect achievement of reductions in the reduction of Out Of Authority costs	(171)	619
<u>Property Costs</u> There are no significant variances from budget	54	42
<u>Administration costs</u> There are no significant variances from budget	(34)	99
<u>Transport costs</u> Children's transport costs were overspent by £140K	125	132
<u>Supplies & Services</u> This saving is in relation to equipment, furniture, catering and other expenditure for the Early Years Change Fund and Intensive Support & learning.	(341)	(177)
<u>Commissioning</u> The main variance is in relation to Out Of Authority Placements linked to this Head Of Service. This was £2.4M in excess of budget. The Inclusion Budget also contains budget provision for Out Of Authority Placements. Both of these elements of the budget are specifically referred to in the main body of the report.	2,711	713
<u>Transfer Payments</u> Within this category, which deals with children with disabilities, Carer Support was £230K overspent, Day Care and Home Care were each £140K in excess of budget.	493	127
<u>Other Income</u> No significant variances from budget are forecast for this item.	(40)	9
	3,036	1,757

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2016/ 2017

Education & Children's Services: Education Services

Summary of Income & Expenditure - Year to ACCOUNTING PERIOD 12; As at 31 March 2017

HEAD OF SERVICE: EDUCATION SERVICES

As at 31 March 2017

ACCOUNTING PERIOD 12	Full Year revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Forecast Actual	Variance	Variance Percent	CHANGE FROM LAST REPORT
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	110,491	110,491	109,865	(626)	109,865	(626)	-0.6%	(19)
PROPERTY COSTS	26,133	26,133	25,017	(1,116)	25,017	(1,116)	-4.3%	(583)
ADMINISTRATION COSTS	809	809	697	(112)	697	(112)	-13.8%	(20)
TRANSPORT COSTS	288	288	352	64	352	64	22.2%	(39)
SUPPLIES & SERVICES	10,989	10,989	11,000	11	11,000	11	0.1%	74
COMMISSIONING SERVICES	3,135	3,135	2,815	(320)	2,815	(320)	-10.2%	(272)
TRANSFER PAYMENTS TOTAL	9,789	9,789	9,833	44	9,833	44	0.4%	117
GROSS EXPENDITURE	181,634	181,634	159,579	(2,055)	159,579	(2,055)	-1.3%	(741)
LESS: INCOME								
GOVERNMENT GRANTS	(1,397)	(1,397)	(1,643)	(246)	(1,643)	(246)	17.6%	(243)
OTHER GRANTS	(1,051)	(1,051)	(998)	53	(998)	53	-5.0%	139
FEES & CHARGES	(3,727)	(3,727)	(3,504)	223	(3,504)	223	-6.0%	52
RECHARGES	(416)	(416)	(409)	7	(409)	7	-1.7%	7
OTHER INCOME	(3,017)	(3,017)	(3,106)	(89)	(3,106)	(89)	3.0%	(96)
TOTAL INCOME	(9,608)	(9,608)	(9,660)	(52)	(9,662)	(52)	0.5%	(141)
NET EXPENDITURE	152,026	152,026	149,919	(2,107)	149,917	(2,107)	-1.4%	(882)

<u>BUDGET TO DATE MONITORING VARIANCE NOTES</u>	<u>ACTUAL VARIANCE £'000</u>	<u>CHANGE £'000</u>
<u>Staff Costs</u>		
Teachers Long term Absence was £530K less than budget. The balance of the underspend relates to schools DEM underspends which will be carried forward into 2017-18	(626)	(19)
<u>Property Costs</u>		
The Unitary Charge budget was £180K less than budgeted as a result of contract monitoring efficiencies and a one off property insurance rebate.	(1,116)	(583)
Energy budgets were £700K less than budgeted in line with previous years expenditure levels after taking account of contractual changes plus adjustments for energy charges linked to the Art Gallery and Museum Collections Centre which is now complete. The continued spell of mild weather during the second half of the year was a major contribution towards this underspend		
Water charges were £800K less than budget, partially due to the release of monies provided for settling of outstanding previous years historic charges which were no longer required.		
Within this heading were additional costs in respect of property rates of £100K as well as additional Repairs and Maintenance costs of £220K and additional removal costs of £60K in respect of the Art Gallery.		
<u>Administration costs</u>		
Telephone rental & call charges accounted for £70K of this underspend. The remainder of the underspend was over a range of admin related budgets as a result of a reduction in non essential expenditure	(112)	(20)
<u>Transport costs</u>		
Due to the inability to achieve the agreed service option relating to use of alternative sites for PE provision at Harlaw Academy there has been an adverse variance of £50K within this budget area.	64	(39)
<u>Supplies & Services</u>		
No significant variances from budget are forecast for this item.	11	74
<u>Commissioning Services</u>		
The major element of underspend was in respect of payments to Private Providers, which as £250k less than budgeted	(320)	(272)
<u>Transfer payments</u>		
No significant variances from budget are forecast for this item.	44	117
<u>Income - Government Grants</u>		
Additional income received was mainly in respect of Attainment Challenge grants	(246)	(243)
<u>Other Grants</u>		
Recharges to Other Authorities for additional costs associated with Special needs was £40K less than budgeted.	53	139
<u>Income - Fees & Charges</u>		
Due to the Art Gallery being closed for redevelopment the income targets associated with this building of £140K were not achieved. In addition Music Fee income and Property lets income were each £70K less than budget. This was offset by additional income by Adventure Aberdeen of £110K.	223	52
<u>Recharges</u>		
There are no significant variances from budget	7	7
<u>Income - Other income</u>		
There are no significant variances from budget	(89)	(96)
	(2,107)	(882)

ABERDEEN CITY COUNCIL
 REVENUE MONITORING 2016/2017
 Education & Children's Services
 Summary of Income & Expenditure - Year to ACCOUNTING PERIOD 12; As at 31 March 2017
 HEAD OF SERVICE : INCLUSION

As at 31 March 2017								
ACCOUNTING PERIOD 12	Full Year revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Forecast Actual	Variance	Variance Percent	CHANGE FROM LAST REPORT
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	11,394	11,394	11,150	(244)	11,150	(244)	-0.5%	228
PROPERTY COSTS	275	275	266	(9)	266	(9)	-3.3%	7
ADMINISTRATION COSTS	38	38	26	(12)	26	(12)	-31.7%	(23)
TRANSPORT COSTS	78	78	89	11	89	11	14.2%	6
SUPPLIES & SERVICES	625	625	388	(237)	388	(237)	-37.9%	(66)
COMMISSIONING SERVICES	3,080	3,080	4,758	1,678	4,758	1,678	54.5%	726
GROSS EXPENDITURE	15,490	15,490	16,677	1,187	16,677	1,187	7.7%	878
LESS: INCOME								
OTHER GRANTS	(175)	(175)	(227)	(52)	(227)	(52)	0.0%	37
FEES & CHARGES	(8)	(8)	(6)	2	(6)	2	-22.0%	1
OTHER INCOME	(708)	(708)	(590)	118	(590)	118	-16.7%	147
TOTAL INCOME	(891)	(891)	(823)	68	(823)	68	-7.6%	185
NET EXPENDITURE	14,599	14,599	15,854	1,255	15,854	1,255	8.6%	1,063

<u>BUDGET TO DATE MONITORING VARIANCE NOTES</u>	<u>ACTUAL VARIANCE £'000</u>	<u>CHANGE £'000</u>
<u>Staff Costs</u>		
The bulk of this underspend lies within devolved staffing budgets. Escorts staffing was £180k over budget after mitigating virements. Work is ongoing with this Head Of Service to identify other mitigating savings which can be used to reduce this for future years.	(244)	228
<u>Property Costs</u>		
There are no significant variances from budget	(9)	7
<u>Administration costs</u>		
There are no significant variances from budget	(12)	(23)
<u>Transport costs</u>		
There are no significant variances from budget	11	6
<u>Supplies & Services</u>		
The reduced expenditure reflects the changes in spend for GIRFEC which were £200K less than budget.	(237)	(66)
<u>Commissioning Services</u>		
Final expenditure reflects Out Of Authority Placement costs which were £1.7m in excess of budget. The Children's Social Work Budget also contains budget provision for Out Of Authority Placements. Both of these elements of the budget are specifically referred to in the main body of the report.	1,678	726
<u>Income - Other Grants</u>		
This additional income is reflected within expenditure elsewhere within this element of the service.	(52)	37
<u>Income - Fees & Charges</u>		
There are no significant variances from budget	2	1
<u>Income - Other Income</u>		
Per Capita Recoveries of £10K and an adjustment to the Contingent Liability for DEM of £130K are reflected within this heading.	118	147
	1,255	1,063

Education & Children's Services
 Summary of Income & Expenditure - Year to ACCOUNTING PERIOD 12; As at 31 March 2017
 HEAD OF SERVICE : POLICY

As at 31 March 2017								CHANGE FROM LAST REPORT
ACCOUNTING PERIOD 12	Year revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Forecast Actual	Variance	Variance Percent	
	£'000	£'000	£'000	£'000	£'000	£'000	%	
STAFF COSTS	3,684	3,684	3,574	(110)	3,574	(110)	-3.0%	33
PROPERTY COSTS	388	388	346	(42)	346	(42)	-10.8%	67
ADMINISTRATION COSTS	261	261	129	(132)	129	(132)	-50.6%	(62)
TRANSPORT COSTS	26	26	18	(10)	16	(10)	-38.5%	(6)
SUPPLIES & SERVICES	1,035	1,035	1,472	437	1,472	437	42.2%	177
COMMISSIONING SERVICES	88	88	84	(4)	84	(4)	-4.5%	(10)
TRANSFER PAYMENTS	255	255	290	35	290	35	13.7%	35
GROSS EXPENDITURE	5,737	5,737	5,911	174	5,911	174	3.0%	234
LESS: INCOME								
GOVERNMENT GRANTS	(296)	(296)	(321)	(25)	(321)	(25)	8.6%	(24)
FEES & CHARGES	(39)	(39)	(23)	16	(23)	16	-41.0%	(4)
OTHER INCOME	0	0	(17)	(17)	(17)	(17)	0.0%	6
TOTAL INCOME	(334)	(334)	(361)	(26)	(361)	(26)	7.9%	(22)
NET EXPENDITURE	5,403	5,403	5,550	148	5,550	148	2.7%	212

<u>BUDGET TO DATE MONITORING VARIANCE NOTES</u>	<u>ACTUAL VARIANCE £'000</u>	<u>CHANGE £'000</u>
<u>Staff Costs</u> Final expenditure reflects staffing underspends during the year.	(110)	33
<u>Property Costs</u> The final position mainly relates to savings in respect of vacant buildings. Savings of £80K in the School Security budget were offset by similar cost in respect of key worker Accommodation.	(42)	67
<u>Administration costs</u> A freeze on non essential expenditure generated a number of savings within this category of expenditure. This included savings of £50K in printing, stationery and postages as well as £30K on courses and conference costs.	(132)	(62)
<u>Transport costs</u> There are no significant variances from budget	(10)	(6)
<u>Supplies & Services</u> Additional Modular Accommodation has been leased for 3 schools for the new school session. Although there is expected to be a partial offset by utilising developers contributions, this has had a knock on effect into this area of budget expenditure. The underspend on School Security of £80K identified within the property element of this budget should also be considered as that budget is linked to this.	437	177
<u>Commissioning</u> There are no significant variances from budget	(4)	(10)
<u>Transfer Payments</u> Education Maintenance Payments were £30K greater than budgeted. These costs are covered by additional grant income.	35	35
<u>Government Grants</u> The additional grant income is in respect of Education Maintenance Allowances paid.	(25)	(24)
<u>Income - Fees & Charges</u> There are no significant variances from budget	16	(4)
<u>Other Income</u> There are no significant variances from budget	(17)	6
	148	212

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Capital Projects

As at Period 12 2016/17	Figures for Total Project			Pr	Cu	Figures for Current Year Only		
	Approved Budget	Expenditure to Date	Forecast Expenditure			Approved Budget	Expenditure to Date	Forecast Expenditure
Education & Children's Services	£'000	£'000	£'000			£'000	£'000	£'000
Works of Art	0	18	0			0	18	0
New Brimmond School	12,679	12,722	12,947	R	A	128	10	235
New ASN School (previously Raeden Centre project)	18,500	15,056	18,500	A	A	7,993	12,357	9,652
Art Gallery Redevelopment - Aberdeen Treasure Hub	6,140	6,137	6,594	A	A	525	521	956
Art Gallery Redevelopment - Main Contract (HLF)	30,000	17,417	30,000	R	R	20,116	11,985	20,170
Lochside Academy - ICT Infrastructure	1,000	0	1,000	G	G	0	0	0
New Academy to the South - Infrastructure Improvements	1,500	49	1,500	G	G	0	49	0
New Milltimber Primary	13,000	0	13,000	G	G	0	0	0
Kingsfield Childrens Home	1,550	0	1,550	G	G	1,005	0	500
Music Hall Refurbishment	1,000	1,000	1,000	G	G	800	800	800
Greenbrae Primary Extension and Internal Works	4,631	4,136	4,631	G	G	3,610	3,115	3,540
Stoneywood Primary	13,000	2,368	12,960	G	G	6,033	1,790	3,010
Dyce 3G Pitch	748	717	748	G	G	672	641	662
Refurbish Throughcare Facility - 311 Clifton Road	825	782	825	G	G	676	634	666
Tillydrone Primary School	17,000	34	17,000	G	G	1,000	34	55
Torry Primary School and Hub	20,000	17	20,000	G	G	700	17	25
	141,573	60,454	142,255			43,258	31,972	40,271

Art Gallery Redevelopment - The project is currently on track to match its overall expenditure profile, however, the overall project budget will require re-profiling as a result of a revised programme received by the Contract Administrators on 8 March. The project budget will remain at red until the revised programme is agreed.

New Brimmond School – A small number of snagging issues require to be completed and a final account will be submitted when this work is completed. Officers are in close liaison with Hub North to bring this to a satisfactory resolution as soon as possible. Additional budget will be allocated to the project to compensate for the increased Nursery provision in the new school; this will change the budget to green as cost will be fully met.

Treasure Hub - The project's overspend position is currently being reviewed, with an additional £375k identified from the C&S programme. The budget has now moved to amber status. The revised completion date for the return of collections from commercial storage is mid-April.

Stoneywood Primary - The completion date for the new Stoneywood Primary is now anticipated for March 2018. The contractor started on site in January 2017. Estimated costs are being finalised. The project remains on amber status until final costs are known.

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ABERDEEN CITY COUNCIL

COMMITTEE	EDUCATION AND CHILDREN'S SERVICES
DATE	1ST JUNE 2017
REPORT TITLE	EDUCATION AND CHILDREN'S SERVICES DIRECTORATE IMPROVEMENT PLAN 2017-18
REPORT NUMBER	ECS/17/033
DIRECTOR	GAYLE GORMAN
REPORT AUTHOR	GAYLE GORMAN

1. PURPOSE OF REPORT:-

The purpose of this report is to provide Committee with the Education and Children's Services Directorate Improvement Plan 2017-18

2. RECOMMENDATION(S)

That Committee notes the content of the Education and Children's Services Directorate Improvement Plan 2017-18

3. BACKGROUND/MAIN ISSUES

3.1 Delivering the Local Outcome Improvement Plan and Strategic Business Plan

Aberdeen City Council is a leading and statutory partner of the City's Community Planning Partnership, called "Community Planning Aberdeen". In 2016 the Council endorsed Community Planning Aberdeen's "Local Outcome Improvement Plan" (LOIP). LOIPs are a statutory requirement for all Community Planning Partnership. The LOIP has been developed as a shared, city-wide plan for improvement, setting out collaborative actions to tackle the challenges facing the City and deliver better outcomes for citizens and communities. The specific improvement priorities and targets set out in the LOIP have been collectively agreed by all partners including NHS Grampian, Police Scotland, Scottish Fire & Rescue Service as well as voluntary, community, higher and further education and business sector representatives.

The LOIP is structured around improved outcomes under the following themes:-

- Prosperous Economy
- Prosperous People
- Prosperous Place
- Enabling Technology

It is fundamental to realising the Partnership's vision for the City and achieving improved outcomes that all partners align their plans and resources to the delivery of the LOIP. In February 2017 the Council agreed a refreshed Strategic Business Plan (SBP) which explicitly does this.

These Service Improvement Plans have been developed, and continue to be refined, to align our Services' specific actions and resources, in a further degree of detail, to the delivery of the outcomes collectively agreed through the LOIP and SBP.

3.2 The Approach to Improvement

The Local Government (Scotland) Act 2003 introduced a duty of Best Value on Scottish Local Authorities. Within the Act "Best Value" is defined as "*to make arrangements to secure continuous improvement in performance*". This means that the Council has a statutory duty to manage and deliver improvement.

During 2016 and continuing in 2017, priority has been given to strengthening a consistent approach to managing improvement across all Services. In part, this responds to commentary from Audit Scotland in their 2015 "Audit of Best Value". A corporate "Model for Improvement" has been adopted, which is in line with the methodology of Community Planning Aberdeen, and significant focus has been given to awareness raising and training officers in applying the model.

In simple terms, the "Model" is founded on making and testing changes, which are driven by data, evidence and a continuous analysis of the impact of those changes.

The Service Improvement Plans for 2017/18 have been structured to support this approach to managing improvement by setting out explicitly:-

- The improvements we aim to achieve
- What changes we can make that we believe will result in that improvement
- How we will know that the change has delivered improvement

Testing change in this model is a cyclical process and further changes will be proposed and tried on a continuous basis. However, the outcomes and targets set out within the LOIP and the SBP will remain constant until amended by Community Planning Aberdeen and the Council respectively.

3.3 Development of the 2017-18 Directorate Business Plan has been framed within the context of the above "Model For Improvement", driven and overseen by the Directorate Leadership Team.

The focus of this work has been to ensure that business planning, at a directorate level, clearly reflects change activity which is designed to positively influence the widest range of Improvement Objectives contained in the City's Local Outcome Improvement and Council's Strategic Business Plans under the main themes of People, Place and Economy, with Technology as a fourth enabling theme.

3.3 Through an open internal consultation process, involving officers across Directorates, the Plan identifies four key organisers (or sub-themes) where integrated working within and across the Council is critical to success and that have a substantive impact against an extensive range of strategic Improvement Objectives.

- Expansion of Early Years Provision
- Closing the Attainment Gap
- Supporting Communities Experiencing Socio-Economic Disadvantage
- Developing the Young Workforce

These organisers are not intended to limit the scope of improvement or role of the Directorate in delivering or facilitating change activity against the wider range of Aberdeen City Council's Strategic Priorities but allow the Directorate to align resource to areas of greatest potential local influence whilst meeting both national and statutory requirements placed on its Services.

The full Plan documents are available online through the hyper-link below to the Directorate's Zone page

[Education and Children's Services Directorate Improvement Plan 2017-18](#)

4. FINANCIAL IMPLICATIONS

- 4.1 All costs associated with delivery of the Plan are addressed within the context of existing 2017-18 budgetary provision.
- 4.2 The Plan makes particular reference to the financial challenges that face the Directorate, and those it supports, in terms of welfare reform, the present economic downturn in specific service sectors and the local cost of living which are all seen as having the potential to impact directly on the delivery of service.
- 4.3 At the same time, through collaborative working across Directorates, the Plan highlights how these issues can be mitigated. It also outlines the actions being undertaken directly by Services within the Education and Children's Services Directorate to address these threats, for example, by extending digital access to services and enhancing recruitment and retention capability.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of this report.
- 5.2 Within the content of the Plan, those direct legal and legislative implications that encompass the work of the Directorate are fully expressed. Most significant of these, in terms of driving the priority change activity of the Directorate, are the current and future requirements outlined in the Children and Young People (Scotland) Act 2014, the Education (Scotland) Act 2016, and the Carers (Scotland) Act 2016.

On-going change activity is also being delivered in the context of enhanced requirements placed on the Directorate under wider legislation such as the Equality Act 2010, and Community Empowerment (Scotland) Act 2015.

6. MANAGEMENT OF RISK

- 6.1 The management of risk, as it impacts on the Plan, is defined within the document itself and is aligned with the Directorate's current Operational Risk Register

This is also informed by the approach to risk taken within the Council's Strategic Business Plan and the City's Integrated Children's Services Plan 2017-2020 which recognises that risk mitigation and oversight is also delivered in the context of work undertaken by the Directorate in partnership with a variety of external organisations.

7. IMPACT SECTION

7.1 The content and delivery framework of the Directorate Improvement Plan is directly aligned with the strategic themes of Aberdeen City Council and Community Planning Aberdeen, as set out in the [Aberdeen City Local Outcome Improvement Plan 2016-26](#) and the [Aberdeen City Council Strategic Business Plan](#).

7.2 Economy

The Directorate takes cognisance of the positive impact that effective delivery of services can impart to the Council and the Community in terms of transforming its provision and facilitating greater access to the benefits of economic stability for those the Directorate supports.

In these terms, and as expressed by the Plan drivers, the Directorate aims to be a significant influence in particular areas of the economy such as tourism, science and innovation and the skills infrastructure by offering an inclusive and collaborative approach to engagement within the Council and with external partners.

7.3 People

The Directorate is committed to improving the key life outcomes of all people in Aberdeen, with a specific focus on our children and young people, taking full cognisance of the importance of promoting equality and diversity as a foundation for improvement planning.

Within the Plan, this is recognised in terms of the Directorate's key Improvement organisers, the impact of which are designed to reduce inequality and disadvantage by:

- (a) increasing access to, and opportunity within, childcare and education settings, providing our children with the best start in life.
- (b) improving the employment outcomes for our young people.
- (c) providing enhanced and sustained support of children, young people and families from communities experiencing socio-economic disadvantage through locality planning collaboration.

In terms of enhancing staff experience, the Plan outlines change activity which is designed to improve the knowledge, understanding and capability of employees through increased training provision and data sharing whilst releasing capacity through the streamlining of process and further digitisation of information and transactional activity to the public.

There are no direct EHRIA implications arising from the recommendation contained within this Report although, as expressed above, the Plan contains a range of change activity which is intended to positively impact on the life opportunities

provided to those at recognised disadvantage, including those citizens with protected characteristics or experiencing poverty.

Full implementation of the 2017-18 Improvement Plan will be concurrent with completion, and publication, of a Child Rights and Wellbeing Impact Assessment, designed to help support the Directorate in meeting its duties under Part 1 of the Children and Young People (Scotland) Act 2014, the '2014 Act', and in relation to the Articles of the United Nations Convention of the Rights of the Child.

7.4 Place

The Improvement Plan has identified particular change activities which contribute to an improved sense of place by improving understanding of, and reducing, potentially negative behaviours, protecting individuals and the community from harm.

Alongside this direct 'intervention and education' role, the Plan acknowledges that the Directorate can influence the extent to which the availability of, and engagement with quality infrastructure, such as schools and recreational facilities, improves the experience of the City's residents and visitors.

7.5 Technology

The Directorate, through the Improvement Plan, recognises that technology is central to innovative, integrated and transformed public services.

In this context, it is noted that the Directorate has a direct role to play in not only in the application of technology but also in terms of developing the future skills infrastructure necessary to engage with and support use of technology in both the workplace, and as a means of increasing access to services

8. BACKGROUND PAPERS

[Aberdeen City Local Outcome Improvement Plan 2016-26](#)
[Aberdeen City Council Strategic Business Plan 2017-18 Refresh](#)
[Integrated Children's Services Plan 2017-2020](#)

9. APPENDICES

[Education and Children's Services Directorate Improvement Plan 2017-18](#)
[Education and Children's Services Directorate Draft 2017-18 Health and Safety Improvement Plan](#)

10. REPORT AUTHOR DETAILS

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Education and Children's Services Improvement Plan

2017/18

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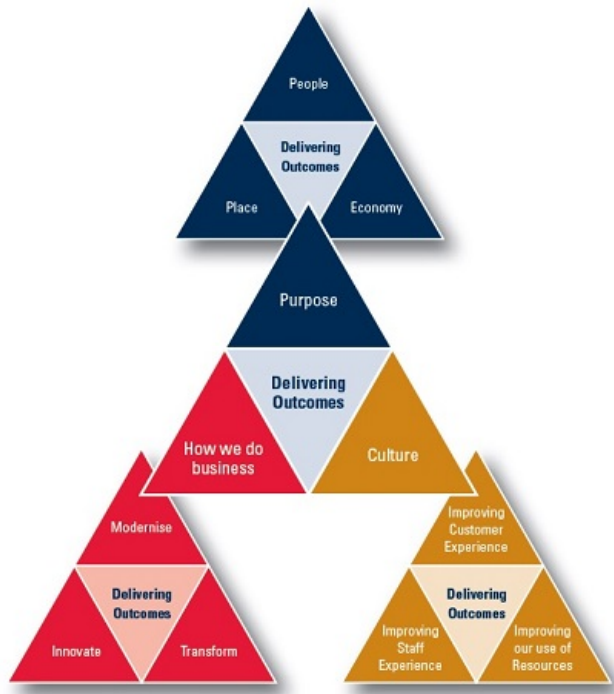
1. Introduction and Service Description

Shaping Aberdeen

Shaping Aberdeen sets out our overriding purpose that is to:

“to ensure the people and place prosper and to protect the people and place from harm”

It outlines our aspirations and how we do business and shape our culture in order to get there. The Strategic Business Plan (approved on 22 Feb) set out our business priorities and deliverables for 2017/18 which contribute to our purpose.



Shaping Aberdeen has 3 parts:

Our purpose - What Our Business is

To ensure the alignment of all Council strategies and plans to the vision reflected in the Local Outcome Improvement Plan, as well as ensuring clear delivery plans for the Council’s own set of strategies and priorities.

How we do business

The modernisation and transformation of how we deliver our services through making best use of technology.

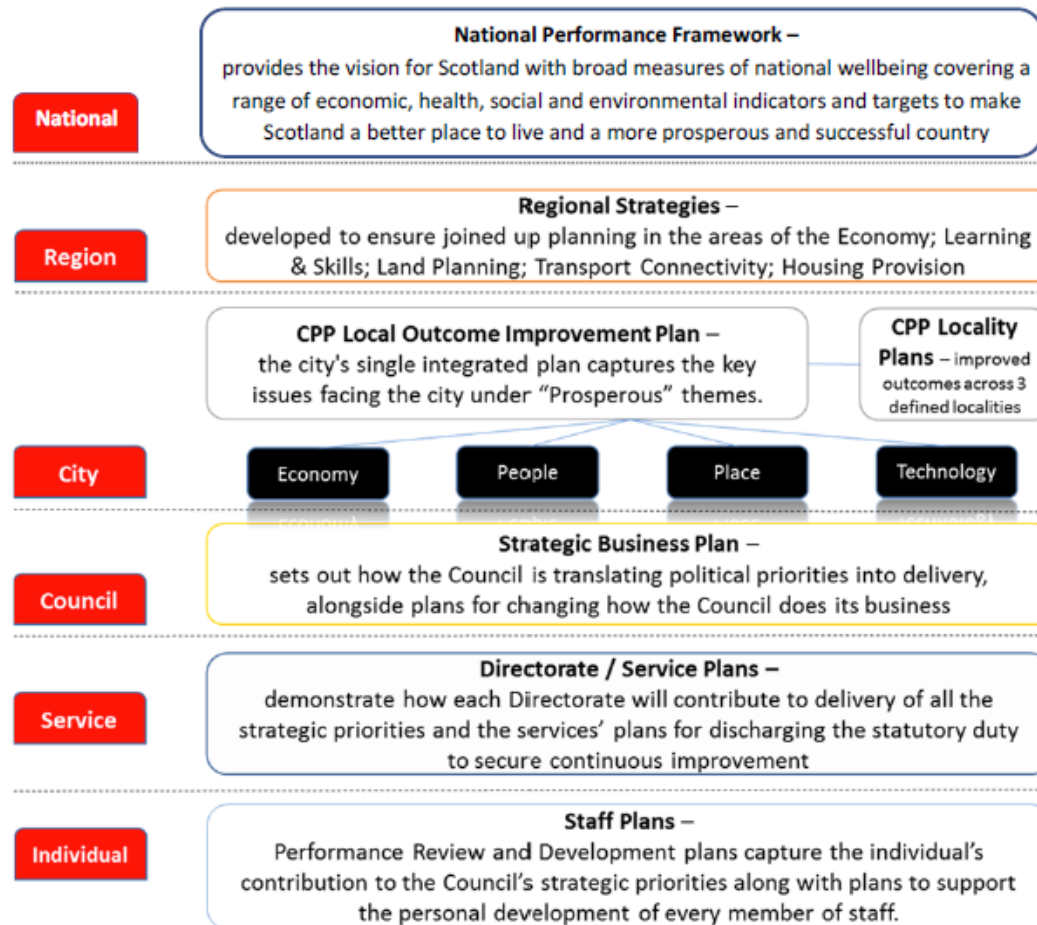
How we behave as an organisation (Culture)

Capable, confident, engaged and positive *staff* who deliver excellent *customer* service and consciously make best use of our *resources*. An organisation that maintains its focus on its customers, its staff and how it uses the resources available to it.

1.1 Role of the Directorate Improvement Plan

This plan outlines Education and Children’s Service’s contribution to delivery of the Council’s Strategic Business Plan demonstrating ‘golden thread’ alignment from the National Improvement Framework, strategic partnership priorities and administrative priorities to those of Shaping Aberdeen. Improvement activity within and beyond our own Directorate will support achievement of our City vision ‘a place where all people can prosper’.

Our vision is supported through the delivery of three themes - Economy, People and Place – a fourth theme of Technology cuts across the three themes as a key enabler of innovation and integrated service delivery.



Our purpose as a council is to ensure the People and Place prosper and to protect the People and Place from harm.

Economy: Our role is to empower citizens so that the city can thrive

People: Our role is to make sure that all citizens have the chance to reach their full potential. We can influence this by providing quality education, ensuring that all children and young people have a voice in decisions that affect them, by offering varied employment opportunities and vibrant cultural events. We also have a duty to ensure that those children and young people assessed as being vulnerable are protected from harm.

Place: Our role is to make sure that Aberdeen is a city where everyone feels included.

This reflects our desire within Education and Children's Services to help children and young people, adults, families and communities flourish in every aspect and our commitment to work collaboratively with partners to tackle the issues that exist in our society to help us achieve excellence and equity for all.

The Integrated Children's Services Partnership is the strategic lead for delivering improvements to achieve the outcomes of the Children Are Our Future priority of Community Planning Aberdeen's Local Outcome Improvement Plan 2016-26, listed below:

1. Children have the best start in life – children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood
2. Children are safe and responsible – children and young people are safe from all forms of harm
3. Children are respected, included and achieving – children and young people are listened to, respected, valued and involved in the decision-making process

The Education and Children's Services Directorate has identified 4 key organisers to guide our integrated work. These organisers have golden thread alignment from the National priorities, through our strategic partnership plans and are aligned with Shaping Aberdeen. They are:

1. Expansion of early years in line with Scottish Government advice
2. Closing the attainment gap
3. Supporting Communities Experiencing Socio-Economic Disadvantage
4. Developing the Young Workforce

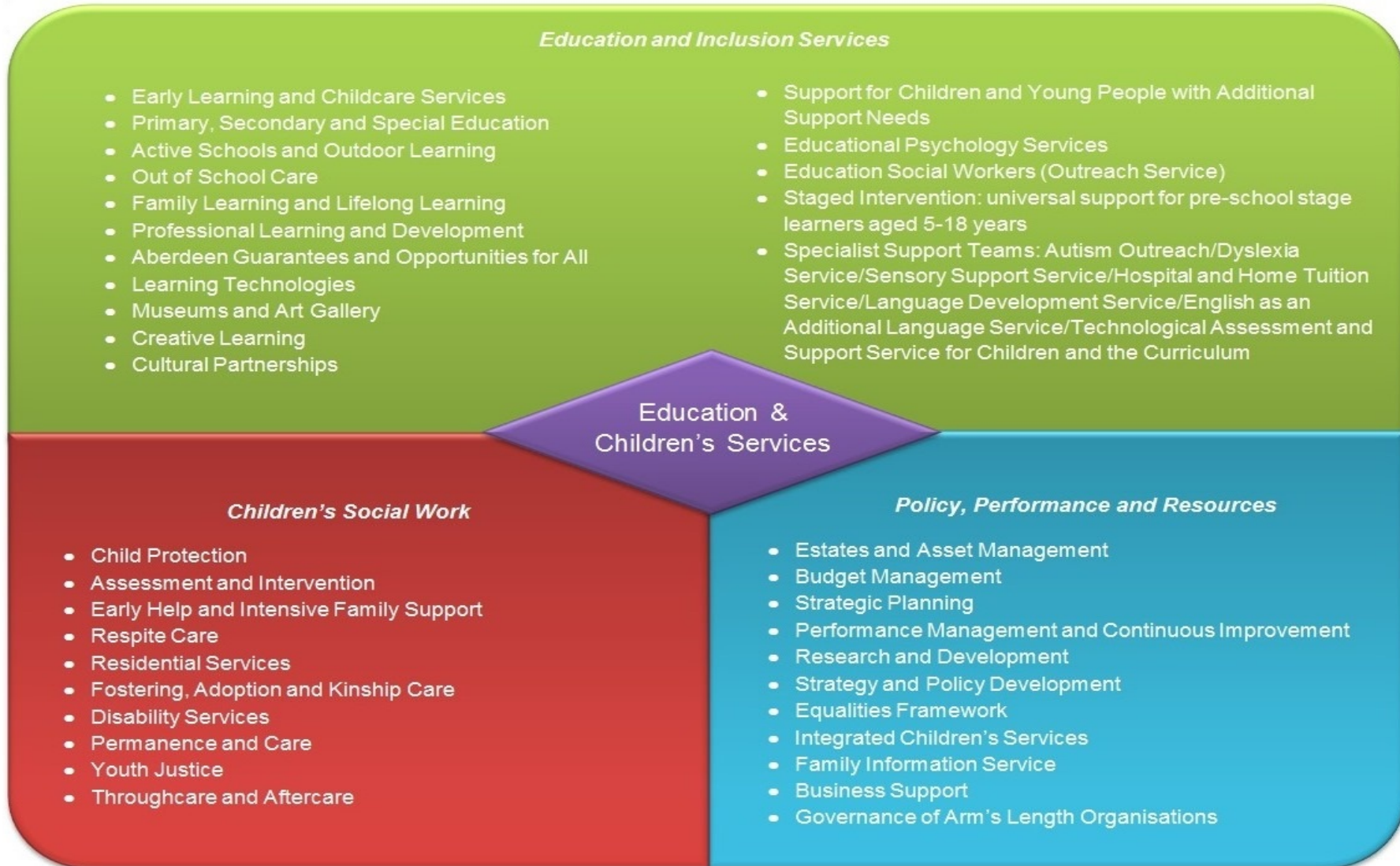
Self-evaluation activity informing this Directorate Plan

A range of self-evaluation activity has informed the systems review and improvement actions detailed in this Directorate Plan. This has included:

- individual teams reviewing evaluation evidence to determine how best to transform service delivery;
- routine review of live and validated performance data;
- exploration of how closer alignment of teams and services can guide the transformation necessary to realise our ambitions for the city;
- careful consideration of barriers to improvement to highlight where systems and processes are in need of review;
- a review of anticipated legislation and guidance from The Scottish Government;
- detailed exploration of the needs of learners across socio-demographic areas;
- evaluation of current and potential future demand for services and availability; and
- Extended Directorate Leadership Team improvement planning session

1.2 Overview of the Directorate

The Education & Children's Services Directorate is the largest service provider within Aberdeen City Council with responsibility for delivering key statutory and frontline services to children and young people, adults, families and communities of Aberdeen. The Service brings together an integrated team who collaborate with internal and external partners and stakeholders to deliver services that are customer focussed, demonstrate efficient use of resources, and maintain a consistent focus on quality improvement.



2. Service Assessment

2.1 PESTLE analysis

<p>Political</p> <ul style="list-style-type: none"> • Ambition & Opportunity: National Strategy for Public Libraries in Scotland 2015-2020 • Child Protection Improvement Programme • Developing the Young Workforce • Every Child a Library Member • How Good is Our School 4 / The Child at the Centre • Impact of Brexit • Included, Engaged and Involved (anticipated May 2017) • Increased entitlement to early learning and childcare • MGS National Strategy for Museums and Galleries • Museums Accreditation standards (MGS) • National Improvement Framework for Scottish Education and Improvement Plan • Scottish Local Elections 2017 • General Election 2017 • Teacher Numbers agreement • The establishment of Regional Education Models • The Scottish Government 'Closing the Gap' agenda 	<p>Economic</p> <ul style="list-style-type: none"> • Budget savings arising from staff vacancy • Cost of Living: High cost of living and property prices impacts on recruitment • Downturn in the energy sector impacting on children, young people and families' potential capacity for social, cultural and economic engagement • Expectation that the Scottish Government will devolve resource directly to schools in the future • Financial Austerity – the need to deliver more with less, internally and with key partner agencies • Foster Care and Kinship Payments • Impact of IR35 Tax Regulations on the ability to retain Agency Staff to cover key posts • Pupil Equity Funding to support children in receipt of Free School Meals • Welfare Reform • Implications of new legislative duties to support carers
<p>Social</p> <ul style="list-style-type: none"> • Changes in the city demographic resulting in predicted increases in the 0>25 population • Community Engagement, Participation and Empowerment • Develop a strength based approach for working with children and families around child protection • Increased numbers of reported wellbeing concerns • Limitations of existing specialist placements for children with additional support needs • Increasing numbers of pre-school children in the three targeted locality areas • Multi-generational deprivation • Shifting balance of care across looked after children population to support across families • Unaccompanied asylum seeking children 	<p>Technological</p> <ul style="list-style-type: none"> • Being Digital Transformation Strategy, Aberdeen City Council 2016-2020 • Continued roll out of SEEMiS modules • Further roll out of accessible WiFi in public buildings • Implications of Information Sharing Bill • Improved broadband connectivity • Range of MIS systems used internally and by partners • Relationship between CareFirst and SEEMiS • Support our staff, families, children and young people and communities to gain digital skills • Realising Scotland's full potential in a digital world: a digital strategy for Scotland (2017)

<p>Legal</p> <ul style="list-style-type: none"> • Accessibility Guidance (2014) • Carers (Scotland) Act 2016 • Child Poverty (Scotland) Bill (2017) • Children and Young People (Scotland) Act 2014 and Information Sharing Bill • Community Empowerment (Scotland) Act 2015 • Education (Scotland) Act 2016 • Equality Act 2010 • Human Trafficking and Exploitation (Scotland) Act 2015 • Increased risk of reference to the tribunal due to staffing shortages • Public Bodies (Joint Working) (Scotland) Act 2014 • Social Care (Self-directed Support) (Scotland) Act 2013 • The Requirements for Community Learning and Development (Scotland) Act • Draft Head Teacher and Training Standards (Scotland) Regulations 	<p>Environmental</p> <ul style="list-style-type: none"> • Accessibility across school estate and residential care settings • Appropriate accommodation for 'Units' as part of the Reclaiming Social Work (RSW) model • Changing demographics in the city requiring a review of the school estate – ensuring the right provision in the right areas • Communities have local access to learning and cultural services • Curriculum for Excellence through Outdoor Learning across early learning and schools • Expansion of Early Learning and Childcare estate to deliver increased hours offer. • Geographical location of Aberdeen - its impact on on-going recruitment to key posts and reducing vacancy rates across the Directorate. • Going Out There: Scottish Framework for Safe Practice in Off Site Visits (SAPOE)
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Summary of critical issues from the PESTLE analysis that will influence the plan

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<p>National Improvement Framework and Delivering Excellence and Equity in Scottish Education</p> <p>The Scottish Government's focus on excellence and equity and the improvement drivers set out in the National Improvement Framework will greatly influence the work of Education and Children's Services. It will be imperative that individual teams pool expertise to support this ambitious change agenda.</p> <p>Senior Leaders in schools will require support to accurately identify and close 'the gap' Resultantly, the sharing of emerging best practice will be crucial.</p> <p>The agenda will only be successfully delivered with closer working across the Council to ensure that Pupil Equity Funding quickly impacts on children and young people.</p>	<p>Cultural Engagement and Participation</p> <p>The cumulative effect of welfare reforms as well as the impact of the Oil and Gas sector downturn will continue to put pressure on services as some families are placed under increasing levels of stress.</p> <p>This may also have the consequence of limiting access to cultural and creative learning opportunities and impact negatively on creative industries through reductions in 'disposable income' and sponsorship commitments.</p> <p>Any changes to Museums Galleries Scotland Museum Accreditation Scheme may require immediate attention and redirection of key resources. ACC adoption of new priorities e.g. reduction of staff could create conflict with continuation of existing funding arrangements with bodies such as Heritage Lottery Fund.</p>	<p>Workforce Capacity and Continuity</p> <p>Recruiting and retaining staff is a challenge hampering the delivery of high quality services across the Directorate.</p> <p>The need to attract and retain staff is urgent given the predicted increase in 0>25 population growth over the next decade. The high cost of living and downturn in the Oil and Gas sector is also a contributing factor.</p> <p>Statutory changes to expand the provision of Early Learning and Childcare (ELC) will put further pressure on the workforce as we anticipate that we may need to attract around 300 practitioners to support the expansion of services. The scale of this shortfall will require us to think very differently.</p>
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Directorate Estate: Early Learning and Childcare and Schools

The expansion of early learning provision also creates challenges around our ELC estate. Currently most ELC provision is attached to our primary school estate which is significantly over capacity in some areas and the provision of ELC is not always where it is needed geographically.

This pressure will require us to review the best location of ELC as we move forward as the highest concentration of pre-school children are found in the city's three targeted locality areas and should be considered within the Locality Planning framework. The ELC agenda could significantly help us deliver the outcomes set out in the LOIP and a high level of flexibility and close partnership working will be necessary to fully capitalise on the expansion in keeping with the Community Empowerment (Scotland) Act 2015.

The lack of flexibility across the school estate can limit that required by some learners. This can hamper the ability of schools and services to support vulnerable learners and cases will have to be looked at on a case by case basis to establish if a presumption of mainstream is possible. The 100% claw back of staffing vacancy will further limit flexibility.

Changing demographics within the City requires us to review the school estate. In some areas of the city where the population is ageing, there is an over-provision of primary and secondary school places, whilst in other areas of the city which are becoming more popular for younger families and for new housing developments, schools are at or over capacity.

Getting It Right for Every Child

The Children and Young People (Scotland) Act, and the provision of the Named Person Service will have to be carefully managed to ensure that families are aware of how services across Aberdeen will support them and remove any anxiety around information sharing. This will require us to be responsive and proactive in our approach and ensure information is available.

Part One (Section Two) of the Children and Young People (Scotland) Act 2014 places a duty on a range of public bodies (including all local authorities and its relevant health boards) to report on the steps they have taken to better secure, or give further effect to, the requirements under Part One of the UNCRC, and how they have promoted an understanding of the UNCRC across all services and with the general public. Aberdeen City Council has entered into a 3-5 year partnership with Unicef UK to become part of the 'Child's Rights Partners Programme'.

Part Three of the Act relates to children's services planning and seeks to improve outcomes for all children and young people in Scotland by ensuring that local planning and delivery of services is integrated, focused on securing quality and value through preventative approaches, and dedicated to safeguarding, supporting, and promoting child wellbeing. There are also similar new duties on all public bodies as corporate parents in relation to looked after children and care experienced young people.

Providing Continuing Care to young people formerly looked after, in line with the new duties and responsibilities contained within the Children & Young People Act (Scotland) 2014 is a challenge to Education and Children's Services along with its partners including the Health & Social Care partnership.

Full implementation of Reclaiming Social Work with the emphasis on systemic practice and the move to Unit, rather than Team working, has been constrained by our ability to recruit sufficient numbers of Consultant Social Workers. The downturn in the local economy and other environmental issues, including the proximity of Aberdeen to the central belt of Scotland, have provided additional challenges which have caused the original implementation timescale to be extended.

2.2 SWOT analysis (Strengths, Weaknesses, Opportunities and Threats for the Directorate)

<p>Strengths</p> <ul style="list-style-type: none"> • Ability to generate additional income from grant applications • Collections of Recognised National Significance • Creativity national agenda • Effective partnership working • Emerging mechanisms in place to share best practice • Use of How Good is Our School 4 and How Good Is Our Community Learning and Development provide robust evaluation frameworks • Integration of Education & Children’s Social Work within one Directorate • Low staff sickness absence levels • Professional knowledgeable and highly skilled staff • Recognition of and investment in culture programmes from Elected Members • Strong partnership working across the Northern Alliance in Education and Integrated Children’s Services • Strong professional reputation • Transformational change through capital developments • Wider recognition of and interest in the implementation of Reclaiming Social Work • Workforce are committed to closer aligned teams across the Directorate 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Austerity leading to a need to review roles and remits of Education and Children’s Services’ teams • Challenges of fully implementing Reclaiming Social Work within the anticipated timeframe has impacted upon staff morale • Reduced clarity of roles and remits in an ever-changing landscape • Lack of expertise both centrally and in school to inform improvement activity • Lack of flexibility and accessibility in our older school buildings to meet the changing needs of the service • Recruitment and retention of staff • Staff anxiety around volume of change • The national ‘Closing the Gap’ agenda leading to increased expectations around data analysis • Transformational change resulting in significant changes in working practices • Lack of support and developmental opportunities for learning, amongst Children’s Social Work staff and newly qualified social workers due to earlier contractual issues with Bon Accord Care
<p>Opportunities</p> <ul style="list-style-type: none"> • Acceptance into the Unicef ‘Child’s Rights Partners’ Programme • Consistent service wide model of service delivery/whole system (CSW) • Consistent service wide model within Children’s Social Work of service delivery • Construction of new school buildings across the city • Cross party positive commitment to cultural development including prospective bid for UK City of Culture 2025 • Establishment of ASG Partnership Fora and links with all local agencies • Investment by the council in Reclaiming Social Work has created a momentum that can lead to significant change in practice and improved outcomes for vulnerable children and their families • Repositioning of the City through cultural provision, events and employment. • Involvement of care experienced young people in service improvement planning • Knowledge gained from Employee Opinion Survey • Life Changes Trust funding for development of Champions Board and Corporate Parenting • More joined up working across Directorate teams leading to the pooling of expertise • New partnerships with businesses and other organisations such as National Trust Scotland • Positive impact of the expansion of Early Learning and Childcare • Pupil Equity Funding and Scottish attainment finding • Reclaiming Social Work model linking with Partnership Forums • Redevelopment of Aberdeen Art Gallery & Cowdray Hall and Provost Skene’s House • To develop closer strategic partnerships with schools 	<p>Threats</p> <ul style="list-style-type: none"> • Budgetary consideration • Capacity of other services / organisations to support multi-agency approaches • Demographic pressures on services • Difficulties in teacher and social worker recruitment and maintaining teacher/social worker numbers • Innovation fatigue • Meet statutory obligations with fewer staff and reduced costs • New statutory reporting required to comply with the Children and Young People (Scotland) Act 2014 • New undefined inspection expectations from Care Inspectorate • Not utilising staff skills and knowledge to maximum effect • Pace of change and capacity to manage • Pace of change to Children’s Social Work commissioned services has potential to destabilise the market • Previous demographic assumptions need to be reviewed and challenged to avoid false resource allocation • Data used for planning is not sufficiently and regularly refreshed

Summary of critical success factors emerging from the SWOT

The drive to do more for less will necessitate the close alignment of teams and services to ensure that we make best use of collective expertise and resource. This provides the opportunity for the more holistic upskilling of individuals that will be of benefit to the Directorate and wider Council.

The use of Pupil Equity Funding could impact significantly on the long-term outcomes of some of our most vulnerable children and young people. Fostering the partnership working necessary to take fully informed decisions at a local level will require a coaching and mentoring approach to be deployed by central staff. Making the time available to support the development of strong relationships across partners will require a review of our current demands on Senior Leaders in schools.

The implementation of Partnership Fora and their close ties with the Children's Social Work Units and others based in each locality could lead to more holistic support to our children, young people, families and communities and support our delivery of primary prevention and early help. Staff will have to be supported to engage with this new way of working and there will be an imperative to share quick wins secured through this way of working.

The expansion of Early Learning and Childcare could significantly aid delivery of the outcomes set out in the LOIP. Clear strategic planning with a range of internal and external partners will be necessary to fully realise the potential.

The need to recruit and retain staff and increased demands across our ELC provisions will require innovative solutions to be sought. The establishment of an ELC Academy will help overcome some of the perceptions around ELC and will potentially provide a model to adapt in the future.

Financial austerity will lead our review of roles and remits and many staff will feel anxious about new ways of working. Setting out the drivers for change will be crucial as will the need for quality training and mentoring.

Reduced revenue funding in other Council directorates will affect the level and quality of services they provide to us, including preventative repair and maintenance of our buildings, which could impact on the quality of the environment for our children, young people and families and the working environment for some of our staff. We will need to continue working closely with colleagues in other directorates and manage working relationships to ensure we remain in a position to negotiate the best outcomes for our staff and for children and young people.

The transformational change required to achieve our ambitions has the potential to lead to a lack of clarity for staff. Effective communications systems will be increasingly important so that colleagues are aware of changes and sources of support.

The national 'Closing the Gap' agenda is leading to increased expectations around data analysis and we should make good use of the Policy and Performance Team and the Schools MIS Team to support colleagues in schools and across the Directorate.

The requirement to manage a number of concurrent detailed and wide-ranging capital projects places time pressures on relatively small teams within the Directorate. e.g. Cultural Services wishing to ensure continued public engagement and programmes whilst venues are closed.

The consolidation of the introduction of the Reclaiming Social Work model has been and will continue to be affected by the ability to recruit the requisite number of suitably qualified and experienced staff, particularly as Consultant Social Workers. This has led to further revisions to the application of the model within Aberdeen and whilst the model remains strength, recruitment continues to pose a threat to our ability to consolidate its introduction.

The re-commissioning of externally provided services for Children's Social Work using the Public Social Partnership (PSP) model has been a significant opportunity to review and modernise the provision of a range of crucial services as well as being an opportunity to encourage new providers to come to the city. The prolonged process of the PSP though, coupled with the inevitability that some current providers will no longer provide services, has created the potential to destabilise the local market. At the same time, Children's Social Work, in partnership, is also tasked with delivering on the Scottish Government's Child Protection Improvement Programme which has implications in terms of the 'additionality' of skills and resource required at a local level.

3. Golden Thread - Planned Improvements

3.1 Aberdeen City Local Outcome Improvement Plan – Driver Diagram [Strategic Priorities – Driver Diagram]

Legend: Objectives highlighted in blue relate to areas which may be led by services outwith the ECS Directorate and where collaborative data development is still in progress.

Prosperous Economy

	ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 1 – Investment in infrastructure											
Aberdeen City is a robust and resilient economy providing a vibrant built environment and attractive place for residents, students, business and tourists											
Improvement Outcome 1	We will prioritise development of those transport and other intervention activities in the Aberdeen City Centre Masterplan that deliver the biggest economic impact	Ensure continuity of public transport provision for City Campus pupils	CHI/Education Services / Business Support / Term 2 2017	Improve quality of transport provision for City Campus pupils *Pupil Survey outcomes – Term 2 2017	New Measure	Baseline TBE*	TBE*	TBE*	✓		✓
	We will secure significant improvements in the city's green/active travel (walking/cycling) network	Work collaboratively with partners to enhance the Green Routes for Schools agenda	Planning/Assets and Finance Team/On-going	Increase the % of children walking or cycling to school *match from national baseline for each year – published annually in July	56.6%	+ 2%*	TBE*	TBE*	✓		✓
Improvement Outcome 2 – Innovation											
Aberdeen City has a reputation for enterprise, innovation and world class solutions											
Improvement Outcome 2	We will provide business and innovation support to entrepreneurs/ business start-ups and increase the diversity of funding options through an increase in accessibility of international investment	Build enterprise focus in to Aberdeen's approach to DYW through encouraging school pupil engagement	Economic Development / Professional Learning / On-going	Increase the number of schools actively engaging with Innovation Hubs	Refer to Economic Dev. Plan	-	-	-	✓		
Improvement Outcome 3 – Inclusive economic growth											
A skilled workforce for the future that provides opportunities for all our people											
Improvement Outcome 3	We will refresh the City's Local Housing Strategy (LHS) and link this to broad City priorities, including improving health and social care; giving children and young people the best start in life	Children's Social Work involved in the review and refresh of the Local Housing Strategy involving families facing homelessness and care leavers with tenancy agreements	Housing/Children Social Work Team / End 2017	Increase the number of care experienced young people who successfully manage their own tenancy	Refer to LHS on completion	-	-	-	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources	
We will work with partners and the community to develop iconic tourism attractions to capitalise on non-business tourism and leisure markets and stimulate diverse culture and creative offerings	Increase engagement with collections through delivery of Aberdeen Treasure Hub engagement programme by calendar year	Culture Team / 2017-18	Increase in number of loans to external organisations by works/ venues	60/18	43/19	60/24	73/28	✓		✓	
			Increase in number of visitors to the Treasure Hub	830	1,000	1,200	1,400	✓		✓	
	Increase opportunities for creating and participating in high quality cultural experiences by further development of the culture programme and the cultural infrastructure required to deliver it	Culture Team / 2017-18	Increased active participation in cultural experiences – grant funded	10,111	10,200	10,500	11,000	✓			
			Increase in number of locally produced cultural initiatives and projects – grant funded	36	38	38	40	✓			
			Increase in number of cultural volunteers – grant funded	813	830	850	850	✓			
	Enhance the level of cultural and heritage based engagement linked with Beach Ballroom	Culture Team / 2017-18	Increased public event attendances at Ballroom *to be established from 2017/18 outcome	21,100	+5%	+8%	TBE*	✓		✓	
			Enhance provision of >50's events in partnership with NHS (attendances) *to be established from 2017/18 outcome	1,948	+10%	+5%	TBE*	✓		✓	
	Redevelopment and opening of Provost Skene's House leading to increased public engagement with the venues offering	Culture Team / Assets and Finance / November 2017	Increased public engagement with PSH *to be established from 2017/18 outcome	45,500	+10%	+20%	TBE*	✓		✓	
	We will develop and implement Locality Plans for those communities experiencing socio economic disadvantage	Education and Children's Services improvement planning impacts on the priorities of Locality Plans which will target the wellbeing of children, young people and families	All Teams / 2017-18	Link to CH Service Improvement Plan	Refer to CH Service / Locality Plans	-	-	-	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will support the implementation of “Developing the Young Workforce” through "Investors in Young People” accreditation Action Plan	Support ‘Investors in Young People’ accreditation to improve the recruitment and retention of young people employed by ACC	HR & CS / Professional Learning Team / Ongoing	Increase the number of young people employed by the Directorate	Refer to HR&CS Service Plan	-	-	-	✓	✓	
	All looked after young people will be supported through the employment pipeline	Children’s Social Work Team / On-going	Ensure positive destinations for care experienced young people are sustained at level at least as good as the National Average *Linked to national data outcomes	69%	70%*	72%*	75%*	✓		✓
We will deliver actions in the Regional Skills Strategy	Work with the Regional Developing Young Workforce Group to identify the skills gap for ages 3 to 18	CHI/Professional Services Team / DYW Officer / June 2018	Increase the proportion of young people in positive sustained destinations	91.2%	+1%	+1%	+1%	✓		
We will significantly improve the city through regeneration of our communities and ensuring a vibrant economy	Work in partnership with colleagues in Communities, Housing and Infrastructure to (a) construct a new primary school and community hub in Torry and (b) materially enhance the quality of the learning environment across the Directorate estate	Planning/Assets and Finance Team / 2020/On-going	Increase in positive feedback from pupils and the community on the quality of the learning environment *from pupil survey Term 2	New Measure	TBE*	+5%	+5%	✓	✓	✓
			Increase the proportion of inspections of Early Learning and Childcare establishments are rated as “Good” or higher for quality learning environment	50%	>50%	>70%	100%	✓	✓	✓
We will develop a specific ‘economic footprint’ action plan across directorates with a focus on ensuring that community benefit clauses deliver against Locality Plans for Torry, the wider Northfield area and Woodside, Tillydrone and Seaton	Recruitment of staff from priority areas to be encouraged in alignment with the Regional Skills Strategy and the Developing Young Workforce agenda	HR&CS /All teams On-going	Positive evaluations of recruitment programmes delivered in Locality Areas	Refer to HR&CS Service Plan	-	-	-	✓	✓	✓

	ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 4 – Internationalisation <i>Aberdeen City is a location of choice for investment, high value business activity and skills</i>											
Improvement Outcome 4	We will attract the best possible range of incoming exhibitions and events and showcase the city's internationally recognised sports, arts and culture offer	Support delivery of year one of the Aberdeen 365 Events Strategy.	Economic Development/Culture Team/2017-18	Number of events funded or part funded by ECS Directorate	14	14	Pending 365 Year 2 programme	Pending 365 Year 2 programme	✓		✓
	We will deliver a £30m refurbishment of Aberdeen Art Gallery in 2017	Modernise and improve Art Gallery, Cowdray Hall and Memorial Court, increasing exhibition space, creating a world class visitor experience resulting in greater number of visitors reporting positive experiences	Culture Team / November 2017	Increased number of visitors to Aberdeen Art Gallery *Part year outcome	164,000	107,000*	196,000	200,000	✓	✓	✓
				Increase in Museums and Galleries visitors reporting a positive experience	87%	89%	90%	92%	✓	✓	✓

Prosperous People: Children are the Future

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 1 – Children have the best start in life Children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood										
We will expand early learning and child care, and out of school care	Consultation with communities informs the development of an ELC and Parenting Support Strategy and associated action plan based on community need, quality, flexibility, partnership and affordability to aid expansion in keeping with increased national expectations by 2020	All Teams / August 2020	Increase the number of Early Learning and Childcare places available for the 1140 hours	0	60	1,000*	4,000*	✓		✓
We will ensure continued quality of childcare provision	Improve quality of ELC by developing guidance on delivery of early level curriculum based on Child at the Centre, HGIOS 4 and published standards by utilising expertise from across teams and reviewing quality assurance arrangements	Early Years Team / Curriculum Team / Quality Improvement Team / August 2017	P1 value added assessments evidence improved school readiness in locality areas	42.6%	44%	-	-	✓	✓	✓
	Increase access to Bookbug sessions in all libraries in the city to reduce the vocabulary gap	Libraries Team / 2017-18	Increase the number of Bookbug sessions and outreach activity	Monthly Average 19 sessions	+5%	+5%	+10%	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will deliver workforce development and expansion within early learning and childcare services	Establish Early Learning and Childcare Academy	Early Years Team / Transformation and Improvement Service Manager / August 2018	Decrease number of early learning practitioner vacancies per academic year *June 2017	New Measure Baseline TBE*	-10%	-10%*	-10%*	✓	✓	✓
			Increase in number of staff accessing funded qualifications to improve quality and meet SSSC requirements *Conclusion of year 1 Academy programme	New Measure	Baseline TBE*	+20%	+50%		✓	✓
	Ensure access to additional graduate/teacher in ELC provision to support children living within SIMD Quintile 1	Early Years Team / Aug 2018	All children in SIMD Quintile 1 have access to additional graduate qualified support	0	0	100%	-	✓		
We will expand Me2 programme to support eligible 2 year olds	Consultation with parents and carers and review of current approaches will inform the expansion of the Me2 Service	Early Years Team / Assets and Finance / On-Going	Increase in the number of places available with a view to meeting 100% of demand by 2019 * based on current projections of eligible population	126	200	300	400*	✓		

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Implementation Outcome 1

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will ensure that the Council shows how the impact on children has been considered in all strategic planning and decision making	Work with UNICEF UK to ensure that all services consider the views and opinions of children and young people when planning for change	Professional Services Team / On-going	Increase in the number of settings able to demonstrate engagement with children and young people when planning improvement *To be defined in partnership with UNICEF UK	New Measure	Baseline TBE*	TBE*	TBE*	✓		
	Children's Social Work involve clients in the planning and development of services for CEYP	Children's Social Work / On-going	Increase in the number of young people actively involved in the planning & development of services * Linked to RSW and Commissioning development	New Measure	Baseline TBE*	TBE*	TBE*	✓		✓

**Improvement Outcome 2 – Children are safe and responsible
Children and young people are safe from all forms of harm**

Improvement Outcome 2

We will consolidate the implementation of Reclaiming Social Work	Continued use of systemic practice to ensure that work with families helps them to make positive changes to their lives.	Children's Social Work / On-going	The model of Reclaiming Social Work is re-shaped to meet Aberdeen City's children's needs and available resources by moving to Social Work Units (i.e. current plan to implement 26 Units)	13 Units	18 Units	22 Units	26 Units	✓	✓	✓
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ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will consolidate the implementation of Reclaiming Social Work	Increase the time that practitioners are able to spend working directly with families	Children’s Social Work / July 2017	Reduce the number of children and young people in out of authority placements *experimental measure as baseline –definition being established with CPC partners	42*	38*	36*	34*	✓	✓	✓
			Ensure CP re-registration rates will be in line with the national average (rate per 1000 pop aged 0-16) * pending publication of national data each year	17%	17%*	TBE*	TBE*	✓	✓	✓
We will implement Getting it Right For Every Child in line with the requirements of the Children and Young People (Scotland) Act 2014	Increase opportunities for primary prevention and early intervention through the development of Partnership Forums across all Associated Schools Groups	Transformation and Improvement Service Manager / Professional Services Team / On-going	% of ASG Partnership Forum plans evidencing improved outcomes across locality	New Measure	40%	100%	100%	✓	✓	✓
	Audit GIRFEC processes to inform refinement and ensure our processes bring about positive change	Transformation and Improvement Service Manager / Professional Services Team / Children’s Social Work / October 2017	Increase % of Child’s Plans evidencing measurable improvement *by Plan sampling – October 2017	New Measure Baseline TBE*	+10%	+10%	+10%	✓	✓	✓

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will implement Getting it Right For Every Child in line with the requirements of the Children and Young People (Scotland) Act 2014	Improve monitoring and tracking of children missing from education through introduction of revised guidance and process.	Education Support Officer / August 2017	Reduction in timelines between establishment and resolution of children missing in education cases (average number of days) * June 2017	Baseline TBE*	-20%	-40%	-80%	✓		✓
	Improve training, guidance and information to all stakeholders in keeping with anticipated statutory guidance in preparation for full implementation of the legislation in 2018	Transformation and Improvement Service Manager / Professional Services Team / July 2018	Increase in training evaluated as good or better	80%	85%	90%	95%	✓	✓	
We will improve in early intervention supports for offenders / victims and parents	Continued development of the anti-knife crime strategy across the Northern Alliance to reduce incidents in schools	Curriculum Team / On-going	Reduction in number of knife incidents in schools	Baseline TBE*	-5%	-5%	-5%	✓	✓	
	Review and improve the substance misuse policy and strategy through the alcohol and drugs partnership forum to reduce incidents of substance misuse	Health and Wellbeing Officer / Children's Social Work / On-going	Reduction in the number of substance misuse incidents resulting in exclusion	24	-5%	-5%	-5%	✓	✓	
We will implement the recommendations of the Good Governance Institutes review of Public Protection as they relate to Aberdeen City	Refresh face to face training and guidance on Child Protection across the Education Services to build confidence and consistent practice	CPD Development Manager / Transformation & Improvement SM / August 2017	Increased access to high quality professional CPC learning to build confidence (% of employees engaging)	New Measure	90%	100%	-	✓	✓	✓

	ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 2	We will implement the requirements of the Carers (Scotland) Act as it relates to children and families	Education and Children's Social Work collaborate with a range of other colleagues to support the full implementation of the legislation and its requirements to assess the needs of carers including young carers	Children's Social Work / Education Services / On-going	Compliance with requirements		100%	-	-	✓		
				Increased awareness amongst school based staff of the needs of young carers *from workforce feedback Aug-Dec 2017	New Measure Baseline TBE*	100%	-	-	✓		
Improvement Outcome 3 – Children are respected, included and achieving Children and young people are listened to, respected, valued and involved in the decision-making process											
Improvement Outcome 3	We will deliver excellence and equity in order to raise attainment and close the outcome gap	Guide effective use of PEF funding to reduce the poverty gap including quality assurance of approaches, the sharing of best practice and reporting on impact	Quality Improvement Schools Team / Ongoing	Reduction in 'the gap' based on:	New Measure Baseline TBE*	-5%	-		✓		
				Decreasing	New Measure Baseline TBE*	+5%	-	-	✓		
				Increasing	New Measure Baseline TBE*	+4%	-	-	✓		
		Increase the number of families accessing Free School Meals (FSM) and School Clothing Grants through publicity campaign	Education Support Officer / August 2017	Increase the number of children entitled to and registered for Free School Meals	2257	+5%	-	-	✓		✓
				Increase the number of children entitled and registered for School Clothing Grants	2180	+5%	-	-	✓		✓

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will deliver excellence and equity in order to raise attainment and close the outcome gap	All schools and central teams to be more data literate through range of training to upskill staff	QIM / MIS Team / CPD Team / On-going	Increase number of PEF plans and SQIPS Service Plans based on sound analysis of data * June /Sept 2017 respectively	New Measure Baseline TBE*	TBE*	TBE*	TBE*		✓	✓
			Evaluation completed by staff rating impact of training *June 2017	New Measure Baseline TBE*	TBE*	TBE*	TBE*		✓	✓
	Empower leaders to lead the raising attainment agenda by making effective use of HT meetings	All Teams / August 2017 onwards	Evaluate impact of HT meetings through survey returns *End Term 1 2017	New Measure Baseline TBE*	TBE*	TBE*	TBE*		✓	
	Implement Poverty Proofing measures outlined in ACC Strategy – Towards a Fairer City	All Teams / on-going	Reduction in financial contributions from parents and carers in receipt of FSM *July 2017	New Measure Baseline TBE*	-30%	TBE*	TBE*	✓		
	Music service targeting those in FSM to increase their participation	Music Service / On-going	Increased number of children in receipt of FSM engaging with the service * August 2017	New Measure Baseline TBE*	TBE*	TBE*	TBE*	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will deliver excellence and equity in order to raise attainment and close the outcome gap	Development of Early Years Curricular strategy to support closing the gap including further roll out of Talk Boost and Early Talk	Early Years Team / Curriculum Team / August 2017	Increase in % of children achieving early levels in P1 (reading/writing/listening and talking)	65%	+4%	-	-	✓		
				64%	+4%	-	-	✓		
				71%	+4%	-	-	✓		
	Review Parental Engagement strategy to empower parents and carers to support attainment and to help close the gap by working in partnership to deliver targeted support	Family Learning Team / Curriculum Team / September 2017	Increase in confidence reported by targeted parents/carers following engagement	85%	88%	91%	94%	✓	✓	
				Improved attainment of children of targeted parents/carers following engagement. *August 2018	New Measure	Baseline TBE*	TBE*	TBE*	✓	✓
	Deliver targeted support to four primary schools to engage parents in areas of regeneration in order to support their child's learning	Family Learning Team / Curriculum Team / On-going	Reduction in attainment gap of targeted children and young people *based on advanced definition development July 2017	New Measures Baseline TBE*	TBE*	TBE*	TBE*	✓		✓
Work in partnership with schools and other agencies to deliver targeted support for parents to engage in their children's learning	Family Learning Team / Curriculum Team / Ongoing	Reduction in attainment gap based on top 20% and bottom 20% (S4-6 tariff score)	1485	-4%	-4%	-4%	✓		✓	

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources			
We will deliver excellence and equity in order to raise attainment and close the outcome gap	Increase attainment BGE through the development and roll out of a city-wide literacy and numeracy strategy which includes targeting of central resource to support improvement	QIM / All teams / Partnership Forums /August 2017	Increase attainment in literacy and numeracy based on achieving on CfE Early, 2 nd and 3 rd Levels	Literacy P7&S3 – Reading and Writing	57%	+4%	-	-	✓	✓	✓		
					71%	+4%	-	-	✓	✓	✓		
					49%	+4%	-	-	✓	✓	✓		
				See above (for P1)		67%	+4%	-	-	✓	✓	✓	
					Numeracy P1, P7 & S3		84%	+4%	-	-	✓	✓	✓
							58%	+4%	-	-	✓	✓	✓
						83%	+4%	-	-	✓	✓	✓	
	Increase Senior Phase attainment by targeting central resource following analysis of Senior Phase data (resource to include Youth Work)	QIM / All teams/August 2017	Increase in Senior Phase attainment evident following evidence based intervention: School Leavers Literacy and Numeracy SCQF Levels 4 & 5 or above	Literacy Level 4+	94%	+3%	-	-	✓	✓	✓		
				Literacy Level 5+	77%	+3%	-	-	✓	✓	✓		
				Numeracy Level 4+	89%	+3%	-	-	✓	✓	✓		
Numeracy Level 5+				66%	+3%	-	-	✓	✓	✓			

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will deliver excellence and equity in order to raise attainment and close the outcome gap	Audit development needs of school staff leading to coordinated blended quality CPL by central teams with an additional focus on NQTs, further development of the 'Into Headship' programme, Excellence and Equity and the needs of looked after children	Professional Learning Team / All central teams / October 2017	Increased number of evaluations of professional learning rated 4 or above *end of Term 1 2017	New Measure	Baseline TBE*	TBE*	TBE*	✓	✓	
	Improve tracking and monitoring of looked after children including those out of authority by developing a link between CareFirst and SEEMIS	Virtual School Head Teacher / Children's Social Work / MIS Team / CareFirst Team / Autumn 2017	Increased attainment amongst looked after children P1/P7/S3 *from 3 year combined data at current year end	Baseline TBE*	+4%	TBE*	TBE*	✓		
					+4%	TBE*	TBE*	✓		
					+4%	TBE*	TBE*	✓		
	Increase HT knowledge and application of core QIs for inspections through delivery of training programme	QIO Team / Terms 1 & 2	Reduce the gap between % of looked after children achieving Literacy and Numeracy at SCQF Level 4 or above and average	60%	Reduce gap by 20%	Reduce gap by 20%	Match peer group	✓		
					41.6%	50%	55%	60%	✓	

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Promote Youth Democracy and Political Literacy, in accordance with ICS Participation Strategy	Increase number of schools registered or progressing Unicef's 'Rights Respecting Schools' Award or similar	Professional Learning / June 2018	Increased number of schools working towards RRSA	41	45	50	55	✓		
			Increased number of established forums whereby young people can participate in youth democracy	3	4	5	6	✓		
	Support city wide deployment of 'Ideas Hub' within schools and across the Local Authority leading to greater participation in decision making	Professional Learning / Transformation and Change Team / On-going	Number of schools actively engaging with and through 'the Ideas Hub'	2	2	11	59	✓		
	Development of Corporate Parenting agenda to ensure care experienced young people's (CEYP) involvement in planning & development of services	All ACC Directorates / Corporate Parenting Partners / On-going	Increase number of young people participating in ACE (Aberdeen Care Experienced) activity	New Measure	Baseline TBE*	TBE*	TBE*	✓		✓
			Evaluation demonstrating that our children are listened to; our planning for them is clear; and our corporate parenting is effective and real	New Measure	Baseline TBE*	TBE*	TBE*	✓		✓

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
All young people with Additional Support Needs are educated in their local community in line with 'Aberdeen City Inclusion Review' recommendations	Devolve resource to ASGs to increase opportunities for primary prevention and early intervention through Partnership Forums	T&I SM / PL / DSM Co-ordinator / 2017-18	Decrease in requests for support through Pathway Planning	180	50	-	-	✓	✓	✓
	Work across teams and with partners to develop and deliver programmes to empower families to support the learning of children with ASN	Family Learning / Inclusion Team / On-going	Reduction in gap between chronological age and attainment *Measures to be matched for NIF benchmarking August 2017	New Measure	Baseline TBE*	TBE*	TBE*	✓		✓
	Further development of training for staff and support for children with Autism Spectrum Disorder	CPD Team / Inclusion Team / Autumn 2017	Increase in the number of staff completing AO training	22	+50%	+50%	-	✓	✓	
			Reduction in requests for 1:1 support from Autism Outreach	40	-10%	-10%	-10%	✓	✓	
	Development of Hubs and Outreach to provide time defined interventions, including those of a therapeutic nature for children with emotional and mental health needs to reduce time from identification to intervention	Inclusion Team / Assets and Finance Team / On-going	Reduction in the number children being referred to specialist mental health services outwith the Hubs and Outreach * on maturity of Outreach and Hub development	New Measure	Baseline TBE*	TBE*	TBE*	✓	✓	
			Reduction in time from identification of need to intervention evidenced through Child's Plans	New Measure	Baseline TBE*	TBE*	TBE*	✓	✓	

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
All young people with Additional Support Needs are educated in their local community in line with 'Aberdeen City Inclusion Review' recommendations	Collaborate with CSW and CAMHS to redesign service delivery	Inclusion Team / Summer 2017	Number of employees completing Mental Health First Aid training	144	+25%	+25%	-	✓		
	Expansion of Outreach Services to support children with ASNs in mainstream settings to reduce requests for specialist placements	Inclusion Team / Assets and Finance Team / 2017 onwards	Reduction in number of requests for specialist placements.	99	-10%	-10%	-10%	✓	✓	
	Mental Health Working group to be established improve support for children and young people with mental health needs including : <ul style="list-style-type: none"> • a review of current data and emerging trends • the development of city wide strategy • exemplification of supports at universal, targeted and specialist • the provision of foundation training in mental health issues aligned with CEL 13 guidance • improving awareness of early childhood trauma, attachment and nurture 	Inclusion Team / HWB Officer / July 2017	Reduction in number of children placed OOA on educational grounds (number of children attending non-ACC provision living at home)	8	7	6	5	✓	✓	

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
All young people with Additional Support Needs are educated in their local community in line with 'Aberdeen City Inclusion Review' recommendations	Improve early transition planning for children and young people with additional support needs to reduce exclusions following transition from P7 to S1	Inclusion Team / August 2017	Reduction in the level of increase in pupil exclusions following transitions from P7 to S1 (% differential between phases)	80%	-10%	-10%	-10%	✓		
	Review of policies and guidance to support a 'Presumption on mainstreaming' to include: <ul style="list-style-type: none"> Placing requests Transitions guidance Attendance Accessibility Strategy Intimate care Transport 	Transformation and Improvement Service Manager / Assets and Finance Team / August 2017	Reduction in number of requests for specialist placements.	99	-10%	-10%	-10%	✓	✓	
Engage partners to expand and improve provision of post school learning and employment opportunities for young people	Contribute to a city-wide strategy on Developing the Young Workforce	Professional Learning / HR&CS / Economic Development	Increase in % of 16-19 year olds participating in learning, training and work opportunities (Participation Measure)	88.9%	+2%	+2%	+2%	✓		
	Raise awareness of access to the Education Maintenance Allowance to increase positive initial destinations for young people	Business Support / August 2017	Increase the number of young people eligible for EMA that attain SQA and Wider Achievement awards *tracking from Insight snapshot August 2017	New Measure Baseline TBE*	+4%	TBE*	TBE*	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Engage partners to expand and improve provision of post school learning and employment opportunities for young people	Increase participation in Stage 1 Activity Agreement programme	Professional Learning / On-going	Increase in number of participants achieving a positive destination on completion of programme	79%	+2%	TBE*	TBE*	✓		
	Increase participation in wider achievement awards for young people to develop skills for employability	Professional Learning Services / On-going	Number of pupils participating in wider achievement opportunities	1549	+5%	TBE*	TBE*	✓		
	Improving pathways to cultural learning and volunteering to increase participation in accredited volunteer programmes	Culture Team / Early 2018	Increase in number of participants in volunteer programmes	20	30	40	45	✓		✓
	Target support for schools in DYW by incorporating into school quality assurance arrangements leading to an increase the number of positive destinations	QIM / On-going	Increased number of sustained, positive school leaver destinations	91.2%	+2%	+1%	+1%	✓	✓	✓
	Review and develop the City Campus and Secondary Curricular structures to ensure alignment with DYW	QIM / Curriculum Team / August 2017	Increase in courses offered across the City Campus * subject to audit of curriculum alignment with DYW	72	+2%*	TBE*	TBE*	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Partnership working to evaluate and deliver targeted support to schools and their local communities	Centrally based staff will engage with ASG Partnership Forum meetings to ensure that (a) Forums are inclusive of community and partner representation and consider the wider learning context / “offer” and (b) the Partnership Forums support the implementation of the relevant priorities contained in the CLD Plan	Community Planning / Professional Learning Services / Transformation and Improvement Service Manager / On-going	Positive evaluation of ASG Partnership Forum Plans which effectively demonstrate that they meet the needs of the community	0	6	10	11	✓	✓	✓

Prosperous People: People are resilient, included and supported when in need

	ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 1 – People and communities are protected from harm Individuals and communities are made aware of the risk of harm and supported appropriately to reduce this risk.											
Improvement Outcome 1	We will provide intensive family intervention support to families with complex and multiple needs through the provision of a Priority Families Service, supporting reducing inequalities	Develop robust links with, and support of, PFS objectives through the Named Person Service	H&CS / C&H / Children’s Social Work / June 2018	Reduction in number of children requiring statutory intervention *definition to be agreed with partners	TBE*	TBE*	TBE*	TBE*	✓		
	We will raise awareness of factors that can improve personal and community resilience, health and wellbeing	Increase awareness of available grants/allowances which support families in need	All Teams / August 2017/On-going	Increase in awarding of grants/allowances to eligible families:	2050	+5%	-	-	✓		
				<ul style="list-style-type: none"> School Clothing Grants Education Maintenance Allowance 	336	+5%	-	-	✓		
	We will work in partnership to strengthen resilience and capacity of people who are at risk of homelessness to maintain stable living arrangements	Increase the % of care experienced young people with a throughcare plan	Housing/CSW/ On-going	Reduction in the number of CEYP living in temporary accommodation (B&B)	Refer to C&H Service Plan	-	-	-	✓		✓

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 2 – People are supported to live as independently as possible <i>People are able to sustain an independent quality of life for as long as possible, and are enabled to take responsibility for their own health and wellbeing</i>										
We will enable people to direct their own care and support as far as is reasonably practicable	Enhance awareness among staff of value and application of SDS	Children’s Social Work / On-going	Increase the number of young people and families who are able to direct their own support as a result of direct payments (Self Directed Support) *July 2017	New Measure	Baseline TBE*	TBE*	TBE*	✓		
We will develop self-management options/resources e.g. education, information, peer support, person centred staff and services, technology and carer support	Work with partners to deliver a targeted information service addressing identified needs; delivered via referral from health professionals and to include option of home library service	Culture Team / On-going	Evaluated via HGIOPLS					✓		
We will develop self-management options/resources e.g. education, information, peer support, person centred staff and services, technology and carer support	Targeted Adult learning programmes are developed in partnership to improve outcomes for families particularly those who face social or economic disadvantage	Professional Learning / October 2017	Increase in number of positive evaluations from adult learners	83%	83%	84%	85%	✓		
	Develop creative literacy interventions that improve levels of literacy	Creative Learning Team / 2017-18	Improved adult literacy in targeted group *March 2018	New Measure	Baseline TBE*	TBE*	TBE*	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will develop self-management options/resources e.g. education, information, peer support, person centred staff and services, technology and carer support	Use the Partnership Forums to support links between EAL and adult learning to maximise impact	Professional Learning / Inclusion Team / August 2017	Increased number of ESOL learning opportunities developed with wider partners which meet the needs of learners including parents	30	31	32	33	✓		
			Increased access to Citizen Test preparation courses for those who require to undertake this	1 course	2	2	2	✓		
			Increased opportunities for workforce development for ESOL volunteers and Tutors	2 courses	3	4	5	✓		
	Work in partnership with the NHS and other key partners to develop a shared strategy to further enhance the current child smile dental programme	HWB Officer / August 2017	Increase in children with no obvious signs of dental decay at P1 *August 2017	New Measure Baseline TBE*	-2%	-2%	-2%	✓		
	Work in partnership with the NHS and other key partners to take forwards actions from the national Pregnancy and Parenthood in Young People's Strategy	HWB Officer / On-going	Improved outcomes for young pregnant women and parents *as part of improvement activity	New Measure	Baseline TBE*	TBE*	TBE*	✓		

	ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
	We will develop self-management options/resources e.g. education, information, peer support, person centred staff and services, technology and carer support	Develop a range of parenting learning programmes within the home and community that support the wellbeing of children and young people	Family Learning Team / 2018	Increased confidence of parents to meet the wellbeing needs of their children and themselves *June 2018	New Measure	Baseline TBE*	TBE*	TBE*	✓		✓

Prosperous Place

	ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 1 – Safe and resilient communities <i>Aberdeen is a place where people are safe from harm</i>											
2019/20 Improvement Outcome 1	We will implement local partnership boards as a key element of effective locality planning	Ensure effective engagement with ASG Partnership Forums linking to Locality Boards	CH/All Teams / June 2018	Positive evaluation of ASG Partnership Forum Plans which effectively demonstrate that they meet the needs of the community	0	6	10	11	✓		
	We will work with partners to develop a safe culture around alcohol consumption and its effect on the City and residents	Raise the awareness, and profiling of alcohol related issues among children and young people	HWB Officer / On-going	Reduction in the number of exclusions relating to substance abuse (including alcohol)	24	-5%	-5%	-5%	✓		
	We will participate in enhanced partnership working to prevent and reduce crime and the subsequent fear/perception of crime across Aberdeen City	Development of ASG Partnership level interventions which actively prevent crime by, and fear of crime among, children and young people	C&H/ CSW/Family Learning/Youth Justice Team	Reduction in the levels of youth offending and ASBO's applied to <18's	Refer to CH Service Plan	-	-	-	✓		
						-	-	-	✓		
Improvement Outcome 2 – People friendly city <i>A city where people to choose to invest, live and visit</i>											
Improvement Outcome 2	Build a child friendly city to ensure that the best interests of the child is a primary consideration	New schools to be designed with the child at the centre	CHI/Assets and Finance Team / Autumn 2017	Increase in positive feedback from pupils on the quality of the learning environment *October 2017	New Measure	TBE*	TBE	TBE	✓		✓
				Achieve UNICEF Child Friendly City status			Yes		✓		
				Increase number of schools recognised by UNICEF as Rights Respecting School	41	45	50	55	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
We will ensure that all Aberdeen City Council's "family" group support the participation in health and fitness activities for all	Ensure all public swimming pools and fitness gyms are accessible for people with a disability and looked after children	Children's Social Work / Assets and Finance / Adult Health and Social Care Partnership / Virtual School HT ALEO's / On-going	Increase the level of participation of young people with a disability at public swimming pools and fitness gyms *to be established through Active Aberdeen Partnership	New Measure	Baseline TBE*	TBE*	TBE*	✓	✓	
			Increase the level of participation by looked after children at public swimming pools and fitness gyms *Historical data-set to be updated	10%*	25%	40%	60%	✓	✓	
We will lead the creation of a new place based community on a 3000 unit housing development, to include a Learning Hub to deliver education, social and health, sports and leisure facilities for all ages	Work with colleagues and public partners to design appropriate education provision and contribute to place shaping and planning	CHI/Assets and Finance Team / 2020	Successful completion of planning and development stages	Refer to CHI Service Plan	-	-	-	✓		

Enabling Technology

	ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Improvement Outcome 1 – Digital Connectivity <i>High speed ubiquitous connectivity is at the heart of building a smart city and supporting communities.</i>											
Improvement Outcome 1	We will implement the Council’s Being Digital Strategy to support citizens, businesses and visitors connect easily from their homes or other locations	Enhancement of the accessibility of cultural participation and learning platforms within the Directorate.	CG / Culture Team /On-going	Increase the number of online Creative Learning events (live stream talks/podcasts)	22	45	58	71	✓		✓
Improvement Outcome 2 – Data <i>Public sector partners need to improve data quality, apply standards for its collection and storage and implement the means to share data securely.</i>											
Improvement Outcome 2	We will improve our capture, sharing and use of data.	Expansion of the Aberdeen Data Observatory content and accessibility. Support of the City’s Open Data project	Policy, Performance and Resources Team	Increase the annual number of unique active users of the Aberdeen Data Observatory	48	+20%	+10%	+10%	✓	✓	✓
Improvement Outcome 4 – Digital Skills and Education <i>Aberdeen City invests in education in cutting edge digital skills and knowledge, from primary school to post-graduate research, and supports citizens and our workforce to apply this to daily life</i>											
Improvement Outcome 4	Learners are provided with access to digital skills and the means to raise their digital literacy	Implementation of Education Digital Transformation Strategy increases access to quality L&T for all	Curriculum Team / Assets and Finance Team / August 2017	Increase in the % of FSM pupils with access to supported technology outwith schools	New Measure	20%	40%	60%	✓		
		Enhance the provision of assistive technology to improve access to the curriculum	Inclusion Team / August 2017	Increase in the % of schools accessing TextHelp literacy software	New Measure	60%	70%	80%	✓		✓
		Develop approach to Digital Citizenship including guidance on BYOD, Digital Safety and Parental Engagement	Curriculum Team / Adult Learning Team/August 2017	Number of visits to Digital Citizenship website	New Measure	2000	2500	3000	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Pupils and school leavers are provided with access to digital skills and the means to raise their digital literacy	Continued roll out of Google classroom in all Secondary Schools to increase access to digital learning and teaching	Curriculum Team / On-going	Increased numbers of Google classrooms and users: Active classrooms (per 30 days) /active teachers/active users (weekly)	500	700	800	-	✓		✓
				500	650	800	-	✓		✓
				8000	8500	9000	-	✓		✓
	Work in partnership with Corporate IT teams to ensure our staff and customers have access to high quality IT equipment and support, and to ensure appropriate equipment refresh programmes are in place	Assets and Finance Team / Curriculum Team / CPD Team / On-going	Increase in positive feedback from staff and pupils on the quality of IT equipment and support available * from pupil survey October 2017	New Measure	Baseline TBE*	TBE*	TBE*	✓	✓	✓
Ensure new schools / classrooms are designed and equipped appropriately to maximise the use of technology in supporting learning and teaching	Assets and Finance Team / Curriculum Team / On-going	Increase in positive feedback from pupils and staff on the quality of the learning environment *August 2017	New Measure Baseline TBE*	+5%	+10%	+10%	✓	✓	✓	
We will provide appropriate training to ensure that Aberdeen City Council employees have the right skills to work in a modern business environment	Embed the objectives of the corporate Support Information Governance Group across the Directorate	HR&CS/Business Support / CPD Team / On-going	SIGG measures development	Refer to HR&CS Service Plan	-	-	-	✓	✓	✓
We will develop opportunities with the Council for placement of students in ICT, data science and related disciplines, encouraging skills transfer	Increase the work experience opportunities which are engaging and skill building for our young people across the Directorate through the Developing Young Workforce agenda and the Work Experience	Work Experience Team / 2017-18	Increase % of young people who positively evaluate ECS work experience placements	86%	+5%	+5%	+4%	✓		

ACC Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Citizens have access to learning opportunities to develop their digital skills and literacy	Implement the 'Being Digital' strategy to provide information through social media and to include digital access to collections	Culture Team / On-going	Increase the followings on social media	60,404	66,444	73,088	80,397	✓		
	Increase opportunities for children, young people and families to increase their digital skills to explore	Culture Team / Curriculum Team / Adult Learning Team / October 2017	Increased participation in adult learning and digital literacy courses	158	160	225	230	✓		

3.2 Shaping Aberdeen - Driver Diagram [Service Improvement – Driver Diagram]

									Customer Experience	Staff Experience	Best use of Resources
Improvement Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20				
Reclaiming Social Work											
1.1 We will consolidate the implementation of Reclaiming Social Work	Matured use of systemic practice to ensure that work with families helps them to make positive changes to their lives.	Children's Social Work / On-going	Externally commissioned research evidences the impact that systemic practice has on improving outcomes for children and families *Baseline pending Year 3 report from Blake Stevenson due to be published June 2017	New Measure	Baseline TBE*	TBE*	TBE*	✓	✓	✓	
	Enhanced development of a culture that supports social work practice to thrive by continuing to improve systems and by providing staff with reflective space, support, training and equipment to do the job well	Children's Social Work / On-going	Improved support for Children's Social Work Staff (e.g. by Employee Survey Q3/2 "The Council is a caring and supportive employer")	50%	60%	65%	70%	✓	✓	✓	
1.2 We will fully implement the Commissioning Strategy within Children's Social Work	Phases 1 & 2 (i.e. Early Help services & Intensive Support services) of the Public Social Partnership will be implemented and services re-configured	Children's Social Work / March 2018	Contracts exchanged with successful providers		Aug			✓	✓	✓	
			Implementation Plan delivered		March			✓	✓	✓	
	Phases 3 & 4 of the Public Social Partnership will be co-produced in conjunction with providers and service users and subsequently tendered ahead of implementation	Children's Social Work / March 2019	Service specifications developed		Aug			✓	✓	✓	
			Commissioning & tendering process completed		Nov			✓	✓	✓	
			Successful providers identified		Dec			✓	✓	✓	
			Contracts exchanged with successful providers		March			✓	✓	✓	

	Improvement Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Reclaiming Social Work	1.3. We will implement a new model of provision following the completion of the review of Residential Child Care within Aberdeen.	Develop the workforce through the provision of Dyadic Developmental Psychotherapy training	Children's Social Work / On-going	Increased numbers and proportion of workforce attending DDP training	+85	+61	+12	+12	✓	✓	✓
		Changes in designations within residential workforce	Children's Social Work / March 2020	Increased recruitment to improve staffing (FTE) of Children's Homes and raise residential places in City	+24 FTE	+8 FTE	+8 FTE	+8 FTE	✓	✓	✓
					30 places	34 places	34 places	36 places	✓	✓	✓
Employee Opinion Survey											
Employee Opinion Survey	2.1. We will improve employee trust, recognition, engagement, visible leadership and understanding of the Council vision as critically identified in the Employee Opinion Survey by ECS Colleagues.	Implement an ECS Employee Improvement Opinion Action Plan to engage staff and improve in the following key areas: <ul style="list-style-type: none"> • Engagement • Vision • Leadership Visibility • Trust • Recognition 	Helen Shanks/All ECS Teams/ On-going	An increase in response rates for the Employee Opinion Survey [EOS hereafter] achieved by the Directorate	37%	+10%	+10%	+10%		✓	
				An increase in the number of ECS Staff scoring 'fully engaged' in the LEVI model score from the EOS data	48%	+10%	+10%	+10%	✓	✓	
				EOS Data Table 9: Understanding the council. Q1/1 I know the council's vision (mean score)	5.72	6	6.5	7	✓	✓	✓

Improvement Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
2.1. We will improve employee trust, recognition, engagement, visible leadership and understanding of the Council vision as critically identified in the Employee Opinion Survey by ECS Colleagues.	Implement an ECS Employee Improvement Opinion Action Plan to engage staff and improve in the following key areas: <ul style="list-style-type: none"> Engagement Vision Leadership Visibility Trust Recognition 	Helen Shanks/All ECS Teams/ On-going	EOS Data Table 13: views of Senior Management by Directorate. Q3/16 Senior Managers make themselves visible to staff (mean score)	6.62	7	7.5	8		✓	
			EOS Data Table 11. Staff Satisfaction. Q3/6 I feel trusted to get on and do a good job (mean score)	7.34	7.5	8	8.5		✓	
			EOS Data Table 11. Staff Satisfaction. Q3/5 I feel recognised for the work that I do (mean score)	6.69	7	7.5	8		✓	
	Effective use of social media channels as a tool to achieve: <ul style="list-style-type: none"> Improved engagement with staff Increase the visibility and reach of the leadership team Encourage innovation and ideation in line with the Council's vision 	Helen Shanks/All ECS Teams/ On-going	EOS Data Table 15: Communication. Q4/9 The council has good ways of keeping us informed about what's going on (mean score)	6.13	6.5	7	7.5		✓	
			Evaluate ECS social media impact by monitoring site traffic: clicks and shares.	N/A	+20%	+20%	+20%		✓	

Improvement Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
Maximising Attendance										
3.1. We will deliver improvements in employee attendance levels, health and well-being through development, and implementation of a Directorate Maximising Attendance Improvement Plan, making best use of systemic resource, training and monitoring	Improve the recording and management of absences in YourHR by managers, team leaders and/or staff with delegated responsibilities through training and robust absence monitoring	ECS HR Business Partner Team / On-going	Increase number of existing managers, team leaders and/or staff with delegated responsibilities who have already completed the Maximising Attendance OIL course *July/August 2017	Baseline TBE*	TBE*	-	-	✓	✓	✓
			Increase number of new managers, team leaders and/or staff with delegated responsibilities who as part of Induction complete Maximising Attendance OIL course *July/August 2017	Baseline TBE*	TBE*	-	-	✓	✓	✓
			Increase in number of managers, team leaders and/or staff with delegated responsibilities who report "Sound understanding" or better of Maximising Attendance Policy, Guidance and YourHR through the training evaluation *July/August 2017	Baseline TBE*	TBE*	-	-	✓	✓	

Improvement Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
<p>3.1. We will deliver improvements in employee attendance levels, health and well-being through development, and implementation of a Directorate Maximising Attendance Improvement Plan, making best use of systemic resource, training and monitoring</p>	<p>Improve receiving a return to work meeting following short and long term absences and the number of absence cases being progressed through the staged Maximising Attendance Procedure by managers, team leaders and/or staff with delegated responsibilities through training and including the on-going monitoring of absence levels and the management of cases as a standing item on all 1-2-1 meetings, Service SMT meetings and DLT meeting agendas</p>	<p>DLT /SMTs / Service Managers with support of ECS HR Business Partner Team/On-going</p>	<p>Increase in number of Return to Work meetings completed in YourHR</p> <p>*July 2017</p>	Baseline TBE*	TBE*	TBE*	-			✓
			<p>Reduction in short term absences across the Directorate</p>	4.6 days per employee (February 2017)	-10%	TBE	-	✓	✓	✓
			<p>Reduction in long term absences across the Directorate</p>	3.7 days per employee (February 2017)	-10%	TBE	-	✓	✓	✓
			<p>Increase in number of cases recorded within the staged management process of Maximising Attendance in YourHR</p> <p>*July 2017</p>	Baseline TBE*	TBE*	TBE*	-	✓	✓	✓
			<p>Increase in number of 1-2-1 meeting agendas for managers, team leaders and/or staff with delegated responsibilities , SMT agendas and DLT agenda with Maximising Attendance as a standing item</p>	Baseline TBE* August 2017	TBE	TBE	-	✓	✓	

Improvement Objective	Change Activity	By When/ By Whom	How we will measure success	Baseline	17/18	18/19	19/20	Customer Experience	Staff Experience	Best use of Resources
<p>3.1. We will deliver improvements in employee attendance levels, health and well-being through development, and implementation of a Directorate Maximising Attendance Improvement Plan, making best use of systemic resource, training and monitoring</p>	<p>Improve numbers of staff accessing the Health, Safety and Wellbeing training courses, OIL modules, Pit Stops and Tool Box Talks relevant to their jobs</p>	<p>Service Managers with support of Health and Safety Advisor</p>	<p>Increase in number of staff who have completed OIL modules, Pit Stops and Tool Box Talks relevant to their roles</p> <p>*July 2017</p>	Baseline TBE*	TBE*	TBE*	-	✓	✓	✓
			<p>Increase in number of staff who report “Sound understanding” or better of health, safety and wellbeing issues relating to their work through the training evaluation</p> <p>*July 2017</p>	Baseline TBE*	TBE*	TBE*	-	✓	✓	✓
	<p>Improve number of staff accessing initiatives and events from the Health and Wellbeing Calendar of Events and promoted by the Employee Good Health Group via the Your Health Matters blog on the Zone and the Your Wellbeing Toolkit</p>	<p>Employee Good Health Group/On-going</p>	<p>Increase in number of staff accessing Health and Wellbeing Events</p> <p>*July 2017</p>	Baseline TBE*	TBE*	TBE*	-	✓	✓	✓

4. Resources Summary

4.1 Revenue Budget 2017/18

Directorate	Budget 2016/ 17 £'000	Estimated Outturn 2016/ 17 £'000	Variance to 2016/17 Budget £'000	Draft Budget 2017/18 £'000
Head of Inclusion	16,149	17,155	1,006	18,164
Head of Policy, Performance and Resources	5,822	5,998	177	5,956
Head of Children's Social Work	39,420	42,137	2,717	41,827
Head of Education Services	157,055	155,091	(1,963)	158,058
Total	218,446	220,381	1,935	224,005

Commentary on Revenue Budget

The Directorate initial outturn figure is an overspend of £2.3m overall. There are a number of pressure areas within the directorate which are experiencing significant cost pressures. The most significant of these is Out of Authority Placements which is £4.3M overspent, in addition to various Transfer payments for children with disabilities, Carer Support was £230K overspent, Day Care and Home Care were each £140K in excess of budget.

Head of Inclusion	Budget 2016/ 17 £'000	Estimated Outturn 2016/ 17 £'000	Variance to 2016/17 Budget £'000
Staff Costs	12,946	12,616	(330)
Premises Costs	275	226	(49)
Administration Costs	38	25	(13)
Transport Costs	78	83	5
Supplies & Services	624	376	(248)
Commissioning Services	3,080	4,606	1,526
Government Grants	0	(41)	(41)
Other Grants	(175)	(224)	(49)
Fees & Charges	(8)	(6)	2
Other Income	(709)	(507)	202
Total	16,149	17,155	1,006

Underspends in Schools staffing have been offset by a £180K overspend in school escorts.

Girfec Expenditure was £200k less than budget

Out of Authority Placements costs were £1.7M greater than budget,

Head of Policy, Performance & Resources	Budget 2016/ 17 £'000	Estimated Outturn 2016/ 17 £'000	Variance to 2016/17 Budget £'000
Staff Costs	4,103	4,020	(83)
Premises Costs	388	334	(53)
Administration Costs	261	153	(108)
Transport Costs	26	17	(9)
Supplies & Services	1,035	1,470	435
Commissioning Services	88	84	(4)
Transfer Payments	255	255	0
Government Grants	(296)	(296)	0
Other Grants	0	(23)	(23)
Other Income	(38)	(16)	22
Total	5,822	5,998	177

Staff and admin savings of £110k and £130k respectively, have been offset by an overspend of £430k linked to additional modular accommodation costs and school property works.

Head of Children's Social Work	Budget 2016/ 17 £'000	Estimated Outturn 2016/ 17 £'000	Variance to 2016/17 Budget £'000
Staff Costs	18,111	17,985	(126)
Premises Costs	416	461	45
Administration Costs	282	209	(72)
Transport Costs	567	648	82
Supplies & Services	988	578	(410)
Commissioning Services	18,578	21,058	2,480
Transfer Payments	927	1,443	516
Government Grants	0	(27)	(27)
Other Grants	(381)	(127)	254
Fees & Charges	(42)	(42)	0
Other Income	(25)	(49)	(24)
Total	39,420	41,137	2,717

Supplies and Services in relation to equipment, furniture, catering and other expenditure for the Early Years Change Fund and Intensive Support & learning. Were £340k less than budget

Out Of Authority Placements linked to this Head Of Service. This was £2.4M in excess of budget.

Transfer payments for children with disabilities, Carer Support was £230K overspent, Day Care and Home Care were each £140K in excess of budget.

Head Of Education	Budget 2016/ 17 £'000	Estimated Outturn 2016/ 17 £'000	Variance to 2016/17 Budget £'000
Staff Costs	115,562	114,455	(1,107)
Premises Costs	26,133	25,531	(602)
Administration Costs	810	662	(147)
Transport Costs	288	343	55
Supplies & Services	10,855	11,273	418
Commissioning Services	3,145	2,876	(269)
Transfer Payments	9,790	9,767	(23)
Government Grants	(1,157)	(1,443)	(286)
Other Grants	(1,161)	(1,211)	(50)
Fees & Charges	(3,727)	(3,303)	424
Recharges To Other Heads	(466)	(409)	57
Other Income	(3,017)	(3,449)	(432)
Total	157,055	155,091	(1,963)

Teachers' Long term Absence was £530K less than budget. The balance of the underspend relates to schools DEM underspends which will be carried forward into 2017-18

The Unitary Charge budget was £180K less than budgeted as a result of contract monitoring efficiencies and a one off property insurance rebate.

Energy budgets were £700K less than budgeted in line with previous year's expenditure levels after taking account of contractual changes plus adjustments for energy charges linked to the Art Gallery and Museum Collections Centre which is now complete. The continued spell of mild weather during the second half of the year was a major contribution towards this underspend

Water charges were £600K less than budget, partially due to the release of monies provided for settling of outstanding previous years historic charges which were no longer required.

Additional costs in respect of property rates of £100K as well as additional Repairs and Maintenance costs of £220K and additional removal costs of £60K in respect of the Art Gallery.

Payments to Private Providers were £250k less than budgeted.

Additional Grant income of approx. £250k was received in respect of Attainment Challenge.

Fees and Charges income was £220k less than budgeted. This included the Art Gallery being closed for redevelopment with income targets associated with this building of £140K not being achieved. In addition Music Fee Income and Property lets income were each £70K less than budget. This was offset by additional income by Adventure Aberdeen of £110K.

4.2 Capital requirements

As at Period 12 2016/17 Education & Children's Services	Figures for Total Project			Pr	Cu	Figures for Current Year Only		
	Approved Budget	Expenditure to Date	Forecast Expenditure			Approved Budget	Expenditure to Date	Forecast Expenditure
	£'000	£'000	£'000			£'000	£'000	£'000
Works of Art	0	18	0			0	18	0
New Brimmond School	12,679	12,722	12,947	R	A	128	10	235
New ASN School (previously Raeden Centre project)	18,500	15,056	18,500	A	A	7,993	12,357	9,652
Art Gallery Redevelopment - Aberdeen Treasure Hub	6,140	6,137	6,594	A	A	525	521	956
Art Gallery Redevelopment - Main Contract (HLF)	30,000	17,417	30,000	R	R	20,116	11,985	20,170
Lochside Academy - ICT Infrastructure	1,000	0	1,000	G	G	0	0	0
New Academy to the South - Infrastructure Improvements	1,500	49	1,500	G	G	0	49	0
New Milltimber Primary	13,000	0	13,000	G	G	0	0	0
Kingsfield Childrens Home	1,550	0	1,550	G	G	1,005	0	500
Music Hall Refurbishment	1,000	1,000	1,000	G	G	800	800	800
Greenbrae Primary Extension and Internal Works	4,631	4,136	4,631	G	G	3,610	3,115	3,540
Stoneywood Primary	13,000	2,368	12,960	G	G	6,033	1,790	3,010
Dyce 3G Pitch	748	717	748	G	G	672	641	662
Refurbish Throughcare Facility - 311 Clifton Road	825	782	825	G	G	676	634	666
Tillydrone Primary School	17,000	34	17,000	G	G	1,000	34	55
Torry Primary School and Hub	20,000	17	20,000	G	G	700	17	25
	141,573	60,454	142,255			43,258	31,972	40,271

Art Gallery Redevelopment - The project is currently on track to match its overall expenditure profile, however, the overall project budget will require re-profiling as a result of a revised programme received by the Contract Administrators on 8 March. The project budget will remain at red until the revised programme is agreed.

New Brimmond School – A small number of snagging issues require to be completed and a final account will be submitted when this work is completed. Officers are in close liaison with Hub North to bring this to a satisfactory resolution as soon as possible. Additional budget will be allocated to the project to compensate for the increased Nursery provision in the new school; this will change the budget to green as cost will be fully met.

Treasure Hub - The project's overspend position is currently being reviewed, with an additional £375k identified from the C&S programme. The budget has now moved to amber status. The revised completion date for the return of collections from commercial storage is mid-April.

Stoneywood Primary - The completion date for the new Stoneywood Primary is now anticipated for March 2018. The contractor started on site in January 2017. Estimated costs are being finalised. The project remains on amber status until final costs are known.

4.3 Asset Management

Asset Demand

The Service will continue to require assets to support the delivery of Early Learning and Childcare and the provision of the full continuum of provision for children and young people up to school leaving age. Changing demographics in the city have resulted in an over-provision of primary and secondary school places in some areas, and under-provision in others. This requires us to review the school estate.

The Reclaiming Social Work model maximises the strengths within families supporting them to find their own solutions. There will however be occasions when children and young people need to be accommodated and every effort must be made to maintain them in appropriate settings within their local community, where there are opportunities to maintain family relationships and wider social networks including education and learning.

Work is continuing to establish and where necessary refurbish office spaces to accommodate the newly formed social work units as part of the Reclaiming Social Work model.

Current Asset Summary

The ECS estate comprises approximately 140 properties, including schools, libraries, children's homes, museums and galleries, and staff offices. A programme of capital projects is currently ongoing with new projects planned for the near future.

Current capital projects include:

- Redevelopment of Aberdeen Art Gallery and Cowdray Hall
- Redevelopment of Provost Skene's House
- Construction of new Lochside Academy to replace Torry Academy and Kincorth Academy
- Construction of new Orchard Brae School as part of a Centre of Excellence for children with additional support needs
- Construction of a replacement Stoneywood School
- Purchase of Kingsfield Children's Home
- Refurbishment of Clifton Road Children's Home

Planned (and confirmed) capital projects include:

- A new primary school and community hub for Torry, to be built on the Torry Academy site following its closure in 2018
- A replacement Riverbank School
- A new primary school to serve the newly developing community at Countesswells

Gap Analysis

A changing age profile and the ongoing development of new housing is placing considerable pressure on the school estate in some areas of the city, and many primary schools and some secondary schools are operating at or over capacity. In other areas of the city where the population is ageing, there is an over-supply of primary and secondary school places.

The Scottish Government commitment to increase the provision of Early Learning and Childcare (ELC) from 600 to 1140 hours adds a further pressure on our assets. In order to determine how best to meet demand there is a need to consider if we wish to continue to deliver ELC through provision attached to schools and fully explore how shared service deliver could both improve the ELC service being offered and better utilise assets across the council.

A detailed asset management plan is currently being developed which will set out our plans for the ECS estate to address the changing needs of the service.

4.4 Workforce Planning

Introduction

In order to deliver our business strategies and improvement plans we need a workforce that is “*capable, confident, skilled, motivated and engaged*”. Planning for how we will have a workforce that meets this profile is paramount and requires a commitment to attract, develop, retain and recognise talented and motivated employees with the right behaviours who are aligned with our vision and values. To successfully workforce plan, we need to forecast future gaps between demand and supply of critical talent, and have effective strategies and activities in place to bridge those gaps. It is a continuous process of shaping our workforce to ensure it is capable of delivering service and organisational objectives both now and in the future.

Factors that influence our workforce planning

We recognise that the future shape of our workforce, and the many workforce challenges we face in terms of supply and demand, will be influenced by a range of internal and external factors and change themes (e.g. the external market and competition, political and legal changes, changing demographics, society and technological advances). For example, the impact of Brexit; impact on the local employment market of the falling oil price; the changing employment demands of the workforce; ageing population and reduced fertility rate; cuts in external funding with increased demand for services; and the need to modernise and transform how we do business (e.g. impact of our Being Digital Strategy).

Focus on succession planning

The most effective way to meet these workforce challenges is to develop strong succession plans to help us attract people with the knowledge, skills and abilities we need, retain key employees, develop our existing teams and prepare suitable replacements internally through a variety of learning and development activities. Succession planning therefore underpins our workforce planning.

How we will succession plan

Our plans for succession will:

- support **service continuity** when key people leave
- help us to **attract** people with the skills, qualifications, knowledge, abilities we need as well people with the right cultural/motivational fit
- demonstrates an understanding of the need to have the **right number and type** of people to achieve strategic plans
- help us to **retain key employees** and give our staff the future **skills** they'll need
- develops **career paths** for employees which will help us to recruit and retain high potential, top performing people
- prepare **suitable ready replacements** internally through a variety of learning and development activities
- give us a reputation as an employer that invests in its people and provides opportunities and support for advancement (making the Council an ‘**employer of choice**’)

Our focus is on developing succession plans for key occupational groups within our workforce i.e. business critical, hard to fill posts. In the following sections, we have identified the occupations that fall into this category, the supply and demand issues these occupations face and the strategies, plans and activities that have been put in place to address these issues.

Our business critical/hard to fill occupations

Education Service	Business critical/hard to fill occupations
	Head Teacher (Primary) Deputy Head Teacher Quality Improvement Officer Educational Psychologist Faculty Head (Secondary) Principal Teacher (Primary) Teacher (Primary, Secondary and Special) Librarian

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Succession planning actions

Head Teacher (Primary)

What are the issues?	What we're experiencing	What are our plans?
High number of vacancies covered by 'acting' arrangements. This is anticipated to continue to rise over the coming years as 71% are between 45 and 60 years of age and nearly half of those over 55.	<ul style="list-style-type: none"> • A high number of schools being led by Acting Head Teachers • HTs will require the SCEL into Headship Qualification from 18/19 	<ul style="list-style-type: none"> • Coordination of Aspiring HT programme • ACC pays 2/3 of SCEL to encourage participation • Opportunities for DHTs to act up to HT posts • Key worker housing • Recruitment and retention incentive payment

Deputy Head Teacher

What are the issues?	What we're experiencing	What are our plans?
High number of vacancies covered by 'acting' arrangements. This is anticipated to continue to rise over the coming years with 20 employees likely to retire over the next 5 years.	<ul style="list-style-type: none"> • Currently 18 Acting Deputy Head Teachers • Experienced HT to empower staff into leaderships roles 	<ul style="list-style-type: none"> • Coordination of Aspiring HT programme – 7 attending • ACC pays 2/3 of SCEL to encourage participation • Opportunities for FTs and PTs to act up to DHT posts • Key worker housing • Recruitment and retention incentive payment

Quality Improvement Officer

What are the issues?	What we're experiencing	What are our plans?
Some vacancies are unfilled and expanding the school estate will lead to consideration of the need for higher numbers of QIO posts. 3 members of staff are likely to leave over the next 5 years	<ul style="list-style-type: none"> • A high number of schools being led by Acting Head Teachers leading to increased advice and guidance sought from QIOs 	<ul style="list-style-type: none"> • Involvement in ADES knowing the business training

Educational Psychologist

What are the issues?	What we're experiencing	What are our plans?
There is a national shortage of EPs in part due to the removal of bursary support for trainees resulting in the course being self-funded. The EP Service continues to advertise and recruit to some posts with the majority of staff being in the 25 – 34 age bracket. There has been less turnover of staff in the last year.	<ul style="list-style-type: none"> • The service is moving towards having and more strategic role to support the development of a strong universal provision. This is leading to EPS reducing caseloads. 	<ul style="list-style-type: none"> • EPS will continue to be supported to develop their practice through CPD

Faculty Head

What are the issues?	What we're experiencing	What are our plans?
Although there are only a small number of current vacancies, we anticipate that there will be a high number of vacancies over the next 5 years due to an expanding school estate and those approaching retirement age.	<ul style="list-style-type: none">• There are a small number of current vacancies	<ul style="list-style-type: none">• Opportunities for CTs to act up to FH posts• Key worker housing• Leadership and peer support groups• Recruitment and retention incentive payment

Principal Teacher

What are the issues?	What we're experiencing	What are our plans?
There are currently 2 vacancies across the city and we anticipate that 9 members of staff will retire in the next 5 years.	<ul style="list-style-type: none">• A high number of schools being led by Acting Leadership teams may impact on how staff can be supported into leadership roles	<ul style="list-style-type: none">• Opportunities to 'act up'• Key worker housing• Recruitment and retention incentive payment

Children's Social Work Service	Business critical/hard to fill occupations
	Consultant Social Worker

Consultant Social Worker

What are the issues?	What we're experiencing	What are our plans?
Over the past year Children's Social Work has had to employ a number of agency social work staff to cover vacant Consultant Social Work posts. This has been necessary to due to the enduring challenges of filling these critical posts while at the same time delivering on our need to ensure safe service delivery.	In conjunction with HR colleagues efforts to fill these posts via recruitment fairs and the use of an external recruitment agency have had limited success.	<ul style="list-style-type: none"> • Set in place a development programme that identifies and nurtures talent and potential • Further develop links with RGU, to recruit staff and explore how we can support the development of para social work professionals who are interested in obtaining a professional social work qualification.

Children's Social Work - Workforce Planning Statement

As of 30th March 2017, Children's Social Work has 482.37FTE employees. The service has moved to establish a Learning & Development Team Leader who will assume responsibility for the planning and coordinating professional training for staff across Children's Social Work. This will ensure that Aberdeen City Council fulfils its obligations to provide SSSC registered staff with the training and development necessary to maintain their professional registration.

The change of designation to some roles within Residential Child Care will we anticipate positively assist our recruitment efforts and provide a career progression for staff. To support the implementation of the Residential Redesign DDP training will be provided to residential staff supporting them to further develop the necessary knowledge and skills to support their care of young people with complex needs many of whom will have experienced recurring emotional trauma and neglect.

The new roles associated with Reclaiming Social Work are beginning to bed in. We have delivered systemic practice training to many staff. This has been proportionate to individual need and has resulted in a workforce who with growing confidence are applying systemic theories in their intervention. A review of what our systemic training needs will be going forward is being undertaken. Separately some systemic training for managers to support the continuing development of a systemic approach to managing the service will be delivered in the coming year.

We are mindful that a number of staff in critical management positions will have the opportunity to retire in the coming years. Succession planning for this likelihood is ongoing in collaboration with HR colleagues.

5. Assessment of Core Plan Risks

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Failure of partnership working with key stakeholders to deliver for children and young people	Legal and Regulatory	<ul style="list-style-type: none"> • Culpability - likelihood of children being at risk is increased • Service delivery –appropriate services for individual children and young people not met and educational and life opportunities not maximised • Financial - duplication of agencies; cost and staff time 	Serious - Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Integrated Children’s Services Board in place with appropriate representation from agencies • Children’s Services Plan in place and approved by Committee • Thematic groups report progress to ICS Board • Accountabilities are clear and in place 		<ul style="list-style-type: none"> • Clear progress in strategic partnership working has been evident in meeting the Action Plan resulting from the Integrated Children’s Services Inspection • Implementation of communications strategy (additional communications plan for Reclaiming Social Work) • Staff engagement through briefings and floor events • External stakeholder events for transformational programmes • Events delivered in order to use stakeholder perception analysis to inform development. • Representation from partners at key strategic and operational meetings where Education and Children’s Service have a lead role 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Risk that Business Continuity Planning is not managed or tested	Legal and Regulatory	<p>Internal:</p> <ul style="list-style-type: none"> • Resilience – ability of systems; (Financial, HR, Legal and Commercial and Procurement), disaster recovery and business continuity • Capacity and capability – accountability, recruitment and retention of staff, resources • Financial – budget management, revenue and creditors • Reputation – Confidence and trust which stakeholders have in the organisation, services users <p>External:</p> <ul style="list-style-type: none"> • Delivery – frontline service and relationships • Legal – community, environmental and Health and Safety 	Very Serious - Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Business Continuity Policy in place • Clear ownership of BCPs • Quarterly review by SMT • Regular Internal audit of BC Planning and Disaster recovery • Annual assurance by Audit, Risk and Scrutiny Committee • Suite of BCPs in place for all non-critical CG functions • Annual committee oversight of BCPs established • Regular BCP testing regime 		<ul style="list-style-type: none"> • Rigorous testing regime to support continuing fit for purpose BCP is in place and will be further developed in 2016/17 • Quarterly reporting to SMT on BCP procedures to begin in 2016/17 • Desktop and scenario based testing to be programmed for 2016/17 onwards • Annual report to Education and Children’s Services Committee is now in place with first report approved at 24 March 2016 meeting • Annual review of establishment BCPs 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Risk that service delivery is hindered by staff recruitment and retention issues	Customer / Citizen, Employee, Legal and Regulatory	<ul style="list-style-type: none"> • Service delivery - the breadth of the curriculum delivered in schools, particularly affecting the senior phase. Children and Young People do not receive the best educational or life opportunities • Operations – overall capacity and capability to deliver • Resources – recruitment and retention (the pace of change in Reclaiming Social Work may be reduced due to the number of Social Work vacancies) 	Serious- Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Annual census data is in place for teachers and early years practitioners monitored to ensure that national requirements for pupil : teacher ratios are delivered • Service workforce plans in place • RSW project meeting continues to support implementation and staff pressures are mitigated for 		<ul style="list-style-type: none"> • Innovative recruitment practices are now in place such as “golden hello” of £5,000 for teachers • Innovative schemes are in place to attract new staff to the teaching profession e.g. TIES and DLITE • Competitive relocation expenses are in place for staff moving to Aberdeen • Use of agency Social Workers to reduce the gaps is well established • Use of agency to recruit social work staff to keep posts • Recruitment of teachers from outside Scotland is in place • Teacher Workforce conference held in September 2015 with input from Scottish Government and the Cabinet Secretary • Annual employee surveys are in place and staff engagement is embedded across the Service 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Failure to deliver statutory obligations for early learning and childcare	Legal and Regulatory, Citizen/ Customer	<ul style="list-style-type: none"> • Legal/regulatory - statutory duties and requirements • Service delivery – children and young people, especially those most vulnerable, (best start in life), preparation for formal educational journey into Primary 1 	Very Serious - Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Quality assurance processes are in place with existing partner providers • Staff are registered with SSSC • Lead staff in early education will be required to be educated to degree level (SVQ9) • External inspections are carried out by Education Scotland and Care Inspectorate 		<ul style="list-style-type: none"> • The Acting Service Manager is leading a team of managers from across the service in an intensive study phase to support the development of a robust action plan based on data and the most recent guidance from The Scottish Government • A consultation plan is being developed to ensure effective and detailed engagement with key stakeholders to ensure that the flexible offer in Priority Areas reflects local needs • Wide links across the Council and partnership are being established to ensure that potential gains to citizens are maximised • Relationship with partner providers are positive and productive • Workforce development group in place, this includes our work with Aberdeenshire and NESCOL to establish an ELC academy • Joint approach taken by Northern Alliance • Planning is in place to enhance capacity to deliver the Policy to deliver provision for eligible 2s and 3 and 4 year olds 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
The physical condition of the ECS Estate is insufficient to meet service delivery demands	Customer / Citizen, Property, Financial	<ul style="list-style-type: none"> • Infrastructure – sub-standard accommodation (Care Inspectorate implications), component failure e.g. heating - resulting in building closure • Service Delivery - pupils do not get the full benefit of being educated in premises which have been designed for the modern curriculum. Time lost due to component failure • Financial – building maintenance/repair and transport costs for displaced pupils 	Very Serious-Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Premises managers are required to complete a suitability survey annually • The Council's 5 year capital programme is set each year and monitored at Finance, Policy and Resources Committee • The SIP Group reviews progress against the capital programme and considers new project requests • Building surveys are carried out on a rolling 5 year programme • The ECS Estate Group reviews all ECS projects on a monthly basis 		<ul style="list-style-type: none"> • The ECS Assets team has sufficient resources, making it fit for purpose to meet the needs of all service areas within ECS • The Council has a clearly defined 5 year capital programme which includes significant investment in schools and nurseries, Children's Social Work offices and residential premises for children and young people • The ECS Estate Plan will set out the long term vision and objectives for the estate 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Risk that performance management arrangements are not robust	Customer/ Citizen/Legal and Regulatory	<ul style="list-style-type: none"> Effectiveness - measurement of impacts and outcomes. Consistency - approach to the transformation and improvement agendas Capacity and capability - accountability, evidencing Best Value delivery and Public Performance Reporting Reputation – confidence and trust which stakeholders have in the organisation Governance –assurance and accountability, government agency approval 	Serious – Very Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> Review of performance metrics to match changes in service delivery and statutory requirements (NIF) Robust governance structure at Committee level with quarterly reporting Access to performance Dashboards for relevant staff Performance reporting reviewed by DLT and Committee 		<ul style="list-style-type: none"> Consistent performance reporting framework covering DLT, CMT, 1-2-1 and committee levels Robust performance indicator identification which supports business priorities, outcome evidencing and transformation Proper sourcing of benchmarking information to support stretching targets Suite of performance metrics in place for Reclaiming Social Work Review of Education and Children's Service metrics will be undertaken by the Policy and Performance team to ensure that they match the future needs of the service 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Risk of non-compliance with health and safety management system	All	<ul style="list-style-type: none"> • People – injury/fatality, absence and industrial action. • Legal and regulatory – prosecution and policy breaches • Financial – compensation claims, absence levels, enforcement action and cost recovery of regulator time • Delivery – frontline service and relationships • Reputation – confidence and trust in which stakeholders have in the organisation 	Very serious/Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Plan, Do, Check, Act approach based on known risk adopted in the Health and Safety Policy • Service Health and Safety Committee structure in place with Trade Union membership • Directorate Health, Safety and Wellbeing Plans prepared 		<ul style="list-style-type: none"> • Annual action plans with improvement targets is in place • All H&S incidents are investigated • Importance of health and safety raised at staff inductions • Quarterly meetings of Directorate Health and Safety Committee • Attendance at quarterly Corporate Health and Safety Committee by senior staff • Effective links are in place with Corporate Health and Safety Service • A H&S training matrix has been developed for staff at all levels with input from the H&S Manager • Electronic reporting consistently used • Implementation of Maximising Attendance Improvement Plan • Create a culture of H&S competence throughout workforce • Development of a new Directorate Health and Safety Improvement Plan 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Risk that legislative and policy changes are not anticipated or planned for	Customer / Citizen, Legal and Regulatory/ Financial	<ul style="list-style-type: none"> • Legal/regulatory - statutory responsibilities, policy and legislation • Financial – government penalties • Delivery – effectiveness of service 	Very Serious-Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Understanding of and willingness to embrace opportunities arising from legislation • Embedded legislation and policy tracking with consultees consistently providing effective feedback • Management pursue both officers and elected members to provide input where required • Senior management monitor assurances against key corporate risks and direct actions as required • Membership and attendance at national groups such as Social Work Scotland and ADES 		<ul style="list-style-type: none"> • Effective Service planning is in place, e.g. annual ECS Service Plan and for individual Services • Membership of national bodies such as ADES and Social Work Scotland • Close working is in place with the Scottish Government • Working groups are established to consider the impact of new legislation or changes to existing legislation • Reports are submitted to Committee outlining the implications of legislative changes or to seek Policy changes 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Risk that financial planning is not robust	Customer/ Citizen, Financial, Legal and Regulatory	<ul style="list-style-type: none"> Financial – service costs, budgets; poor management and reduction in available funds Legal/regulatory – criticism from the Council’s External Auditor and Audit Scotland and breach of Financial Regulations Service delivery –the reduction of expenditure without due consideration of the impact on children and young people 	Very Serious - Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> Council financial plans are agreed at the budget setting Council meeting each year Budget monitoring arrangements are in place between Service Managers / Head Teachers and Finance Service colleagues Budget responsibilities are set out in the Financial Regulations The new scheme of Devolved School Management is to be completed 		<ul style="list-style-type: none"> Strategic budget planning is in place and led by Head of Service: Policy, Performance and Resources Budget groups have been established with representation from all service areas to develop budget proposals Budget planning will clearly link with service and Council priorities Input and support from the Finance Service has been secured Clear, costed budget proposals will be presented to the Service DLT for August 2016 Support and challenge is provided by the Corporate Management Team 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Failure to deliver the implementation of the Inclusion Review	Customer / Citizen, Legal and Regulatory	<ul style="list-style-type: none"> • People – exclusions both temporary and permanent and the number of young people in out of authority placements • Statutory – the presumption of the provision of mainstream education • Financial – future costs (avoidable by early interventions) and potential Tribunal Hearings due to statutory failure 	Very Serious- Very Low	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> • Inclusion review approved by Committee in November 2014 • Implementation progress is monitored by the Inclusion Implementation Group • A suite of SMART performance metrics is in place to allow monitoring (Inclusion Review) • The Inclusion Service Plan has been developed • Closer working practice has resulted in a shared service plan to support the Excellence and Equity agenda. This will ensure that all central teams support the inclusion agenda 		<ul style="list-style-type: none"> • An Inclusion Team has been appointed to support schools; the team utilise a Co-Design approach with stakeholders wherever possible • The Inclusion Review has buy in at Elected Members, Chief Officer and Senior Management levels with workshops held as appropriate • Communication with stakeholders, including Head Teachers, is well developed and responsive to stakeholder needs • Progress towards delivery of Service Plan is routinely monitored with more collaboration across the wider Service impacting positively on inclusive practice • Resource has been identified to provide training opportunities • The Support Manual has been published electronically to build capacity and support inclusive practices • A range of policies are under review to support inclusive practice and an on-line learning module is under development to improve access to CPL 		

Service Delivery Area	Risk Category *	Risk Description	Risk Severity	Risk Owner
Risk of poor contract management	Customer / Citizen; Legal and Regulatory; Financial; Reputation	<ul style="list-style-type: none"> Resources – sourcing emergency supplies, essential services unsupported, duplication of effort and reduction in pool of suppliers Reputation - audit outcomes, litigation, confidence and trust in the organisation 	Very Serious- Almost Impossible	Directorate Leadership Team
Controls		Mitigation		
<ul style="list-style-type: none"> Delegation of powers in standing orders to ensure correct authorisation levels in place Contracts register for Children's Social Work to be created Procurement Working Groups established and led by appropriate officers Contract management procedures Focus on continuous improvement and cost reduction 		<ul style="list-style-type: none"> Close liaison with the Corporate Procurement team has been achieved with a greater understanding of the Services' needs Input from Internal Audit was secured at the start of the process by the Head of Children's Social Work Children's Social Work have developed a Commissioning Strategy Reduction in off-contract spend will be delivered A suite of performance metrics will be included in contracting arrangements to ensure contract compliance by providers 		

Acronyms

ACE – Aberdeen Care Experienced

ASG – Associated School Group

ASN – Additional Support Needs

BGE – Broad General Education

CAMHS – Child and Adolescent Mental Health Services

CEL – Chief Executive Letter

CfE – Curriculum for Excellence

CLD – Community Learning and Development

CPC – Child Protection Committee

CPL – Continuous Professional Learning

CRO – Children’s Rights Officer

CSW – Children’s Social Work

DYW – Developing the Young Workforce

DLT – Directorate Leadership Team

E&CS – Education and Children’s Services

ELC – Early Learning and Childcare

EMA – Education Maintenance Allowance

EY – Early Years

FSM – Free School Meals

HGIOS4 – How Good is Our School 4

HMIE – Her Majesty’s Inspectorate of Education

ICS – Integrated Children’s Services

OOA – Out of Authority

PEF – Pupil Equity Fund

QI – Quality Indicator

SSSC – Scottish Social Services Council

SIMD – Scottish Index of Multiple Deprivation

SQA – Scottish Qualifications Authority

SQF – Scottish Qualifications Framework

SQIP – Standards and Quality Improvement Plan

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Appendix 2 - Draft Education and Children's Services Directorate Health and Safety Improvement Plan 2017-18

What are we trying to accomplish?	How we will know that change is an improvement?	The change we will make that will result in improvements?
<p>A strong positive health, safety and wellbeing culture within the organisation.</p>	<ul style="list-style-type: none"> • Visible, involved and engaged active leadership of health, safety and wellbeing in all levels; • Increased employee involvement (participation and ownership of health and safety problems and solutions); • Trust between employees and management; • Competent workforce e.g. necessary skills, training and experience; • Health, safety and wellbeing messages reaching all employees; • Improved service delivery with reduced losses; • Unsafe health and safety challenged by all; 	<ul style="list-style-type: none"> • Commitment, engagement and support by senior management; • Encourage active health, safety and wellbeing discussion and promotion; • Identification and reinforcement of a safe and healthy working environment; • Management assurance (proactive and reactive) arrangements to check compliance; • Confirm actions closed out within a set timeline; • Use of skills and training matrices. Identification of mandatory health and safety training (corporate and job specific); • Improved communication links that support everything that we do;
<p>Improved health, safety and wellbeing of employees and service delivery.</p>	<ul style="list-style-type: none"> • Improved health and safety management and performance; • Legal compliance within identified specific health and safety risks. • Better management of contractors (internal and external) and provision of information prior to the start of works with monitoring arrangements; • A robust corporate asset management system; • Completion of risk assessments and related health surveillance; 	<ul style="list-style-type: none"> • Audit and review identified "top" health and safety risks; • Act on identified actions relating to control, communication, co-operation, competence, planning and implementation; • Provision of required information at pre-contract and safe systems of work practices with monitoring arrangements regardless of internal or external contractors; • Clarify roles and responsibilities; • Application of corporate health and safety procedures;

	<ul style="list-style-type: none"> • Competent workforce e.g. necessary skills, training and experience; • Improved service delivery with reduced losses; 	<ul style="list-style-type: none"> • Use of skills and training matrices. Identification of mandatory health and safety training (corporate and job specific); • Improved communication links that support everything that we do;
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Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
1. Increase the promotion of health, safety and wellbeing. Demonstrate strong, visible and active leadership of health, safety and wellbeing. Increase employee involvement to promote health, safety and wellbeing as a value.	i. % of attendance at Health and Safety Committees by lead Head of Service and other Heads of Service	<ul style="list-style-type: none"> - Corporate – 4 per annum – 100% - Directorate – 4 per annum – 100% - Union Management Meetings – 4 per annum – 100% 	100%	100%	100%	ECS Heads of Service
	ii. Plan of periodic unannounced site visits by senior management, 1 every 2 months. A register of site visits to be sent to Lead Head of Service at the beginning of each quarter.	<ul style="list-style-type: none"> - 6 visits per year 	6	6	6	ECS Heads of Service 3 rd & 4 th Tier
	iii. Development of H&S action plans	<ul style="list-style-type: none"> - Reporting to ECS H&S committee 	Autumn 2017	-	-	Business Manager
	iv. Review Directorate Health and Safety Improvement Plans (H&SIP) and health and safety performance annual report;	<ul style="list-style-type: none"> - H&SIP – 4 per annum at ECS DLT and ECS H&S Committee; annually at Corporate H&S Committee. - Review of Directorate Annual H&S Performance report 	4	4	4	Business Manager, ECS DLT & ECS H&S Committee

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
		(once per year ahead of CH&S Committee);				
	v. Support active health and safety discussion and committees.	- Submission of H&S matrix to ECS SMT and ECS H&S Committee quarterly-4 times a year	4	4	4	Heads of Service
	vi. Feedback on incident root causes, remedial actions and progress monitoring to employees.	- Record and compare number of reports to be reported to ECS DLT (see details on the reduction of accidents etc. at 3 below	Measure in development	-	-	3 rd & 4 th tier
	vii. Improve consistency and relevance of H&S planning by Business Support Team to operational teams	Measure to be defined as part of corporate H&S improvement planning	-	-	-	Business Manager
2. Increase the provision of targeted H&S training and the compliance against the training to enhance employee competence.	i. Identify mandatory training through a matrix (corporate and job specific). Development of skills and training matrix.	- Submission of Corporate H&S Committee minutes to ECS H&S Committee for information/action – 4 times per year	4	4	4	Business Manager/ Business Partner/ 3 rd Tier Managers
	ii. Focus on stress awareness for managers.	- Undertake training needs analysis to be submitted to DLT.	Measure in development	-	-	Business Manager/ Business Partner/ 3 rd Tier Managers
	iii. Incorporate stronger emphasis on H&S in induction for new managers	- Ongoing monitoring and reporting of training uptake and areas of concern to be reported to DLT and ECS H&S	Measure in development	-	-	Business Manager/ Business Partner/ 3 rd Tier Managers

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
		Committee.				
	iv. Competent persons undertaking work activities.	Measure to be defined as part of improvement planning June 2017	-	-	-	Business Manager/ Business Partner/ 3 rd Tier Managers
3. Reduce the number of incidents, near misses and occupational work related ill health in the workplace (cases and absence). Analyse the reasons for accidents, incidents and near misses and ensure that managers are trained on corporate systems (YourHR and Covalent) to record, report, monitor and investigate the figures.	i. Reporting of all accidents and near misses on YourHR. Reported through H&S Matrix.	- Submission of matrix to ECS DLT and ECS H&S Committee quarterly-4 times a year -	Baseline TBE* July 2017	-	-	3 rd Tier Managers/ Business Manager/ ECS SMT/ ECS H&S Committee
	ii. 100% compliance of investigation records completed by line management for all incidents, near misses cases of work related ill health. Reports input into YourHR within 10 days. Reported through H&S Matrix.	- Submission of matrix to ECS DLT and ECS H&S Committee quarterly-4 times a year (100% compliance)	Baseline data in development			3 rd Tier Managers/ Business Manager/ ECS DLT/ ECS H&S Committee / Premises Responsible Persons
	iii. 100% of staff who have reported incidents are given feedback on remedial action taken.	- Submission of reports to ECS H&S Committee and ECS DLT meetings on a quarterly basis-4 time per year.	Data in development			3 rd Tier Managers/ Business Manager/ ECS DLT/ ECS H&S Committee / Premises Responsible Persons
	iv. Act on root causes and ensure effective controls to prevent reoccurrence. Trends (causes, remedial actions discussed at DLT and health and safety committees). Identified actions closed out.	- Submission of reports to ECS H&S Committee and ECS DLT meetings on a quarterly basis-4 time per year.	Trend data in development			3 rd Tier Managers/ Business Manager/ ECS DLT/ ECS H&S Committee / Premises Responsible Persons

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
4. Ensure health and safety documentation is current, organised and relevant.	i. Safe working practices reviewed annually focusing on significant risks.	- Develop a H&S handbook detailing all H&S Policies and procedures for use in all establishments.	August 2017	-	-	3 rd Tier Managers/ Business Manager/ ECS DLT/ ECS H&S Committee
	ii. Achievement of organisation's standards.	- To include Fire and Emergency Plans for each establishment including lockdown procedures and drills.	To be defined within corporate H&S improvement planning	-	-	3 rd Tier Managers/ Business Manager/ ECS DLT/ ECS H&S Committee
	iii. Employee concerns and incidents responded to appropriately.	- Measure to be defined within corporate H&S improvement planning	As above	-	-	3 rd Tier Managers/ Business Manager/ ECS DLT/ ECS H&S Committee

Education & Children’s Services Service Specific Risks

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
1. Reduce staff absence rates, focusing on the absences occurring as a result of: - stress - gastrointestinal - musculoskeletal	i. Identify trends within Service/Team areas. HR and Business Management Team to work with HoS and Service Mangers to reduce absences.	- Quarterly absence reporting to ECS H&S Committee. - Engagement at team meetings, focusing on Team absences.	Baseline data TBE at July as part of Attendance Improvement Plan	-	-	Business Manager HR / Business Manager
	ii. Develop attendance management reporting arrangements. Clarify data required by DLT and managers and work up provision of data.	- Absence reporting to DLT on a monthly basis. -		-	-	HR Business Partner
2. Improved management of contractors / 3 rd parties	i. Provision of required documentation at pre-contract stage;	- Suitable Method statements / safe systems of work / insurance documentation; - Agreed monitoring and supervision arrangements; - Detailed KPI’s;	In progress	-	-	Service Manager Assets and Finance /PRP
	ii. Contractor discussions with Premises Responsible Person;	- Prior to start of works; - Scheduled review meetings; - Clarify roles and responsibilities	In progress	-	-	Service Manager Assets and Finance / PRP
	iii. No differentiation between	- Application of same	In progress	-	-	Service Manager Assets

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
	Client / Contractor split;	processes / arrangements for contractors (external and internal);				and Finance / PRP
	iv. Manage 3 rd party activities on ACC premises and those delivered on behalf of;	- Control and monitoring of activities;	In progress	-	-	Service Manager Assets and Finance / PRP
	v. Procurement to include health and safety related questions and performance assessment	- Evidence of assessment / scrutiny by competent person against predetermined health and safety criteria	In progress	-	-	Service Manager Assets and Finance (?)
	vi. Maintain record of performance in terms of health and safety compliance and incidents; Respond to actions timeously and suitably;	- Sharing of lessons learned - Performance taken into account for future contracts	In progress	-	-	Service Manager Assets and Finance / PRP
3. Provide a secure, safe environment for all employees and service users (Decrease no of security breaches)	i. Develop and adopt standardised approach across all ACC workplaces;	- Corporate procedures; - Test arrangements; - Lockdown procedures. - Address open grounds policy	In progress	-	-	3 rd Tier Management/Business Support
	ii. Review the ECS estate to ensure that premises are appropriately secure and safe environments for all users and staff;	- Quarterly update reports to every H&S Committee. - Quarterly School Security Group meetings.	In progress	-	-	Service Manager Assets and Finance
	iii. Implement better signage in Marischal College to identify exit routes for clients	-	In progress	-	-	Business Manager / Facilities Management

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
4. Reduce the number of Violent and Aggressive incidents against our staff.	i. Risk assess and identification of triggers and controls;	- Contained in risk register;	Baseline data TBE in July 2017			PRP
	ii. Identify and deliver de-escalation training;	- Compare attendance with Skills and Training matrix;		-	-	Business Manager / PRP
	iii. Provision and use of valid Early Warning Marker system;	- Evidence of Service use spot check prior to visit;		-	-	Business Manager/HR
	iv. Review forms for reporting violent incidents, make them more user friendly.	-		-	-	Business Manager / HR 3 rd Tier Manager?
	iv. Improve the monitoring and analysis of reported incidents and actions required.	-		-	-	Business Manager / HR 3 rd Tier Manager
5. Working at Height	i. Safe means of access and egress provided for all working at height.	- Reduction in incidents; - Compare attendance with Skills and Training matrix;	Baseline data in development	-	-	Line Managers
6. Lone Working	i. Lone working arrangements to ensure the safety of employees;	- Account for employees location; - Suitable emergency arrangements in place;	In progress	-	-	Business Manager
	ii. Roll out lone-working process to Children's Social Work.	- Guidance issued for staff on use of system, monitoring and escalation; - Number of uses of system; - Number of escalations;	In progress	-	-	Business Manager / 3 rd Tier Managers
7. Ensure compliance	i. Review of work practices to reduce exposure;	- Valid risk assessments;		-	-	Service Manager Assets & Finance (?)

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
with the Control of Asbestos Regulations 2012 and endure our staff and others are not adversely affected by our undertakings.						
	ii. Undertaking of RPE face fit tests;	- Compare identified requirements with actual;	In progress	-	-	Business Manager
	iii. Management surveys (asbestos) completed for all establishments;	- % of compliance;	In progress	-	-	Service Manager Assets & Finance / CH&I
	iv. Sharing of asbestos information;	- Pre-contract stage; - Prior to any work; - Ensure all Premises Responsible People to have access to the Corporate Asbestos Register for their premise	In progress	-	-	Service Manager Assets & Finance / CH&I
	v. Suitable health surveillance (linked to training matrix).	- Compare identified against actual; - Agency workers checks in place through provider;	In progress	-	-	Business Manager
8. Develop an equipment register in line with ACC procedure.	i. Hold a definitive equipment list for ECS.	- Equipment register to be completed by Dec 2017 - Equipment register to be reviewed annually	December 2017	-	-	Business Manager
9. Occupational road risk	i. Consistent approach to checking driver documentation across organisation.	- All drivers (personal vehicles for work, casual, ad hoc and essential users) licence, MOT and motor vehicle insurance checked – to	In progress	-	-	Line managers

Improvement Outcome	Change (measure)	Baseline metric (KPI)	17/18	18/19	19/20	Who will do it?
		be maintained through YourHR; - Annual checks as minimum and notification of points.				
10.Ensure annual review and testing of Business Continuity and Emergency Response Plans	i. Plans reviewed and quality assured	- Quarterly reporting to Committee by Emergency Planning Manager (?)	In progress	-	-	Team Manager/ Emergency Planning Manager
	ii. Rigorous testing regime to support continuing fit for purpose BCP is in place and will be further developed in 2016/17.	- Quarterly reporting to SMT on BCP procedures to begin in 2016/17.	In progress	-	-	Team Manager/ Emergency Planning Manager
	ii. Desktop and scenario based testing to be programmed for 2017/18.	-	In progress	-	-	Team Manager/ Emergency Planning Manager
	iii. Compliance with testing schedule and updating of BCP matrix	- 100% compliance with the testing schedule.	In progress	-	-	Service Managers/ PRPs
	iv. Communication of lessons learned across service	-	In progress	-	-	Team Manager
	v. Annual review of establishment BCPs.	- Annual report to ECS Committee is now in place with first report approved at 24 March 2016 meeting.	In progress	-	-	Team Manager

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	01 June 2017
REPORT TITLE	Education and Children's Services Anti-bullying Policy
REPORT NUMBER	ECS/17/027
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Caroline Hastings

1. PURPOSE OF REPORT:-

The purpose of this report is to seek Committee approval for the revised Education and Children's Services Anti-bullying Policy.

2. RECOMMENDATION(S)

It is recommended that the Committee –

(a) approve the Anti-bullying Policy appended to the report and agree that this replace the 2009 Policy on Positive Relationships and Anti-bullying approaches in school and comes into effect immediately; and

(b) agree that schools, youth teams and children's homes will develop their own local policies, with guidance from the service and in reference to this Education and Children's Services Anti-bullying Policy.

3. BACKGROUND/MAIN ISSUES / OTHER HEADINGS AS APPROPRIATE

3.1 Since the restructure from Education, Culture and Sport in 2014/15 to Education and Children's Services it has been recognised that a service-wide anti-bullying policy that supports staff and Children and Young People to recognise that bullying behaviour occurs across our service was required.

3.2 Further to this the recommendations from the Bailey Gwynne enquiry were:

BULLYING

- Recommendation 13: Aberdeen City Council 2009 Anti bullying policy to be replaced with a policy developed in conjunction with Respect Me to include the changes following Children and Young People (Scotland) Act 2014.
- Recommendation 14: School anti bullying policies to be written in terms of the new policy.
- Recommendation 15: A senior teacher to be trained to respond to the complaints of bullying and agree outcomes with parents.

3.3 In light of the above, we have consulted with internal colleagues from within the Education and Children's service and external partners from Childline, RespectMe and Grampian Regional Equality Council in the development of a new anti-bullying policy. We have also met with representatives from the Parent Council forum. The views from consulting with Children and Young People have also been recognised through the consultation document, (appendix 1).

3.4 The proposed Anti-bullying policy which complies with recommendations 13, 14 and 15 of the Bailey Gwynne enquiry as detailed above, the link to this is available in Section 8.3 of this report.

4. FINANCIAL IMPLICATIONS

4.1 The impact of the recommendations on the Council's cost base, relate to staff time for attendance at RespectMe training courses.

5. LEGAL IMPLICATIONS

5.1 The potential implications for not developing best practice to address bullying behaviour may result in legal challenge.

6. MANAGEMENT OF RISK

6.1 Financial - Training itself is free to the authority and the benefits from the training should result in reduced staff time managing incidences of bullying behaviour once the culture of bullying behaviour across our service changes.

6.2 Employee - This policy will provide employees with clarity on the authorities' expectations about what constitutes bullying behaviour and how to monitor and report incidents.

6.3 Customer / citizen - In terms of Children's homes we have not yet been advised of what the national policy will recommend in terms of recording mechanisms, however once we know we will incorporate this into our existing policy.

6.4 Environmental - There have been no environmental risks identified.

6.5 Technological - The risks in terms of technology have been identified and the support of the School Management Information Systems (SEEMiS) team has identified how they will support staff to access and use the bullying and equality module for reporting. No other technological risks have been identified.

6.6 Legal – By implementing this policy and adopting best practice thereby limiting the risk of a legal challenge.

6.7 Reputational – Members should be aware that as this policy requires a more consistent and centralised approach to the recording of incidents of bullying

behaviour, therefore this will result in the information we receive about bullying across our service to be more accessible and visible. This is seen as a positive impact and this is what RespectMe (Scotland's anti-bullying service) advise us will be the requirement of the national approach to recording incidents of bullying behaviour. However this could be seen as having a negative impact because the figures of bullying incidents may appear to have risen due to more robust recording, to mitigate this we are providing comprehensive training for staff and the implementation of this anti-bullying policy.

7. IMPACT SECTION

- 7.1 This policy supports our 'Children are Our Future' primary drivers within the Local Outcome Improvement Plan (LOIP) 2016-26, <http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/08/FINAL-LOIP-22-AUG-16.pdf>

And works towards delivery of our Strategic Priority: Smarter People – Social and Human Capital.

Goal 3a:

'We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.' –

<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=70746&SID=13935>

- 7.2 Economy - There have been limited economic risks identified, these relate to training as mentioned in section 4.1.
- 7.3 People - There will be a positive impact on Children and Young People (C&YP) through the implementation of this policy. C&YP have highlighted that they have experienced and witnessed bullying behaviour, through the 2016 Integrated Children's Services consultation 'Consultation with Children and Young People: Priorities for Aberdeen City's Children's Services Plan 2017-2020, Report (first draft)' (Appendix 1). The positive impact for children and young people, parents and carers and staff will be raising awareness of what constitutes bullying behaviour and provide a mechanism to report and monitor.
In order to support individual's needs the new policy reflects changes in legislation which would not be met if it were not approved.
- 7.4 Equality and Human Rights Impact Assessment (EHRIA)
An EHRIA has been carried out and this policy will enhance EHRIA positive outcomes. A Child Rights and Wellbeing Impact Assessment (CRWIA) will also be completed in line with UNCRC policy and guidance.
- 7.5 Place - The supporting ethos behind the revised anti-bullying policy is to develop a culture of respect for all of our customers and the communities and schools they live and work in. By focusing on the prevention and reduction of bullying behaviour we would envisage an improved environment for all.

7.6 Technology - The reporting requirement linked to this policy for schools uses the SEEMiS system, specifically the bullying and equality module that is available for all schools but not currently utilised by all.

8. BACKGROUND PAPERS

8.1 Policy on Positive Relationships and Anti-bullying approaches in school (2009) - <http://thezone/nmsruntime/saveasdialog.asp?IID=22914&sID=8689>

8.2 RespectMe, Anti-Bullying Policy and Practice Presentation for Aberdeen City Council – September 2016

8.3 Independent Review of the Circumstances Surrounding the Death of Bailey Gwynne at Cults Academy on 28th October 2015
<http://thezone/nmsruntime/saveasdialog.asp?IID=38886&sID=12724>

8.4 'Consultation with Children and Young People: Priorities for Aberdeen City's Children's Services Plan 2017-2020, Report (first draft)'.

9. APPENDICES (if applicable)

9.1 Appendix 1 – 'Consultation with Children and Young People: Priorities for Aberdeen City's Children's Services Plan 2017-2020, Report (first draft)'.

9.2 Appendix 2 – Education and Children's Services Anti-Bullying Policy

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**Consultation with Children and Young People:
Priorities for Aberdeen City's Children's Services Plan 2017-2020
Report (first draft)**

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1. Summary of key information

- 1.1 The aim of this project was to capture the views of children and young people regarding the priorities for service planning in Aberdeen City, to ensure that their voices are reflected in the development of the Children's Services Plan 2017-2020.
- 1.2 The views of children and young people were gathered using group discussions as the main method of consultation. Over 225 participants aged 4-18 years old were recruited from 34 settings, including schools, youth groups and training programmes.
- 1.3 The consultation highlighted a number of areas of priority for service development centred on specific themes These included:
 - **Health and wellbeing:** mental health; bullying; healthy eating; smoking, e-cigarettes, drug and alcohol use were identified as key areas of concern.
 - **Participation in leisure, play and cultural activities:** providing more and improving existing outdoor spaces; increasing participation among young people; and addressing the specific needs of young people.
 - **Community safety:** improving safety in play areas and parks; addressing exposure to alcohol/drug use and threatening or antisocial behaviour in the community; improving road safety and lighting in the community; and increasing awareness of online safety.
 - **Ensuring that the voices of children and young people are heard:** maintaining engagement with children and young people around key issues through established channels; increasing representation of different groups of children and young people; using different methods to engage; encouraging and enabling children and young people to take on active roles in community development.
 - **Ensuring that children and young people with additional needs are treated fairly and equally:** increasing opportunities for young people with additional support needs to engage in work place experiences and youth groups; providing more support to care experienced young people in terms of safe housing and through care, improving relationships with service providers, and facilitating participation in different activities; increasing support for young carers in terms of support groups and promotion of awareness of their experiences; increasing support for young people who are at high risk of not entering into employment, further/higher education or training by promoting acceptance of different learning styles

and speeds, providing more focused advice and guidance in terms of career choices, and supporting the developing of life skills, employment skills and confidence.

2. Introduction

- 2.1 The Integrated Children's Services (ICS) Partnership is responsible for the strategic planning of services for children and young people across Aberdeen City. The Partnership was inspected between August and October 2014, with a positive report published in March 2015¹.
- 2.2 The inspection noted that more needed to be done to capture and act on the views of the most vulnerable, hard to reach children and young people, care experience children and young people, and those with additional support needs or disabilities. The importance of children and young people's participation in improving and developing services and responding to their needs is promoted in the United Nations Convention on the Rights of the Child (UNCRC)².
- 2.3 In line with draft statutory guidance provided by the Scottish Government in relation to the Children & Young People's Act (2014)³, each local authority is required to produce a three year plan (the Children's Services Plan), to be in place by April 2017 and covering the period up to April 2020.
- 2.4 The focus of this project was to consult with children and young people to seek out their views regarding the priorities for service planning in Aberdeen City. The aim was to ensure that their voices would be reflected in the development of the Children's Services Plan 2017-2020.

3. Methods

- 3.1 Participants were recruited from a range of settings across the city (Appendix 1). Over 225 children and young people (47.6% female; 52.4% male) aged 4-18 years old in 34 settings took part in the consultation between 30th August and 3rd November 2016.

¹ Link: [Care Inspectorate Joint Inspection Report Aberdeen City \(4th March 2015\)](#)

² Link: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

³ Link: <http://www.gov.scot/Resource/0049/00490013.pdf>

- 3.2 The views of children and young people were, in the large part, sought by means of group discussions (with one-to-one discussions being used where group discussions were not possible e.g. settings where children were busy playing). A topic guide (Appendix 2) was designed to guide the discussions and collect information around eight areas of wellbeing: safe, nurtured, healthy, achieving, active, respected, responsible and included (the SHANARRI indicators, as set out in *Getting it Right for Every Child* (GIRFEC), the national approach to improving outcomes and supporting the wellbeing of children and young people)⁴. Each consultation focused on one or two of these key areas, with an open-ended, semi-structured format used to allow participants to express their views and focus on any issues which they felt were important. Participants were also asked to mention any issues which they felt service providers should know about, even if these were not related to the topic introduced by the moderator (i.e. an open discussion format). Finally, participants were invited to suggest ideas for engaging with children and young people.
- 3.3 Where possible (depending on time and space constraints), simple drawing and flipchart exercises were employed to direct discussions and record views among younger children (i.e. children of primary school age; examples are shown in Appendices 3 and 4, respectively).
- 3.4 One-to-one sessions using eye-gaze technology, talking mats and listen-up documents were conducted by staff at Woodland School to seek the views of children and young people with comorbid diagnoses.
- 3.5 Participants were informed that the consultation would be confidential and anonymous. Their consent was obtained to audio record the discussions (where applicable) and to include their views in the consultation. Where consent to audio record was not provided, notes of the key emergent points were taken.
- 3.6 Analysis of the information focused on outlining the main themes (shown below) which emerged from the discussions. Example quotations are provided in appendix 5 to illustrate each theme.

⁴ Link: <http://www.gov.scot/Topics/People/Young-People/gettingitright>

4. Key findings

4.1 Health and wellbeing

- 4.1.1 Issues related to mental health were commonly raised (particularly among participants of secondary school age). The most common problems mentioned were feelings of anxiety and depression, lack of confidence, stress and academic pressure, and feelings of isolation and loss of self-esteem as a result of bullying.
- 4.1.2 The perceived stigma surrounding mental health was felt to be a barrier to open discussion and recognition of problems. Although many participants described teachers (including guidance teachers) as being approachable and helpful, others felt that they lacked the expertise and time required to detect, and help with, such problems. They were also seen by some participants as more appropriate to approach for academic problems rather than 'life problems'. Lack of information about the help available to children and young people was frequently mentioned, as were difficulties in getting referrals to specialist services and accessing school counsellors due to waiting lists.
- 4.1.3 Reducing the stigma around mental health was identified as an important priority. Participants suggested that this could be achieved by discussing mental health in more detail during Personal and Social Education (PSE) and school assemblies. Raising awareness among younger children was considered important to aid long term prevention. The importance of 'picking up' these problems in schools before they escalated into more serious problems was emphasised, since individuals may be reluctant to make the first move to seek help themselves. Ensuring that clearer pathways to getting help were in place was felt to be important. Participants also suggested that drop-in support groups or one-to-one contact points targeted to children and young people could be helpful.
- 4.1.4 The majority of children and young people described bullying in schools, in particular verbal abuse and isolation, as a significant problem. A frequently mentioned issue was the normalisation of offensive language (e.g. jokes that 'went too far'; racist language). Participants who had been bullied described their reluctance to attend school and the long-term effects of bullying (e.g. low self-esteem; anxiety). Physical fights, especially among younger pupils in the academies, were also mentioned, with many feeling that these resulted from anxiety around the transition to secondary school.

- 4.1.5 Pupil support assistants (PSA's) were generally felt to be very helpful in dealing with bullying (e.g. intervening in fights; including children in games). Although some participants felt that they could talk to school staff, many were reluctant due to concern that other pupils would find out. They noted that in such cases the bullying tended to stop in the short term but get worse in the long term. The need to address bullying while avoiding this escalation (e.g. maintaining confidentiality; having private spaces where staff could be approached) was emphasised. Peer support systems (e.g. older pupils acting as 'buddies', prefects, or anti-bullying ambassadors; being available to help and intervene) were considered to be helpful where they were in place and participants thought they should be promoted more. Many felt that schools should focus on fostering self-awareness, by encouraging pupils to think about 'what's behind the words you use' and how certain behaviour can be hurtful. Other suggestions included reinforcing the message that bullying was unacceptable, ensuring that there were consequences to bullying and focusing on developing resilience and personal resources to deal with bullying.
- 4.1.6 Healthy eating was also highlighted as a priority in discussions about health. Participants felt that there was a need to: provide children with more in-depth education to promote awareness of healthy eating and encourage them to think about their diet (e.g. the nutritious value of different foods; how to eat a balanced diet; the ingredients and processes used to make 'junk food'); continue to provide education in secondary school (with many noting that there was less focus on this after primary school); and reinforce healthy eating through practical measures (e.g. providing more healthy options in the school canteens; 'fruit Fridays' and rewards to encourage pupils to eat fruit).
- 4.1.7 Among teenaged participants, smoking, the use of e-cigarettes, drinking, and drug use were considered to be problems which required more attention. Many felt that there was a need to make it more difficult for young people to obtain these items and to better control their use at school (e.g. in toilets and on school grounds). They also felt that it was important to engage young people in constructive extracurricular activities. Providing more in-depth education (e.g. PSE lessons were felt to only provide some basic facts about the risks of smoking) and interactive lessons (e.g. wearing 'drunk driving glasses' to highlight the effects of excessive drinking) in schools was also mentioned, as was the idea of inviting speakers who had experienced problems like drug use.

4.2 Participation in leisure, play and cultural activities

- 4.2.1 Discussions around the topics of healthy, active and achieving highlighted that children in a number of schools felt a need for more outdoor space to play during their breaks. Many also highlighted a need for more safe spaces in the community to play ball games, skate, and ride bicycles, particularly in areas where busy roads limit such activities. Some children noted that they were not allowed to go out to play alone, because they had to walk far or cross busy roads to reach the nearest play area. For instance, children at Clinterty Travelling Person's Site found access to play areas challenging as the site is near a fairly busy road and is also quite remote. This was also a particular problem for children whose parents or guardians were unable to accompany them (e.g. one participant explained that her mother's illness prevented this). Improving access by increasing road crossings and outdoor spaces were therefore considered to be important priorities. Many children and young people also felt that more should be done to enable them to use their bicycles safely (e.g. improving cycle paths in the city; undertaking more in-depth cycling proficiency courses).
- 4.2.2 The improvement of existing outdoor spaces was also discussed, including: removing litter, broken glass, dog waste, graffiti, and thorny bushes; covering concrete with soft surfaces to prevent injury; repairing broken equipment; reducing vandalism; ensuring that all equipment is safe; increasing the availability of public toilets; putting fences up around play areas to prevent children from running out onto nearby roads; and providing more variety in terms of equipment (e.g. zip-lines, 'big swings' and climbing frames were very popular), which is also suitable to a wider age range (e.g. larger goal posts and bigger/more challenging climbing frames for older children).
- 4.2.3 Many of the participants attended a variety of clubs, both at school and in the community (e.g. out of school clubs, youth groups, music, dancing, drama, and sports clubs). Although many felt that there was good provision in this respect, the need for more information about different activities on offer at local community centres, and more swimming and football clubs was frequently mentioned. Opinions about provision also tended to vary by age and setting. For instance, children at the Travelling People's Site (some of whom did not attend school) and Fersands & Fountain Community Project, and young people at the Keen4Work programme said that they would appreciate opportunities to participate in more varied activities, such as art and music clubs, while others (e.g. pupils at Aberdeen School for the Deaf) mentioned the need for more activities tailored to their needs (e.g.

opportunities to receive swimming lessons with instructors who use sign language). Participants noted that out of school clubs and activities in the local community were especially important for those who had difficult home environments (e.g. young carers felt that the social aspect of their group was important).

- 4.2.4 The needs and experiences of teenaged participants differed somewhat from their younger counterparts. Many felt that they were overlooked as a group and had nowhere to go in their spare time. They described feeling unwelcome in many public places (e.g. some had been accused of loitering; many felt that groups of young people were generally considered a nuisance). Participants noted that activities of interest (e.g. music gigs) often demanded an entry fee and/or were age restricted and that their nearest community centres were either too far away or did not provide information about youth clubs or activities. When asked what they would find helpful, participants said that they would like to be able to access outdoor spaces with sheltered tables and benches, where they would not feel that they were 'getting in the way'. They also wanted youth clubs in their local communities where they could relax, meet other young people, and organise evening events and other activities.
- 4.2.5 Following on from the above issue, many teenaged participants felt that boredom and a lack of engagement in extracurricular activities contributed to feelings of isolation and loneliness, was detrimental to mental health, and caused young people to engage in risky behaviours such as drinking. A common consensus was that more needed to be done to engage young people in constructive activities and to include them in their local communities.

4.3 Community safety

- 4.3.1 Discussions about safety highlighted several issues with respect to outdoor play areas and parks. Participants noted that older children and teenagers sometimes started fires, behaved in a threatening manner (e.g. shouting abuse; smashing glass bottles; fighting) and bullied younger children. Groups of adults also often gathered in play areas and parks. Many children either did not feel safe going to these places alone, or were not allowed to do so. Some children also noted that their school playground was accessible to people outside and that this made them feel unsafe.
- 4.3.2 Many participants also discussed the presence of groups of teenagers and adults who drank alcohol and used drugs in the streets, parks and play areas. They expressed concern about the bad example this set and the fact that

certain substances could be readily available to children and young people. A related issue was the presence of broken glass and used syringes in these areas.

- 4.3.3 Some participants spoke about antisocial or violent/abusive behaviour they had witnessed in their communities (e.g. men using baseball bats to damage cars; racial abuse). Other sources of unease lay in the ownership of dangerous dogs, the presence of empty flats which tended to attract drug users, and being approached and asked for money by people in the street.
- 4.3.4 Participants who experienced bullying at school described feeling threatened when they met certain pupils out in the community, particularly due to the lack of adult supervision in these situations.
- 4.3.5 Children and young people noted that they often walked home in the dark, especially after school in the winter. Many felt that there was insufficient lighting in their communities (e.g. in certain areas broken street lights had not been repaired; the lights described as being spaced too far apart and not bright enough; parks and play areas were often felt to be very dark and isolated). Some participants described walking home through parks, under bridges, and through closes which were in complete darkness.
- 4.3.6 Road safety was also a common concern. Although younger children found school crossing patrol officers helpful, some felt that their local communities were underserved in this respect. Many also felt that there were insufficient crossings on busy roads (e.g. some children spoke of the difficulty of getting to their local libraries and parks on their own). A common observation was that drivers did not appear to observe the speed limits in many areas and often did not stop at road crossings when children were trying to cross.
- 4.3.7 Children and young people spoke about the presence of city wardens and the police in communities. For instance, participants at Walker Road School noted that they regularly saw the city wardens when they were walking to and from school and they often spoke to them and were given stickers. In other areas (e.g. near Ashley Road School) children were reassured to see city wardens walking about, but they did not generally talk to them. On the other hand, children in the Woodside area (i.e. Fersands & Fountain Community Project and Printfield Community Project) felt that there was a need for more city wardens and a stronger police presence, noting that the latter were often called out to deal with disturbances. Similarly, young people attending the Keen4Work programme commented that they never saw city wardens in

certain areas which were considered to be dangerous. Finally, members of Torry Radioactive felt that it would be helpful to have city wardens talk to them about how to stay safe in the community. They noted that open discussion about the potential dangers and risks that young people are exposed to was important, since avoidance made people more reluctant to talk about important issues such as sexual abuse.

4.3.8 Opinions about online safety were mixed. Participants generally said that, while they had witnessed cyberbullying, it was not that common. Most young people did not consider online privacy to be an issue, since they were confident in their ability to protect themselves from 'the big stuff', such as being 'stalked'. However, others noted that they did not know how to make their social media profiles private. A small number of participants gave accounts of distressing experiences among their friends. These participants generally felt that there was a need for more education about online safety (e.g. during PSE).

4.4 Ensuring that the voices of children and young people are heard

4.4.1 Discussions related to respected, responsible and included indicated that children and young people valued the opportunity to voice their opinions, have their views taken on board, and play an active role in shaping their schools and communities.

4.4.2 Many children and young people said that they felt listened to. They mentioned the systems in place for them to voice their opinions at school (e.g. pupil councils; suggestion boxes). However, many participants also said that they felt that their teachers did not listen, that their schools did not have councils or suggestion boxes, and that they did not feel included when Aberdeen City Council made decisions about their community. Members of the pupil council at Bridge of Don Academy felt that there were many young people whose voices were never heard, both because they did not tend to approach the council themselves, and also because they did not tend to be invited to participate in activities. While some children and young people felt that their suggestions were taken on board, others said that they although they often completed surveys about improving their school, nothing ever changed. Some participants commented that they found it very frustrating to be asked for their input and then have their opinions ignored. Finally, some participants were sceptical about voicing their opinions as they felt that Aberdeen City Council would be unlikely to listen.

4.4.3 When asked about the best approaches to engage with children and young people and ensure that their voices were heard in service planning, a wide range of ideas was put forward. These included: conducting surveys among different age groups who often have different needs; involving older children by asking them to have discussions with younger children; using text messages to contact care experienced young people through their support worker; organising art and other creative projects (e.g. asking children to draw their ideas, make posters, take photographs of things they liked in Aberdeen, and write stories about their experiences of different issues such as bullying); showing children a selection of ideas and asking them to vote; establishing 'council clubs' to discuss community improvement; asking children to deliver presentations on different topics during school assemblies; having a phone line that children could use to discuss any issues they felt were important; having a website that provided updates on children's services; using posters, leaflets and other means to share information about children's services; more face-to-face engagement (e.g. many of the groups felt that the discussions had been a good experience, which showed that service providers were willing to listen); using social media, including Facebook, Instagram and Twitter (although opinion on this was mixed, with some participants commenting that they preferred face-to-face engagement, as social media was 'hit and miss' and Facebook was 'dead'); having PSE and guidance teachers ask children and young people about the issues they were experiencing rather than pupils being required to approach them themselves; maintaining regular and open communication (e.g. telling children and young people about any developments and changes; letting them know when something they have suggested would not be taken on board); selecting participants for future engagement activities randomly rather than limiting participation to pupil councils; using google classroom for online discussions; sending ideas to Aberdeen City Council in letters or on postcards; using suggestion boxes in schools; asking 'responsibility groups' which are in place in some schools to discuss different topics; inviting children and young people to meetings at Aberdeen City Council to share their ideas and discuss their concerns; having discussions during PSE classes; inviting children and young people to attend festivals; providing anonymous online feedback forms or emails; keeping in touch with pupil councils; having one-to-one conversations, which would help individuals who are concerned about privacy to open up; increasing the visibility of pupil councils and encouraging children and young people to share ideas with them; using school newsletters to keep children and young people updated about new developments in children's services; using incentives and ensuring that children and young people are thanked for

their contributions (e.g. having pizza lunches to attract participants who may then become committed to regular engagement because they find it interesting and rewarding in its own right).

4.4.4 Participants also expressed enthusiasm for being actively involved in developing new initiatives. Specific ideas included: fundraising (e.g. to purchase new play equipment in schools and parks); developing areas of wasteland into gardens; growing fruit and vegetables for distribution to food banks and people in need; and organising litter picks. They noted that receiving updated information on the changes and improvements in children's services, and actually being able to see the results of what they were involved in, would make them feel more enthusiastic about taking part in more projects. Young people at SHMU Positive Transitions felt that taking part in initiatives to 'make things better' would help them gain respect from other people and build their confidence. Finally, several participants felt that it was important to have more youth groups in place to get their views across and to bring about change.

4.5 Ensuring that children and young people in need of additional support are treated fairly and equally

4.5.1 When looking at hard to reach children and young people, as well as those with additional support needs or disabilities, a number of issues emerged with respect to how included, respected and supported they feel. These issues are discussed below in relation to each of the different settings in which consultations were held.

4.5.2 At Hazlewood School, young people with ADHD/autism spoke about their participation in a number of initiatives in very positive terms. This included Young Leaders (e.g. participants valued the opportunity to coach young children in basketball); work experience (e.g. helping at Airyhall Community Centre had developed their confidence); attending North East Scotland College once a week (e.g. participants had made friends, built confidence, were enjoying the subjects they had chosen, and were thinking of taking a course when they left school); and dog walking (participants described this as exciting because they loved animals). The group were also looking at the possibility of setting up a small school-based dog-walking business to gain more experience and life skills.

4.5.3 Areas in which these young people felt they required more support included participation in youth clubs. They did not go to any clubs because prior

experiences had been too stressful (e.g. noise levels; large groups were too intimidating; bullying by other members). During the previous year, the school had taken them to visit groups for individuals with special needs, with the aim of helping them find somewhere to socialise after school. These groups had not been popular because many of the people there had complex needs and were aged 65 and older. Another challenge had been that of finding a wider variety of work experience placements.

- 4.5.4 The discussion with care experienced young people at the Keen4Work programme (not audio-recorded) revealed that one of the main challenges they faced was the length of time it took for any issues they had to be resolved. They had experienced delays in finding housing and felt that immigrants were often given precedence (with their complaints often being met with accusations of racism). Several of the participants had moved from a residential care home into a hostel or Bed & Breakfast until they received proper housing. These young people were being housed with older men (often drug users), in areas with poor street lighting, empty flats and a high volume of drug users, which made them feel frightened and unsafe.
- 4.5.5 Feelings of being disregarded and disrespected (participants used the term 'second class citizens') were frequently mentioned by care experienced participants. They described a lack of trust in Aberdeen City Council; they did not go into Marischal College because they felt disrespected and looked down upon (e.g. they felt that the security guards followed them about and that the customer service staff were rude and unhelpful). Many commented that and they would not approach the police for help as they appeared to target them (e.g. one participant was stopped three times by the police on his way to his work placement; some of the participants described having received no support when they reported verbal abuse but being charged when they retaliated). They also felt that the police were very disrespectful when they were alone with young people, but when a parent, guardian or support worker was present their attitude changed.
- 4.5.6 Care experienced participants also commented that the through care team was understaffed, with staff being unable to spend enough time with them, resulting in them feeling they were 'not listened to'.
- 4.5.7 Half the expected participants at the Keen4Work Programme were unable to attend the consultation. Aberdeen City Council provided bus passes, but this was only for a limited number of journeys so that they could get to and from

their work placements. This meant that participation in other activities was problematic due to travel costs.

- 4.5.8 During the consultation with the VSA Young Carers' Group (discussion not audio recorded), participants explained that they did not want staff at school to know about their roles as young carers because this might result in more pressure (e.g. being asked to see teachers during break). They were also reluctant to explain their situation to friends and peers. Barriers to open discussion included: concern about 'being seen as different'; feeling that other young people would not be able to understand their situations (e.g. 'they think we have normal lives like them'; young people not knowing what terms like ADHD or autism mean); and attitudes towards disability/illness (e.g. insensitive jokes). The young people also felt that there was a general lack of awareness of the existence of young carers.
- 4.5.9 Following on from these issues, the young carers explained that the VSA support meetings were important; they could discuss their problems openly with other carers and support workers who understood them, socialise, and get help with their school work. They noted that the VSA used to hold more regular meetings, which were reduced due to funding cuts, and that having more meetings would be helpful. The VSA support workers mentioned plans to have weekly drop-in sessions in schools to provide a contact point for young carers, which the participants felt would be a good source of support. They felt that promoting awareness of the existence and experiences of young carers, issues related to disability and illness, and equality and diversity (e.g. during assemblies and PSE lessons at school; school visits by VSA staff), could be helpful. Finally, they felt that the support available through the VSA needed to be promoted to reach out to other young carers (e.g. by means of an open day which they would help to organise).
- 4.5.10 During their discussion about health, young people participating in the Early Interventions programme at Harlaw Academy mentioned that they did not feel supported by the school. They generally felt that teachers did not understand or make allowances for different learning styles and speeds among their pupils. They noted that they experienced a lot of pressure from teachers to keep up with the rest of the class, resulting in feelings of stress and anxiety. While academic achievement was felt to be over-emphasised by teachers, provision of support was described as less forthcoming. Participants described giving up and being disruptive during lessons because they were not being given the support they needed.

- 4.5.11 In discussing respect, issues related to provision of support at school also emerged among participants of the Positive Transitions group at SHMU. This group spoke about the challenges they had experienced in finding employment, particularly because employers tended to require previous experience. They described feeling 'let down' and 'pushed out' by their schools because they had not been helped to build their confidence or find their way (e.g. they felt that they had not been given useful advice or been put in touch with careers advisors). Many felt that they were negatively stereotyped as 'shirkers', both at school and now that they were unemployed. They spoke of the Positive Transitions programme as a 'confidence booster', describing how they were being trusted with responsibility (e.g. speaking live on air) and developing valuable skills for employment (e.g. teamwork; working under pressure; preparing live radio broadcasts).
- 4.5.12 Similar issues were highlighted among participants of the SHMU Youth Media Group, during a discussion which focused on achieving. Generally speaking, these participants felt that schools could do more to help certain pupils develop their confidence. For instance, they felt that PSE lessons should focus more on developing life skills such as paying bills, applying for jobs, and having an organised approach to work. They also felt that there was a need for teachers to be more understanding of pupils' different needs and to be more empathetic towards those who exhibited low self-esteem or mental health problems. Finally, provision of support in terms of careers advice was also emphasised, with participants noting that it was important for careers advisors to be more effective in helping young people who had not yet discovered the direction they wanted to take in life.

5. Conclusions and recommendations for future work

5.1 This project has ensured the substantial engagement of children and young people in the planning process of the Children's Services Plan 2017-2020, with key priorities driven by what they highlighted during consultations. These priorities included:

- **Health and wellbeing:** mental health; bullying; healthy eating; smoking, e-cigarettes, drug and alcohol use were identified as key areas of concern.
- **Participation in leisure, play and cultural activities:** providing more and improving existing outdoor spaces; providing more clubs and groups and increasing participation among young people; and addressing the specific needs of young people.
- **Community safety:** improving safety in play areas and parks; addressing exposure to alcohol and drug use in the community; addressing exposure violent and antisocial behaviour in the community; improving road safety; improving lighting in the community; and promoting online safety.
- **Ensuring that the voices of children and young people are heard:** promoting channels for engagement with children and young people; maintaining communication around key issues; increasing representation of different groups of children and young people; using different methods to engage with children and young people; encouraging and enabling children and young people to take on active roles in community development.
- **Ensuring that children and young people with additional needs are treated fairly and equally:** increasing opportunities for young people with additional support needs to engage in work place experiences and youth groups; providing more support to care experienced young people in terms of safe housing, working to increase trust in, and improve relationships with, service providers, facilitating participation in different activities, and improving support provided in through care; increasing support for young carers through more regular support groups and promotion of awareness of relevant issues; increasing support for young people who are at high risk of not entering into employment, further/higher education or training by promoting acceptance of different learning styles and speeds, providing advice and guidance in terms of career choices, and focusing on the development of life skills, employment skills and confidence.

5.2 One of the main strengths of this project has been the inclusion of participants across Aberdeen City. This project has also been successful in accessing the

views of some of the more hard to reach groups (e.g. traveller children; young carers) and children and young people with additional and special needs. Although the sample cannot be considered, and is not intended to be, representative of all children and young people in Aberdeen, it has sought out the views of a fairly large sample of over 225 participants.

- 5.3 Ongoing engagement with children and young people is important in order to assess how well we are doing in terms of addressing the key priorities identified in this work (i.e. 'is what we are doing making a difference?'). As noted by children and young people, an important aspect of such engagement work is communicating back to them what is being done in relation to the key priorities identified and ensuring that they remain involved throughout the process. This is also emphasised in the 7 Golden Rules for Participation, a set of principles designed to help anyone working with, and for, children and young people to support them to understand, experience and exercise their participation rights⁵. In line with this, a follow-up of each consultation included sending a thank you card and a summary of the key points to the participant groups. This will be followed at a later date by an update on the Children's Services Plan.
- 5.4 Future work should focus on increasing participation among care experienced children and young people; younger children (i.e. early years); and other often under-represented groups such as LGBT youth and straight alliance groups. The participation of more youth groups across Aberdeen City should also be sought to increase representation among children and young people who might not be selected for participation by schools. Although this work did attempt to engage with these groups, a number of challenges need to be considered in undertaking consultations with such groups in future:
- Engagement with care experienced children and young people was challenged by the fact that activities tend to be run to a strict agenda. Future work should be easier to arrange since the appointment of a Development Officer with Who Cares? Scotland whose role it is to arrange participation events and help to facilitate the Champions Board.
 - Engagement with younger children (i.e. early years) was challenged by the fact that specific engagement tools and methods for this age group are not widely used or available. Collaboration with PlayScotland to develop meaningful engagement methods may help to address this going forward.

⁵ Link: <http://www.cypcs.org.uk/education/golden-rules>

- Youth groups (including LGBT and straight alliance groups) found it difficult to accommodate the consultation work, as their activities tend to be planned months in advance. In future, regular communication should be maintained and consultation activities should be set well in advance to enable collaboration.
- 5.5 The current project invited partners to provide results from any prior consultation exercises for review. However, attempts to link in with such work were not successful, with work which was provided not found to be relevant to the project (e.g. specific information was not available for Aberdeen City). Developing better links with ongoing work would be useful to increase the reach of consultations and ensure ongoing engagement with children and young people around the key priority areas.
- 5.6 A limitation of this project was the fact that issues related to home and family environments were not explored in detail. Although many children and young people did speak about this aspect, this was generally in positive terms, with most describing their homes and families as supportive and nurturing. While this is extremely positive, it may also be the case that participants who experienced challenges in this respect were less willing to discuss their situations. Future consultations should include private, confidential one-to-one interviews to address these topics. This would help to overcome the limitations of group or one-to-one discussions conducted in the presence of other children and young people.
- 5.7 Further work is also needed to provide more detailed information on specific areas of concern which are of a particularly complex nature. This includes areas such as mental health and provision of support for mental health problems (also identified as key priority areas in a consultation among young people and families conducted as part of the process to develop Child Health 2020 - NHS Grampian's strategic framework for children and young people's health) and supporting more vulnerable young people into positive destinations.
- 5.8 The development of a survey, informed by the in-depth exploration of the issues reported here and a review of existing work in local authorities across Scotland, would advance this work further. Distribution among a representative sample of children and young people in Aberdeen would provide information on how widely the issues discussed in this project are experienced. This would aid refinement of the priorities for service planning in Aberdeen City. Targeting a representative sample would also ensure that results are not biased or skewed

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by the over- or under-participation of particular groups of children and young people (e.g. those residing in more affluent areas of Aberdeen). The anonymity of surveys would also allow for a greater understanding of the extent of certain experiences related to sensitive topics such as mental health and family life.

Appendix 1: Consultation settings, participants and methods

Consultation setting	Age range (years)	Number of participants	Method of consultation
Schools			
Harlaw Academy Pupils selected by the head teacher	13-15	4	Group discussion
Ashley Road Primary School Pupils selected by the head teacher	8-11	6	Group discussion
BrambleBrae Primary School Pupils selected by the head teacher	9-11	8	Group discussion
Charleston Primary School Pupils selected by the head teacher	8-11	7	Group discussion
Tullos Primary School Pupils selected by the head teacher	9-11	6	Group discussion
Culter Primary School Pupils selected by the head teacher	10-11	8	Group discussion
Brimmond Primary School Pupils selected by the head teacher	8-11	5	Group discussion
Riverbank Primary School Pupils selected by the head teacher	8-10	7	Group discussion
Scotstown Primary School Pupils selected by the head teacher	8-11	8	Group discussion
Walker Road Primary School Pupils selected by the head teacher	7-11	8	Group discussion
Middleton Park Primary School Pupils selected by the head teacher	7-11	8	Group discussion
Braehead Primary School Pupils selected by the head teacher	8-11	8	Group discussion
St Machar Academy Pupils selected by the head teacher	12-13	5	Group discussion

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Consultation setting		Age range (years)	Number of participants	Method of consultation
Sunnybank Primary School Members of the schools' pupil council		9-11	8	Group discussion
St Peter's RC Primary School Members of the schools' pupil council		7-9	7	Group discussion
Bridge of Don Academy Members of the schools' pupil council		14-17	8	Group discussion
Consultation setting		Age range (years)	Number of participants	Method of consultation
Additonal & special needs settings	Woodlands School Children/young people with comorbid diagnoses	7-18	7	Eye-gaze technology, talking mats, listen-up documents
	Aberdeen School for the Deaf Pupils selected by the head teacher	8-11	10	Group discussion assisted by teachers using sign language
	Hazlewood School Young people with ADHD/autism	16-17	6	Group discussion
After school clubs & play sessions	Aberdeen Play Forum Drop-in play sessions for children living on Clinterty Travelling People's site	4-12	13	One-to-one discussions
	Aberdeen Lads' Club After School Club for children in the Tillydrone area	5-10	5	Group discussion
Training providers & work placements	SHMU Youth Media Group Provides opportunities to young people (primarily from the regeneration areas) to participate in media production at SHMU (Station House Media Unit)	12-17	5	Group discussion
	SHMU Positive Transitions Employability & skills development course for young people who are not in further/higher education, training or employment	16-18	6	Group discussion

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Consultation setting	Age range (years)	Number of participants	Method of consultation
SHMU Early Interventions (Kincorth Academy) Intervention project to support young people who exhibit learning difficulties, lower literacy/numeracy skills, lack of confidence and intermittent attendance; at increased risk of not entering into further/higher education, training or employment	15-16	7	Group discussion
SHMU Early Interventions (St Machar Academy) As above	14-17	6	Group discussion
SHMU Early Interventions (Harlaw Academy) As above	15-17	11	Group discussion
Keen4Work Programme Work experience placements for care experienced young people (Action for Children/Aberdeen City Council)	16-18	6	Group discussion

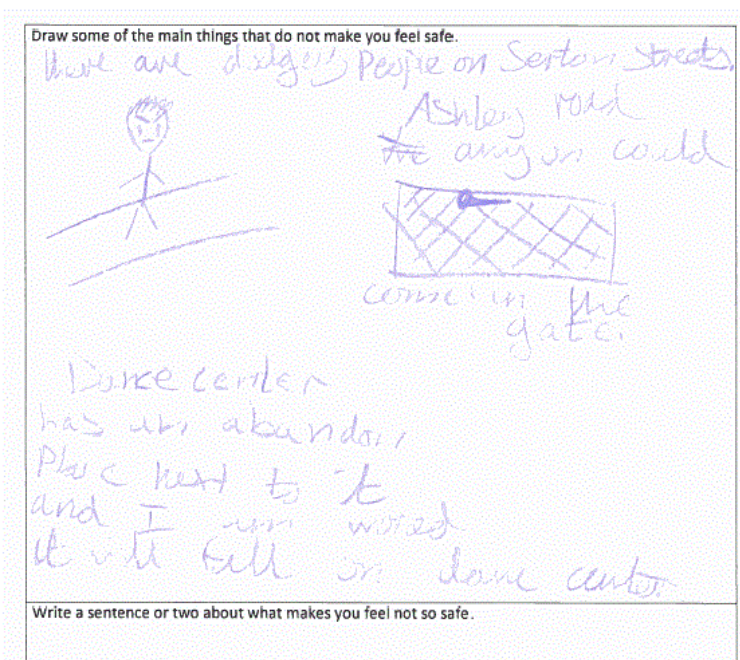
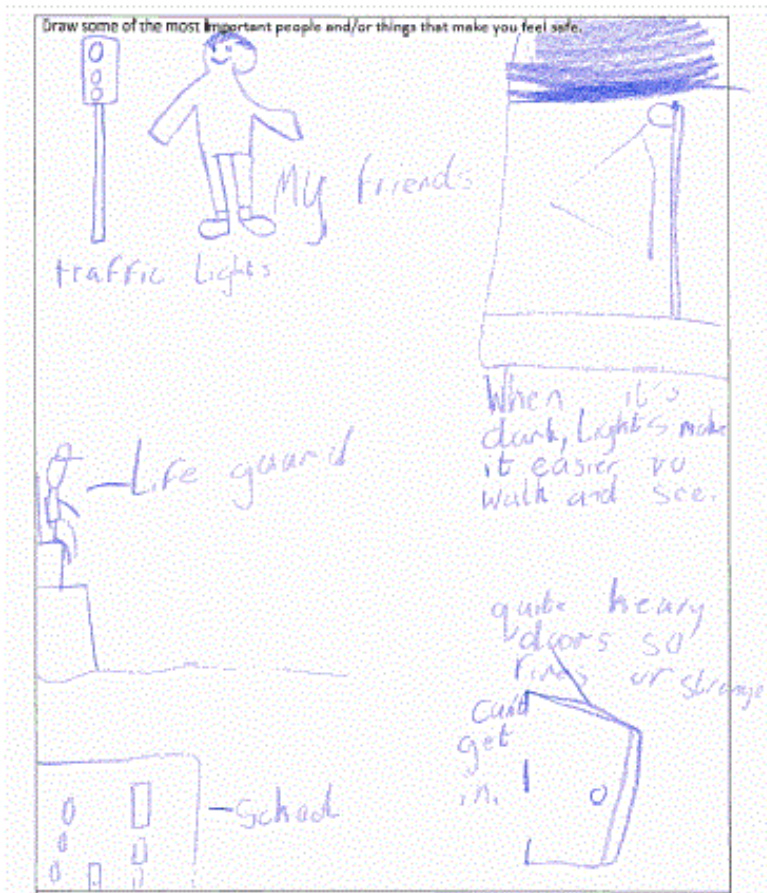
Consultation setting	Age range (years)	Number of participants	Method of consultation	
Youth forums, clubs & groups	NHS Grampian Youth Forum Members discuss local NHS services for young people, health and wellbeing	16-19	5	Group discussion
	Young Carers Group Support group for young carers (have a significant role in caring for a family member) run by VSA	14-16	4	Group discussion
	Printfield Community Project Youth Club run by a voluntary organisation which provides family support services in the Woodside area	12-14	6	Group discussion
	Fersands & Fountain Community Project Junior Youth Club run by a voluntary organisation in the	8-11	8	Group discussion

Consultation setting	Age range (years)	Number of participants	Method of consultation
Woodside area which provides advice and support to vulnerable/hard to reach families			
Sport Aberdeen - Young Ambassadors Young people who motivate other young people to get involved in sport	14-17	9	Group discussion
Hanover Youth Group Run by Aberdeen City Council youth workers	11-12	Not specified	Group discussion
Harlaw Youth Group Run by Aberdeen City Council youth workers	15-16	Not specified	Group discussion
Torry Radioactive Run by Aberdeen City Council youth workers	11-14	Not specified	Group discussion
Torry Youth Project Run by Aberdeen City Council youth workers	15-19	Not specified	Group discussion

Appendix 2: Topic guide

1. What does [insert topic: being safe/being healthy/being active/being nurtured/achieving/being respected/being responsible/being included] mean to you?
2. What helps you to feel [insert topic]?
3. What does not help you to feel [insert topic]?
4. Imagine that you are a group which is in charge of planning services in Aberdeen and your job is to make sure that children and young people are [insert topic]. What are the most important things to think about and improve?
5. What can be done to solve the things that do not help you?
6. How can we make sure that we keep in touch and hear about what children/young people think is important?

Appendix 3: Example of drawing exercise



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Appendix 4: Example of flipchart exercise

SCHOOL	HOME	COMMUNITY
<ul style="list-style-type: none">↳ risky to have teachersPSAs → help you↳ making friendsClean school ↳ avoid diseases- Lunch / dinner ladies ↳ need people to make sure you eat	<ul style="list-style-type: none">- Nice + clean ↳ no dirty clothes- pets (company)- electronics (only child) eg phone- parents- Food + drink- Family- House- Furniture ↳ somewhere to sleep	<ul style="list-style-type: none">- Leaders @ Tuesday club (games)- Shops to buy food / clothes- Parks to play in- keeping area clean (eg bin collecting)- Town / stuff to do- people to help ↳ doctors ↳ police ↳ ambulance

Appendix 5 – Examples of quotations related to each theme

Health and wellbeing	
Mental Health	“Say you need counselling, or you need a referral and stuff like that, you need the guidance teacher or the nurse to do it, but you can be waiting for ages. Even with some teachers, I feel like some of them kind of need to be informed about mental health as well.” (SHMU Youth Media Group)
	“I don’t think people are comfortable talking about it...I know a few people who do have depression and anxiety, and they feel like they’re quite isolated, don’t really have anyone to talk to, apart from me and a couple of other friends...so I don’t think there’s much help.” (Harlaw Academy)
	“For something more serious like mental health they [guidance teachers] wouldn’t be as good as someone who, like, that’s their job, who knows more what they’re talking about than a guidance teacher...it’s so broad, what they know.” (Sport Aberdeen – Young Ambassadors)
Bullying	“The person who is bullied tends to withdraw themselves. They isolate themselves, because other people have isolated them. They don’t really see a point in trying to reinstate their place with that group so they just isolate themselves further.” (Bridge of Don Academy)
	I was made fun of a lot, from verbal abuse to actual physical abuse. It got so bad I just couldn’t keep coping with it. I tried talking to the teachers but they’d just kind of brush it off and say, oh, it’s just teenagers being teenagers...it got so bad that’s how I ended up with my depression. Everyone just kind of brushed it off and I felt completely alone.” (Positive Transitions – Harlaw Academy;)
	“It was mostly rumours spreading, like really horrible rumours. I did tell the guidance teacher but they just like acted like it was my fault so I stopped...I was like really, really shy for a period of time and kind of just didn’t talk to anyone, pretended not to exist really.” (SHMU Positive Transitions)
	“We need more done about it, harsher punishments rather than just a telling off.” (Harlaw Academy)
	“People need to be reassured that they won’t get bullied worse if they tell someone...I think that’s something everyone fears that the bullies will find out.” (Harlaw Academy)
“We’ve got a group to protect you against bullies, they’re called the defenders...they do presentations about bullying, how it affects people, how you don’t realise what you’re doing to others, how you don’t know what’s going on in a person’s life and you’re making it worse. I feel like that’s something a lot of schools need.” (Positive Transitions – Harlaw Academy)	
Healthy Eating	“We got a lot of education in primary and we haven’t had it since...the whole ‘eat well plate’ and stuff I haven’t seen that in a long time” (Harlaw Academy)
	“I only remember doing one lesson on healthy eating...in a very general sense, like oh...eat fruit not sweets...they don’t really go into depth about how to get a varied diet and how to get all the proteins, iron and stuff” (Sports Aberdeen – Young Ambassadors)
	“I’ve heard of groups of people from school going out and getting, the exact word was ‘hammered’, and not just people my age [17] who I suppose you could kind of let off,

because we're only one year off, but like people from second and third year which is ridiculously young to be anywhere near alcohol" (Bridge of Don Academy)

Smoking, alcohol & drug use "We've gone over some basics of it, but in my PSE class we didn't really do much, we just made a poster, saying don't do this, don't do that...it would have been better to have sat down in class and said these are the risks if you were to start smoking" (Positive Transitions – Harlaw Academy)

"Maybe like Drugs Action, like their people come in and explain what they've had to see people go through instead of just having a teacher who has probably never even looked at a drug in her life saying don't do it" (Positive Transitions – Harlaw Academy)

"I think part of the problem is how easy it is to get cigarettes and alcohol because of older siblings and friends" (Sport Aberdeen – Young Ambassadors)

Participation in leisure, play and cultural activities

More outdoor spaces There's only two pitches at school and girls don't like football, some boys don't like football, where else can we play?" (Fersands & Fountain Community Project)

It's annoying, during break they take up nearly the whole Astro Turf playing football at school so it doesn't leave much space for anyone playing other games and you're like, isn't it meant to be for sharing?" (Brimmond Primary School)

"The park that the older ones go to is across the busy road so you have to have an adult with you, but it's not very fair, because the one next to my mum's house only has baby things." (Brimmond Primary School)

"I would make safer roads just so more people can ride their bikes and be much more active and have like a park area with only bikes and roller skates only." (Scotstown Primary School)

"You need to make more like Astro Turfs because up where I live there's like none...if some of the children from other schools are at Astro Turfs near them they can then make a lot more friends." (Brimmond Primary School)

Improving play areas & parks "Children should get better parks...we've had the same park for years and it's getting really old and unstable. We should have more things that children can have fun with, like in the parks, things that actually make them, like, that they have to be active." (Scotstown Primary School)

I was in the park one day and a dog was taking a poo right beside where I was playing so I couldn't play there." (Riverbank Primary School)

"Some people litter and throw cans in the park...I see the cleaner but I don't think he goes down the park." (Fersands & Fountain Community Project)

"The park was fixed and half of it is already vandalised again – they're ruining the equipment that we're getting...you've got a right to it." (Tullos Primary School)

Youth groups & clubs "If somebody is meant to be looking after you and they're not, like they are, but they're watching TV and stuff, I think we should have somewhere to go after school, like that you don't have to pay...I think we should have more clubs at the school." (Tullos Primary School)

"We need more community centres and stuff...there needs to be more publicity for community centres and youth clubs. There's a community centre near me and there's like no publicity for what goes on there." (St Machar Academy)

"The advertising's not really good, they don't advertise a lot of things, they get other people to advertise for them instead of advertising themselves. It's hard to find things and by the time you do, they've already had a lot of people applying and you're the last one." (SHMU Positive Transitions)

Activities for teenagers

"There's not too much in Aberdeen for teens to actually do that's free. Everything costs money...so for like young teens from 13/14 straight up to 18/19, there's really not that much to do." (Positive Transitions – Harlaw Academy)

"There's this thing on Saturday at the Carnivals for Halloween and you get to go on the rides all night for free, but it's over 18, because there's alcohol there, so there's nothing for our age at the Carnival. It's not about us wanting to drink or anything, it's just about wanting to do some fun stuff for free." (Positive Transitions – Kincorth Academy)

"It wouldn't be that bad if maybe there was a couple of tables, benches, and like a sheltered kind of thing, even just beside a park, somewhere we can go and not be bothering other people, or well, without making us feel like we're bothering other people." (Positive Transitions – Harlaw Academy)

"Just like a chill-out area, there's like one up in Cove. I used to go but I stopped. I just couldn't be bothered walking up every Friday. It was actually quite good, it wasn't like people telling you what to do, like not to the extent of pleasing yourself, doing whatever, but like just you could like see people and stuff." (Positive Transitions – Kincorth Academy)

"Now there's less youth clubs you see people forming bad habits because of peer pressure or plain boredom. It's important to keep away from peer pressure. So many people just fall in with people who have bad habits like smoking or drinking or drugs...having a group to go to would help you to define yourself and discover what you love to do" (Positive Transitions – Harlaw Academy)

Community safety

Parks, play areas & at school	"I never get to go out the house by myself. I don't get to go to parks...older people go there and my mum's afraid I might get hurt." (Tullos Primary School)
	"Victoria Road Park sometimes feels safe. It depends on the people that are in it...some dodgy people do go into Victoria Road Park, adults, they're just not very pleasant to be around and they drink alcohol." (Walker Road Primary School)
	"There was a big fire in the playing field and it was that big a fire it almost spread to near the houses. It started in a wheelbarrow." (BrambleBrae Primary School)
	"I was at the park down beside my house and there was this group of Academy boys, year sixes, and they started calling me names and kicked my football out of the park." (Braehead Primary School)
	"In the morning there's no PSA's in the playground to supervise and there's, random people can just walk in and out of the school because the gates are open." (Walker Road Primary School)
Alcohol & drug use in the community	"People who weren't supposed to get in were getting into the school, so they did lock-down, but people can still come in...the fence is literally up to your knee." (Printfield Community Project)
	"Near where I live, at night, like at the weekends, there's like a lot of drunk people walking around and it doesn't make me feel safe...there are children around there" (Braehead Primary School)
	"There's a car that comes by the school after school that teachers have claimed to have seen giving kids drugs and alcohol and stuff" (Sport Aberdeen – Young Ambassadors)
	"A lot of people round here take drugs, I caught someone right beside that wall." (Fersands & Fountain Community Project)
	"The other week I was walking in Scotstown and there's this big group of men in their 20s and you could really see and smell that they were smoking drugs. If anyone can, like if the younger people go out and see this, they could, these people could go up to them and say do you want to smoke this? Kind of peer pressure type thing." (Bridge of Don Academy)
Threatening or antisocial behaviour	"I was out with my gran having an ice-cream and I opened a bin and when I put the wrapper in I found needles in it." (Culter Primary School)
	"You see people smashing glass bottles...sometimes when you're walking home, sometimes it's teenagers." (Fersands & Fountain Community Project)
	"Sometimes there's fights set up after school. Everyone will meet at a certain place." (Bridge of Don Academy)
	"I've seen a lot of adults fight...mostly on the road." (Fersands & Fountain Community Project)
	"Sometimes when there's drunk people on the streets they, like, chase after you." (Bramblebrae Primary School)
	"They were shouting abuse at an Indian man who was telling them, like kind of get out of here because there's kids and stuff." (Bridge of Don Academy)
	"I know one person who was racially assaulted, verbally assaulted by a group of people and now instead of walking a five minute path home he walks a fifteen

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minute path, because that group hang out at the same place and they shout this abuse every time he walks past.” (Bridge of Don Academy)

“The dodgers in town, like the junkies and stuff, they don’t even know you and they try and speak to you and ask you for money and annoy you, some of them can be like creepy. Once a homeless guy told me to come over and I just ran away. I was scared.” (Positive Transitions – Kincorth Academy)

“If you’re prone to being bullied a lot and then you see these people out of school you don’t feel safe at all, because you think there’s probably no adults around who are going to come and help you if something does happen” (Bridge of Don Academy)

Lighting

“Mugger’s Bridge has got no lights under it...it’s like a tunnel and you can’t see at all when you’re walking under it...it’s like round a corner so no one can like see you coming...there’s no lights, it’s really scary. I just run home” (Printfield Community Project)

“Along my street the lights all turn on and off randomly, all at the same time.” (Printfield Community Project).

“In the winter when you leave school it’s always starting to get dark” (Bridge of Don Academy)

Road safety

“There’s not much crossings, so it’s really hard to like get across the road because there’s some cars that go okay but then there’s some that like speed down the road.” (Walker Road Primary School)

“Making roads safer or proper big lights or lollipop people or that, because I can’t get to my friends because of that busy road near my dad’s and it’s really annoying.” (Brimmond Primary School)

“There should be more zebra crossings...there’s little islands you can go onto but you have to like wait till the cars let you cross, there’s not a zebra crossing where cars have to stop. When you try to cross the road and there’s no zebra crossing they all like speed up at you. They start speeding up when you’re halfway across the road.” (Printfield Community Project)

Police & city wardens

“I normally speak to them [the city wardens] on my way to school...they look out for people on our way to school.” (Walker Road Primary School)

“We need more police...like walking around the streets...at night you hardly see any.” (Printfield Community Project)

“More police around to stop fights and all that. The police don’t come on time so they run.” (Fersands & Fountain Community Project)

Online safety

“It isn’t really such an issue because we’ve kind of grown up with it, we kind of know what to do it we’re in that situation.” (Bridge of Don Academy)

“Sometimes there’s like fights set up after school...and everyone will meet at a certain place and there’s like snapchat stories and stuff...and also Facebook.” (Bridge of Don Academy)

“I very rarely see people being hurt or criticised or anything...There’s been quite a big deal in the last few years about cyberbullying and it does happen but not very often.” (Harlaw Academy)

“The big stuff that they talk about, stalking or something like that ...it does happen and we need to be aware of it, but it doesn’t happen that often and it’s not as big an

issue as people think it is.” (Harlaw Academy)

“He made a sexual picture using her face...it wasn't her, but it just looked so real...and he threatened to make it viral if he didn't meet her and stuff. She told the police, and me and her had to be interviewed...she didn't want to because she was embarrassed so I went for her...he said if she didn't meet him he'd stalk her for years and years.” (Positive Transitions - Kincorth Academy)

Ensuring that the voices of children and young people are heard

Being listened to/asked for your opinion

"No one has asked me before if I feel healthy or safe...so it shows that the Council are beginning to listen to young people." (Harlaw Youth Group)

"From the four years I've been on pupil council I think there's been one instance where we've been told that something's happening, and every other one we've just never heard from again and then we have to keep bringing it up and it gets really annoying. Just even if the head told us." (Bridge of Don Academy)

"I think the teachers are pretty good at letting us speak." (St Machar Academy)

"No they [the teachers] don't listen to you, in a way...they talk over you." (St Machar Academy)

["Is there a way you can tell people what you think about all these things you're mentioning about the school?"] "No there isn't really a way...it's just what happens." (St Machar Academy)

"Sometimes we get a quiz, like about how to make the school better, like what you think of it, but nothing ever really changes after that." (St Machar Academy)

["Have you ever been given the opportunity to say what you'd like to see in the community? Has anyone ever asked you?"] "No" ["Do you think it's important to be asked?"] "Yeah...because it will show other people that younger people are trying, that they actually do want to do something, other than people just thinking, oh they just want to skive, play around. There are things they want, that are important and we could say that and maybe they'd [employers] take on people with no experience or younger people." (SHMU Positive Transitions)

"She [the head teacher] gives us like our own leadership, like last year me and some people, we just went and asked if we could do a talent show and we called it 'Middleton Park's Got Talent' but we just did it for the little ones and they really, really enjoyed it...we just went and said to her and she said, oh, what a good idea, and we organised it ourselves." (Middleton Park School)

Ideas for engagement

"The pupil council could help by doing assemblies and asking people what they'd like the school to be like or what they need help with." (Tullos Primary School)

"Maybe the schools can talk about things in a whole school assembly and maybe us can make up our part about it." (Braehead Primary School)

"I think things like this is a good idea, only instead of it just being pupil council, you should just take a name out a hat and get a group of people. That would give other people a chance, not just the pupil council, to like speak to you guys, if they wanted an opportunity to say something they would like to change." (Bridge of Don Academy)

"Also the council actually telling us when they're about to do something or if like they're not going to do something." (Bridge of Don Academy)

"You could get the school to organise you coming to us so we share our ideas." (Brimmond Primary School)

"Assemblies are a good idea...a short assembly." (Riverbank Primary School)

"I think maybe in each school we should have a box and we could put our ideas in the box and maybe every once a week we could give them to you and you can know about them." (Scotstown Primary School)

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"We could write like bullying stories, like not bullying stories, but like stories about being safe and stuff." (Walker Road Primary School)

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**Involvement
in
developing
new
initiatives**

“I think, really, if people took them [young people] on they'd have less time to do other things and they'd actually focus and get on and as you said, get the respect that we want.” (SHMU Positive Transitions)

“We could grow plants in empty wasteland to improve the environment, like a little garden to grow stuff...when we're having break, when we come outside, we would have something to do, and there could be like jobs and then you could say you get the job of watering the plants today.” (Tullos Primary School)

[“What can we do to make sure you're listened to and involved in decisions?”]

“We could do fundraisers to raise money for the things we wanted... I don't think communities are as close as they could be. I think if we get closer, there's a lot more good we can do.” (St Machar Academy)

Ensuring that children and young people in need of additional support are treated fairly and equally

Hazlewood school	<p>"We feel included because we help new basketball players...we're doing this young leaders thingy and that means helping the little ones and the equipment and stuff...we can talk to the little ones and that's how I feel about being included."</p> <hr/> <p>"Work experience was fun. We were doing the doors and windows and there was a customer at the counter and I asked to see what he was wanting and he was a nice guy and then I asked to see if he liked his drink. So I'm slowly getting out my shell."</p> <hr/> <p>"I'm not quite fond of clubs because I used to be in a club and there was a kid there, he was bullying me a lot there and I didn't have a lot of friends there, so I'm not quite fond of clubs...I hardly go out much I just stay at home on the computer."</p> <hr/> <p>"We've met a lot of new friends and we know some of the students with special needs, their abilities, so if they need help with anything, we can help, by doing things for them, teaching them how to go around college and things, so we're just basically like adults helping."</p>
Positive Transitions (Harlaw Academy)	<p>"Quite a lot of teachers don't grasp that not all students learn in the same way."</p> <hr/> <p>"I'm quite heavily dyslexic...it's like on one side we're told it's okay and the other side we're told it's not acceptable, like the way in which you learn. Like some teachers are like, no you've got to do it the book way, when your brain grasps the concept of an alternative way much better and you find it trickier to do it the black and white way."</p> <hr/> <p>"It would be easier if teachers came to you on a helping level than a you-need-to-do-this-that's-why-I'm-here level...there's a level where your education needs to be pushed, but also the support. If the you-need-to-do-it, you-need-to-do-it, you-need-to-do-it is too much, like the brain actually freezes when it's too stressed, so when you've got someone pressuring you to do something there's a lot of stress in that and your brain just doesn't work as well as it should."</p> <hr/> <p>"Some teachers, it feels like they're pushing us. I mean, I get that they've got to, but sometimes it feels like they go too far... it's like, some people don't follow things as fast as others do and I've noticed that some people that get it quicker can be a little irritating."</p> <hr/> <p>"Or it's like "keep up!" Every pupil works at different speeds and not every pupil can keep up with the speed that you yourself work at...quite a few teachers start the lesson trying to keep at your speed and then before you know it they're flying ahead."</p> <hr/> <p>"Quite a lot of teachers think you're just taking the mick. I got sent to the deputy head once because I was just struggling too much and they thought I was just laughing and joking."</p> <hr/> <p>"Quite a lot of the time when you're laughing and joking it's because you've said to the teacher several times, "I'm not keeping up", and you've just given up...once you've explained you're not keeping up and the teacher just continues, it's like, well what's the point in continuing, so that's when everybody ends up laughing and joking."</p>
Positive	<p>"It's hard to get into work full time. I've just been rejected by a job because I've got</p>

Transition s (SHMU)

no experience, so like it's hard to get into a job if you've got no experience, but no-one will take you on if you don't have any experience, so it's not easy."

"If we'd had more of these things it would have given a sense of responsibility, someone trusting you to do that [speaking live on air]...it's something I didn't feel I got from school."

"They knew I didn't want to be at school, so they tried to help me, but then it never really went well, so I just left school. They could have helped, like, put me to the careers advisor. They never really gave me any other advice or tips. They could have set up a meeting or something with someone that actually knew a bit better. I'm not slagging them off, just saying, they're not like proper careers advisors or anything...just my guidance teacher."

"They did speak to me a lot but they just really wanted me out the school. I felt like I was kind of getting kicked out of school...it happened to my sister as well...they just didn't give me any advice at all. They told me to go to the careers advisor, but that's all they said to me. I had the feeling that the school wouldn't really compromise. The situation I was in, I was only taking two periods, and you have to take a mandatory amount of four, but I didn't really want to do another two, because I felt I wouldn't be interested and I wouldn't really be focused as much...I felt that would bring me down overall and I wouldn't perform well in any of them. I either had to just take two other subjects that I didn't care about or leave school."

"Yeah I feel misrepresented or stereotyped quite a bit. It's like I don't want to work, or I'm lazy or things like that...at school that's the kind of vibe you get."

"The only time I got a confidence booster was through football...the coaches praising me...they'd all just give you a little advice, give you a little jump, like, simple little words and even if you're struggling they give you a little confidence booster and it helps just to get your chin up and then move on...but if you're like sitting at home and no-one's giving you that little word or whatever, it's kind of when you start losing confidence or whatever."

SHMU Youth Media Group

"When I was at school, the guidance classes, we never really did anything guidance, it was just like study period week after week after week and I also wasn't learning like life skills that I needed to know."

"Really we should be learning life skills in PSE. I don't know where to get my national insurance number, I don't know how to pay rent, I don't know how to do finance. This is all the kind of stuff I should be learning. I don't know how to fill in a job application form. I don't know any of this. This is the stuff I should be learning and it's neglected."

"We have PSE, we don't do much in it, we just hang around there...this year was supposed to be for health and safety and everything, but we have our PSE and we don't really do anything."

"Some people really struggle with being organised, and studying, so like there's not the support in place for helping them with that."

"We get appointments with careers advisors but we don't get them very often...but the experiences I've had with careers advisors, I mean if you don't know what to do you're kind of stuck, they can't really help you."

"They sometimes expect you to understand stuff straight off the back, like it doesn't always kind of compute."

Integrated Children's Services

for
aberdeens
children

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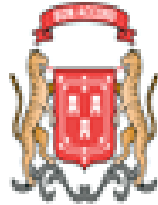
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ABERDEEN
CITY COUNCIL

Education and Children's Services

Anti-Bullying Policy



childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

Lead Officer: Caroline Hastings
Head of Service: Euan Couperwhite
Date approved:
Date for review: first review 12 months after date policy approved

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Policy Statement

Our vision is to keep the children, young people and communities of Aberdeen safe, healthy and thriving. We aim to give the children of Aberdeen the best start to life and act as a champion for all children and young people, particularly vulnerable children and young people. The wellbeing of the child is at the heart of all that we do. We are committed to Getting it Right for Every Child (GIRFEC) by working together and ensuring that we take a co-ordinated approach to guarantee we deliver appropriate help to all children and families when they need it. Aberdeen City Council has a partnership with UNICEF UK. This promotes the values and principles of The United Nations Convention on the Rights of the Child (UNCRC), and supports an ethos of meaningful participation, respect and positive relationships with children and young people.

The purpose of this policy, and referenced procedures, is to reduce, prevent and respond effectively to bullying behaviour. To provide a clear and consistent approach to managing incidents of bullying behaviour across the Education and Children's Services (ECS) in Aberdeen City. This policy provides information for the relevant service areas to refer to when developing their own local level policy. The ECS service will provide guidance and a framework to support the development of this.

All staff within the Education and Children's Service (ECS) are required to comply with this policy and ensure it is embedded into working practice. The service will ensure any training requirements to support this are met.

Definition of bullying behaviour

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened frightened and left out. This behaviour happens face to face and online" (Respectme, 2015)

Further considerations:

- There does not need to be intent
- The behaviour does not need to be persistent, but the threat can be sustained
- Bullying is behaviour and impact – never one on its own
- Bullying occurs within the context of relationships
- Bullying can be verbal, social, physical, and emotional or prejudice based; online or face to face
- It is best to avoid labelling and using terms such as 'bully' and 'victim'

Parents and carers have told us they are aware of children and young people experiencing verbal, physical and online bullying behaviour. This can be related to many factors, including prejudice based bullying behaviour.

Children and young people have told us; 'It (bullying) can be all types. It's more name calling and stuff and this leads to like physical fights', 'It's usually one or two people that are singled out and bullied by like a big group of people', 'And also a lot of kids who are bullied automatically think it's okay to do it back because, well I'm in that position so why shouldn't I be allowed to do it to someone else'. 'That phrase [it's just teenagers being teenagers] is used far too much'.

Police Involvement

It is often difficult to provide advice on when the Police should or should not become involved. Appendix 3 has further information relating to this.

Our expectations

Our expectation is for this policy and its key messages and ethos to keep a high profile in every day practice, through relationships between staff, parents/carers and children and young people to foster respectful relationships and behaviours.

Our commitment to challenge prejudice based bullying

Prejudice can often be the basis for bullying related to the Protected Characteristics as outlined in the Equality Act (2010); Age; Disability; Sex; Gender reassignment (Transgender); Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; and Sexual orientation, all prejudice based bullying must be reported.

Further to these protected characteristics bullying behaviour can be related to prejudice attitudes towards body image, social and economic status, young carers and children who are looked after.

(See Appendix 1 for more detail on types of prejudice based bullying)

Children and young people may not have the same protection outside of school as they do inside of school. Reporting of prejudice and discrimination incidents can be reported through Grampian Regional Equality Council (GREC) using this online form accessible on the Aberdeen City Council website: http://www.aberdeencity.gov.uk/home/report_it.asp

Reporting Hate Crime

Hate crime is defined as any crime which is perceived by the victim or any other person as being motivated by malice or ill will towards a social group. Perpetrators of hate crime focus upon demonstrating malice or ill will towards individuals on the basis of their actual or presumed, sexual orientation, transgender identity, disability, race or religion.

Incidents of Hate Crime must be reported and can be reported through any of the following:

- By Telephone 999 (emergency) 101 (non-emergency)
- In person at any Police station,
- [Find your nearest Third Party Reporting Centre](#)
- Or by clicking the following link - [Hate Crime Reporting Form](#)

Roles and responsibilities

Staff

All Education and Children's Services staff have a duty to report bullying, to be vigilant to the signs of bullying behaviour and to play an active role in measures to prevent bullying behaviour. If staff are aware of bullying behaviour, they should reassure the child or young person involved and inform the relevant person in order to record and action the incident.

All staff have a responsibility to be familiar with and ensure that the anti-bullying policy is followed and that the Education and Children's Service upholds its duty to promote the safety and well-being of all children and young people.

Parents and Carers

Parents and carers can play an active role in measures to prevent bullying behaviour and look out for potential signs of bullying behaviour and such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers can encourage their child not to retaliate and support and encourage them to report the bullying behaviour. Parents can seek support from the school or group the young person attends or from external agencies (see appendix 4) and directly report bullying.

Children and Young People

Children and Young People should avoid any kind of bullying behaviour and should watch out for signs of bullying behaviour among their peers. They should be made aware of the options they have to report incidents of bullying behaviour and that they can offer support to those experiencing bullying behaviour and, if possible, help them to tell a trusted adult or report directly.

Emotional Support

It is important we offer emotional support to children and young people who may experience or are affected by bullying behaviour, as well as speaking to a trusted adult, for example, a relative, a teacher, Pupil Support Assistant, Youth Worker, Care Worker or Coach. There is also support available through other agencies such as; ChildLine or Stonewall with who a child or young person may feel more comfortable talking about incidents of bullying behaviour to, or talking through what they can do about what they are experiencing.

Prevention and reduction

Bullying is a children's rights issue, bullying behaviour means children's rights can be compromised.

The United Nations Convention on the Rights of the Child

Article 12 – You should have a say in decisions that affect you

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

We have consulted with children and young people and they say –

Schools should focus on fostering self-awareness, by encouraging pupils to think about 'what's behind the words you use' and how certain behaviour can be hurtful. Other suggestions included reinforcing the message that bullying behaviour was unacceptable, ensuring that there were consequences to bullying behaviour and focusing on developing resilience and personal resources to deal with it. (Children and Young People Consultation Report 2016).

We will continue to consult with Children and Young People in a school setting through the Ideas Hub for schools where pupils can directly contribute ideas towards reducing and preventing bullying behaviour in their school.

The United Nations Convention on the Rights of the Child

Article 18 – Parents should work together to do what is best for you.

We have consulted with parents and they say –

We should consider that Primary and Secondary schools may need different age appropriate support and understand the differences in gender and eliminate any potential judgement through the training of staff.

Staff should be sympathetic and value child/young person, their personal experience of bullying behaviours and not generalise.

We would like staff to be more supportive of children and young people to build the resilience they need to help them to manage themselves and situations – empowerment.

Pupils and parents/carers agreed that Pupil Support Assistants (PSA) are a valuable resource to support a child/young person when they share their concerns and can provide continuity if there is a change of teachers through the week.

Recording and reporting

All instances of prejudice based bullying that fall under any of the protected characteristics listed under the Equality Act 2010 must be reported and recorded.

Schools

All schools are required to use the SEEMiS Bullying and Equalities module to record and monitor incidents of bullying. This enables schools to enter and maintain details of any alleged incident reported to them. The school can enter details of the alleged incident, the nature of the incident and motivations. It also enables them to monitor, review and record any actions progressed. Further benefits to this are that potential links between, attendance, exclusion and attainment can be mapped and reported.

Children's Homes

Children's homes are governed by the National Care Standards set out by the Care Inspectorate. Bullying behaviour is managed as part of a holistic approach to promotion of respect and behaviour towards others. Each young person is provided with a 'Welcome Pack' when they arrive at a home which explains expectations around their behaviour.

Community Youth Groups

The youth work team are required to record any issues regarding bullying behaviour in the Performance Information Evaluation System (PIES). The action taken by the line manager who the incident has been reported to would be at their discretion. This could involve excluding the perpetrators of the bullying behaviour from the group for a limited time period. If the bullying behaviour was prejudice based then we would refer the young person to the Prejudice and Discrimination Reporting Form.

When a new group starts up the group members draw up the ground rules for acceptable behaviour and what the sanctions will be for breaking them, bullying behaviour is included in this.

Policy implementation and training

Following approval of this policy it will be shared with and accessible to all Education and Children's Services staff, children and young people and parents and carers. Once implemented an annual report of this policy in practice will be presented to the Education and Children's Services Directorate Leadership Team (DLT) for consideration and evaluation of its effectiveness.

As part of Workforce Development and Career Long Professional Learning (CLPL) training for staff will be delivered in partnership with **Respectme**.

Policy monitoring and review

This policy will be monitored through the collation of data received from the outlined reporting mechanisms and through feedback from staff using the policy.

This policy will initially be reviewed 12 months after implementation and subsequently every 3 years.

Appendices, research and resources

Appendix 1 – Prejudice Based Bullying – Respectme

The United Nations Convention on the Rights of the Child

Article 2 – You have the right to protection against discrimination

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference. Difference, or perceived difference, can be a catalyst for children and young people being bullied.

Asylum Seekers and Refugees

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

Transgender

Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the term 'sexual bullying' as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all probability online activity will relate directly to an experience or conversation they have had in person.

Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely

to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

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Appendix 2 - Strategy and Legislation

These guidelines are set within a number of local and national strategies and legislation, as set out below

Aberdeen City Council Anti-Weapon/Knife Crime Policy

The draft Anti-Weapon/Knife Crime Policy for schools is being developed and is currently being distributed for consultation with all Head Teachers.

The anti-weapon/knife crime policy aims to give direction to schools and their communities in order to meet all of the recommendations from the Independent Review (Andrew Lowe 11/10/16). The policy objectives are to provide pupil and parental engagement expectations and procedural and operational guidance to all Aberdeen City Council schools and communities with regard to weapon/knife crime. (A link to the policy will be added once it has been approved).

The Human Rights Act 1998

Places a public duty on authorities to carry out their functions in a manner that is compatible with the right to life, the prohibition of torture, inhuman and degrading treatment, and the right to respect private and family life, the right to education.

The United Nations Convention on the Rights of the Child

Is concerned with the promotion and upholding of the rights of children and young people - a number of articles are relevant to these guidelines

Article 2 – You have the right to protection against discrimination

Article 12 – You should have a say in decisions that affect you

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Article 18 – Parents should work together to do what is best for you.

Article 19 - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – You have a right to an education. Take measures to encourage regular attendance at schools and the reduction of dropout rates

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.

The Equality Act 2010

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations between people who share a protected characteristic and people who do not share it.

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009

This provides the legal framework underpinning the system for supporting children and young people who have additional support needs. Children or young people may require additional support for a variety of reasons and may include those who are bullied at school. These needs can be temporary or transient.

Scottish Schools (Parental Involvement) Act 2006

Promotes the future involvement of parents in their children's education and in the development plans for schools. This act puts a responsibility on schools, family and communities to address discrimination with a duty to actively promote equality and promote children's health, wellbeing and development

The Children and Young People's Act (Scotland) 2014

Getting it right for every child (GIRFEC) promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- Builds solutions with and around children, young people and families.
- Enables children and young people to get the help they need when they need it.
- Supports a positive shift in culture, systems and practice.
- Involves working together to make things better.

SHANARRI - the 8 indicators of wellbeing considered the basic requirements for all children and young people to grow and develop and reach their full potential: safe, healthy, achieving, nurtured, active, respected, responsible and included.

Appendix 3 – Police Involvement

In law, the definition of

Assault is: Every attack directed to take effect physically on the person of another is assault, whether or not actual injury is inflicted. There must be criminal intent: an accidental injury, even although caused by a mischievous act, does not amount to assault.

From that it can be seen that simply shoving someone, the act of which has a physical effect upon them would in law constitute an assault, however it is not practicable for Police to be involved in every incident of pushing or shoving. If someone was to swing a punch which missed, but their intent was to strike someone, then that too would constitute assault. Parents, pupils, or statutory partners would see it as helpful to involve the Police in investigating all minor incidents, but I would say a process must be in place whereby the circumstances of each occurrence are considered on their own merits and the correct action taken. If the Police are advised of an incident where a crime is apparent we must progress it to its conclusion and then report it as required to the appropriate body and have a duty to do so irrespective of the views of our partners and the family of those involved. That of course may simply result in some sort of warning or diversionary action.

Breach of the Peace and the statutory equivalent, namely The Criminal Justice and Licensing (Scotland) Act 2010, section 38, then the legal definitions are as follows:

Breach of the Peace is: Committed by one or more persons conducting himself or themselves in a riotous or disorderly manner (could be as simple as shouting or swearing at someone), where such conduct is severe enough to cause alarm to ordinary people and threaten serious disturbance to the community. This is qualified by requiring that there is a public element to the act, in example, it has to be shown that in addition to the effect on the person it was directed at, the behaviour has had or could have had an impact on the wider community/passers-by, pupils, parents etc.

The statutory version of this is The Criminal Justice and Licensing (Scotland) Act 2010, section 38 - 'Threatening or abusive behaviour' which provides that a person commits an offence if they behave in a threatening or abusive manner, and the behaviour would be likely to cause a reasonable person to suffer fear or alarm, and the perpetrator intends by the behaviour to cause fear or alarm or is reckless as to whether the behaviour would cause fear or alarm.

It can be seen from these further definitions, the act of merely swearing at someone, for example, in a playground could in theory constitute one of these offences were the requirements for the component parts of the offences satisfied.

Once again, it would not be seen as helpful to involve the Police in investigating minor incidents of this type, but would again say a process must be in place whereby the circumstances of each occurrence are considered on their own merits and the correct action taken as again the Police will progress to conclusion any such reports.

Appendix 4 – Research and resource links

Childline - <https://www.childline.org.uk/>

Education Scotland - Parentzone

<http://www.educationscotland.gov.uk/parentzone/additionalsupport/supportneeds/socialandemotional/bullying.asp>

EIS Union, links to resources

- Challenging Homophobia in Schools
<http://www.eis.org.uk/LGBT/challenginghomophobia.htm>
- Getting it Right for Girls
http://www.eis.org.uk/Gender_Equality/Get_Right_Girls.htm
- Myths of Immigration
<http://www.eis.org.uk/Anti-Racism/MythsofImmigration.htm>
- Show Racism the Red Card
http://www.eis.org.uk/Anti-Racism/SRtRC_scotland.htm

Family Lives

<http://www.familylives.org.uk/about/news-blogs-and-reports/blog/the-impact-of-bullying-can-last-a-lifetime/>

Respectme – Scotland’s anti-bullying service

<http://respectme.org.uk/>

The Learning Exchange – Bullying in Children’s Homes

http://lx.iriss.org.uk/sites/default/files/resources/Safe_from_Bullying-Childrens_Homes.pdf

The Scottish Association for Mental Health – SAMH

<https://www.samh.org.uk/>

Stonewall Scotland

- **THE TEACHERS’ REPORT 2014**
https://www.stonewallscotland.org.uk/sites/default/files/scot_teachers_report_2014_final_lo_res.pdf
- **THE SCHOOL REPORT**
The experiences of gay young people in Scotland’s schools in 2012
https://www.stonewallscotland.org.uk/sites/default/files/scottish_school_report_cornerstone_2012.pdf

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Children's Rights Impact Assessment

<p>1. What is being proposed? Revised Education and Children's Services Anti-bullying Policy</p>	<p><input checked="" type="checkbox"/> Policy <input type="checkbox"/> Programme <input type="checkbox"/> Guidance <input type="checkbox"/> Other <input type="checkbox"/> Existing <input type="checkbox"/> New</p>
<p>2. What is the aim, objective or purpose of the proposal? Since our restructure from Education, Culture and Sport in 2014/15 to Education and Children's Services it has been recognised that we required a service-wide anti-bullying policy that supports staff and Children and Young People to recognise that bullying behaviour occurs across our service.</p>	
<p>3. Who initiated the proposal? Policy and Equality Development Officer, Policy and Performance Team, Education and Children's Services</p>	<p>4. Who is to implement the proposal? All staff</p>
<p>5. Does the policy fall within a priority area?</p> <ul style="list-style-type: none"> • This policy supports our 'Children are Our Future' primary drivers within the Local Outcome Improvement Plan (LOIP) 2016-26, http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/08/FINAL-LOIP-22-AUG-16.pdf • And works towards delivery of our Strategic Priority: Smarter People – Social and Human Capital. Goal 3a: 'We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.' – http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?ID=70746&sID=13935 	
<p>6. What children's rights are relevant?</p> <ul style="list-style-type: none"> • Article 2 – You have the right to protection against discrimination • Article 12 – You should have a say in decisions that affect you Every child has the right to have a say in all matters affecting them, and to have their views taken seriously • Article 18 – Parents should work together to do what is best for you. • Article 19 - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. • Article 28 – You have a right to an education. Take measures to encourage regular attendance at schools and the reduction of dropout rates • Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment. 	
<p>7. In what ways does the proposal support or not support children's rights?</p> <ul style="list-style-type: none"> • Article 2 - The Policy refers to prejudice based bullying and advises on the reporting of this and Hate Crime. Through reporting support can be identified and provided where required. • Article 12 – Children and Young People were consulted and their issues around bullying behaviour have been reflected in the development of this policy. • Article 18 – Parents/carers were consulted about issues effecting them and their children in relation to bullying behaviour and these have been reflected in the policy. 	

Children's Rights Impact Assessment

<ul style="list-style-type: none"> Article 19 – This Anti-bullying Policy will be scrutinised by Aberdeen City Council, Education and Children's Services Committee prior to its approval and implementation. 	
<p>8. Which groups of children will be affected by the proposal? All Children and Young People (C&YP) of Aberdeen City Council within Children's Homes, Youth settings and Schools.</p>	
<p>9. Positive Impact for Children & Young People Improved understanding for pupils, parents/carers and staff of what bullying behaviour is. Reporting mechanisms. The development of local policies in each school following consultation with the school staff, C&YP and parents/carers.</p>	<p>10. Negative Impact for Children & Young People None identified</p>
<p>11. Has there been any consultation in the development of the proposal? If not, why not? Yes with C&YP, Parents/Carers. Also 3rd sector partners, RespectMe, Childline, Grampian Regional Equality Council (GREC)</p>	
<p>12. What findings have been reached by you?</p> <p>Children and Young People The majority of children and young people described bullying in schools, in particular verbal abuse and isolation, as a significant problem. A frequently mentioned issue was the normalisation of offensive language (e.g. jokes that 'went too far'; racist language). Participants who had been bullied described their reluctance to attend school and the long-term effects of bullying (e.g. low self-esteem; anxiety). Physical fights, especially among younger pupils in the academies, were also mentioned, with many feeling that these resulted from anxiety around the transition to secondary school. Pupil support assistants (PSA's) were generally felt to be very helpful in dealing with bullying (e.g. intervening in fights; including children in games). Although some participants felt that they could talk to school staff, many were reluctant due to concern that other pupils would find out. They noted that in such cases the bullying tended to stop in the short term but get worse in the long term. The need to address bullying while avoiding this escalation (e.g. maintaining confidentiality; having private spaces where staff could be approached) was emphasised. Peer support systems (e.g. older pupils acting as 'buddies', prefects, or anti-bullying ambassadors; being available to help and intervene) were considered to be helpful where they were in place and participants thought they should be promoted more. Many felt that schools should focus on fostering self-awareness, by encouraging pupils to think about 'what's behind the words you use' and how certain behaviour can be hurtful. Other suggestions included reinforcing the message that bullying was unacceptable, ensuring that there were consequences to bullying and focusing on developing resilience and personal resources to deal with bullying.</p> <p>Parents and Carers Parents and carers have told us they are aware of children and young people experiencing verbal, physical and online bullying behaviour. This can be related to many factors, including prejudice based bullying behaviour. We should consider that Primary and Secondary schools may need different age appropriate support and understand the differences in gender and eliminate any potential judgement through the training of staff. Staff should be sympathetic and value child/young person, their personal experience of bullying behaviours and not generalise. We would like staff to be more supportive of children and young people to build the resilience they need to help them to manage themselves and situations – empowerment.</p>	
<p>13. What recommendations and/or specific actions should be made, who will take them forward and who should be informed of them? Development of Policy into Practice guidance for schools to develop their own local level policy in reference to the service-wide policy.</p>	
<p>14. Children's Rights Impact Assessment by: Caroline Hastings</p>	<p>15. Date of CRIA: 15/05/17</p>

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	1st June 2017
REPORT TITLE	The Provision of Children's Escorts and Associated Costs
REPORT NUMBER	ECS/17/023
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Eleanor Sheppard

1. PURPOSE OF REPORT:-

The purpose of this report is to respond to a Committee request to provide assurance and advise:

- of how the implementation of a presumption of mainstreaming has impacted on escort costs;
- to share the outcome of an analysis of escort costs;
- outline the criteria for the provision of a children's escort.

2. RECOMMENDATION(S)

It is recommended that Committee:

- (i) note the content of this report for reassurance; and
- (ii) note that escort costs will continue to be monitored as part of service financial monitoring arrangements.

3. BACKGROUND/MAIN ISSUES / OTHER HEADINGS AS APPROPRIATE

3.1 Implementation of the Inclusion Review

Aberdeen City Council has worked to implement a 'presumption of mainstreaming' since August 2014. It could be reasonably presumed that increasing numbers of children accessing local schools would reduce the number of escorts required.

Despite this policy change financial reports have indicated an increase in the overall costs associated with escort provision.

3.2 **Reviewing arrangements for the provision of an escort**

Some children have a physical or sensory impairment or severe, profound or multiple learning difficulties which require specialist transport arrangements or supervision. At times parents and carers are keen and able to support their child's journey to school; at other times the needs of the child can lead to consideration of the requirement of transport and an escort.

An initial review of arrangements to secure the provision of an escort highlighted that many children and young people retained the provision of an escort for many years despite their changing needs. This arrangement did not support children and young people to develop independence and impacted on escort costs.

A draft procedure for the provision of escorts was circulated to all schools and services for comment in November 2016. Feedback informed a final procedure that was issued to all schools and services in January 2017.

3.3 **Investigating the Rising Costs of Escort Provision**

The budget for escorts sits across all school budgets. This arrangement means that it is difficult for one budget holder to have clear oversight of all costs and to be able to quickly identify and mitigate risks.

Considerable work has been undertaken to ensure that one budget holder now has clear oversight of all escort costs.

A detailed analysis of costs spanning the last 4 years has been undertaken to inform decision making.

	2013/14	2014/15	2015/16	2016/17
	£	£	£	£
Primary	227,026	224,512	210,560	206,413
Secondary	112,895	116,707	128,762	126,937
Specialist	257,538	277,464	340,877	367,000
Preschool ASN	71,322	77,134	84,891	88,590
Total costs	668,781	695,816	765,090	788,940

Analysis of spend shows an emerging downward trend in escort costs for children of primary school age. There is a slight increase in secondary costs and steadily increasing costs for specialist provisions.

3.4 **Analysis of Escort Provision in Primary Schools**

The majority of escorts in Primary Schools support children attending the 16 schools who previously offered ASN Base provision. 58 children in total are escorted to these provisions.

The children accessing an escort fall into 2 groups, those who the Local Authority have historically placed outwith their local school (P3 - 7) and those who have a level of physical or emotional need requiring escorted travel arrangements to ensure their safety (Nursery to P2).

Most of the children being escorted are in the middle and upper stages of primary school. It is anticipated that escort costs will continue to decrease as children transition to their local secondary school.

3.5 Analysis of Escort Spend in Secondary Schools

The majority of the escorts in Secondary Schools support children attending the 4 secondary schools who previously offered MICAS Provision. 24 young people are currently escorted to secondary schools.

The young people accessing an escort fall into 2 groups, those who the Local Authority placed outwith their local school (S3 - S6) and those who have a level of physical or emotional need requiring escorted travel arrangements to ensure their safety (S1 and S2).

The majority of escorted transport runs are for young people in S4, S5 and S6. New arrangements in place should reduce the number of escorts in place for session 2017/2018.

3.6 Analysis of Escort Spend in Specialist provisions and Services

Children and young people attending our Specialist provisions have increasingly complex needs and require escorted travel arrangements. In some cases children and young people have life limiting conditions and require an emergency plan. In the most complex of cases this plan can require 2 members of staff to be available to safeguard children and young people.

The provision of escorts is spread evenly across year groups.

The opening of Orchard Brae will bring significant efficiencies as groups of learners will be able to travel to school together and share the provision of an escort.

3.7 The Revised Procedure

The procedure requires staff to undertake a robust risk assessment to include consideration of:

- medical needs requiring an emergency medical protocol, procedure or specific adult support;
- safety needs resulting from other factors such as behaviours due to an additional support need;
- physical or psychological capabilities in some cases; and
- the age of the child.

The procedure contains a series of questions for colleagues to consider as part of the risk assessment process. Consideration of the questions will help to identify the most efficient means of supporting and empowering children and young people. The procedure crucially ensures that arrangements are reviewed annually or sooner if needs change.

The impact of the revised procedure will be closely monitored with a review planned for November 2017.

3.6 **Conclusion**

The Primary escort budget will continue to decrease as children access their local school. The revised procedure being used to access the provision of an escort is anticipated to reduce the number of children who retain the support of an escort when their needs change; this will lead to a reduction in the provision of escorts in secondary schools from August 2017. The impact of the procedure will be carefully monitored and improved as necessary.

The increasingly complex cohort of learners accessing specialist provision is unlikely to lead to a reduction in the need for escorted travel. However, the opening of Orchard Brae will bring efficiencies as small groups of learners will be able to travel together.

4. **FINANCIAL IMPLICATIONS**

If costs are not reduced in line with agreed savings within the 2016-17 budget process, this budget is likely to be overspent by approximately £50K by the end of the current financial year. Any overspend would require to be met from existing service budgets.

It is anticipated that costs will fall in August 2017. This will be closely monitored to inform longer term budgeting.

Close links with the Public Transport Unit will continue to be necessary.

5. **LEGAL IMPLICATIONS**

Aberdeen City Council must comply with the Education (Additional Support for Learning) (Scotland) Act 2004 which provides the legal framework for the provision of additional support for learning. The legislation guides Local Authorities to make adequate and efficient provision for the additional support required for each child or young person with additional support needs. The legislation also stipulates that arrangements must be routinely reviewed to ensure they remain appropriate.

6. **MANAGEMENT OF RISK**

Financial – Not managing escort spend within agreed constraints could lead to budget not being available to fulfil other Council commitments. The increasing escort costs have been mitigated by putting a revised procedure in place. The procedure will be subject to on-going review to ensure that the risk remains low.

Employee – Not having effective procedures for the provision of an escort could result in staff being vulnerable and not able to safeguard children and young people confidently. The routine review of escort arrangements will ensure that this risk remains low.

Customer / citizen – Not having effective procedures for the provision of an escort could lead to vulnerable children and young people being unable to access their entitlement to education safely. The procedure for the provision of an escort helps to mitigate this risk and ensures that decisions are taken based on individual needs. The risk is low.

Environmental – The provision of an escort is linked to the provision of school transport and associated environmental risks based on emissions although the provision of an escort does not directly present any environmental risks.

Technological – The provision of escorts does not present any technological risks.

Legal – Aberdeen City Council has a duty to provide education to children and young people and must make adequate and efficient provision for such additional support as is required and not making such provision could be challenged. The procedure for the provision of an escort mitigates this risk. The risk is low.

Reputational – Not providing an escort when necessary could present a reputational risk to the Council in terms of how effectively it meets the needs of children with additional support needs, and particularly those with medical needs. The personalised approach advocated in the procedure will help mitigate this risk and ensure that recommendations made about the provision of an escort are based on robust risk assessment processes that include parents and carers. The risk is therefore low.

7. IMPACT SECTION

Economy

- 7.1 The revised guidelines for the provision of an escort will improve the Council's use of resources through modernising and transforming our services.

People

- 7.2 The provision of escorts ensures that children and young people affected by disability or additional support need access education and get the support they require when they need it. The proposal has the potential to advance equality of opportunity by:
- removing or minimise disadvantage;
 - tackling prejudice; and
 - promoting understanding.

Many children and young people with additional support needs are capable of a level of independence that will help equip them for independent living. We have a duty to empower children and young people to lead full and independent lives and the revised procedure for the provision of an escort will help us empower children and young people to develop independence skills based on their individual needs. The revised procedure will help us to provide more personalised services based on the individual needs of children and young people.

The revised guidance on the provision of an escort supports delivery of several of the Equality Outcomes most notably:

E.O 3: Physical and social barriers are removed for those with a disability to access services and public realms.

E.O 5: Aberdeen is a "City of Compassion/ Sanctuary".

E.O 9: We have engaged and committed leaders, with the council and partners working together to reduce inequality, remove barriers and promote a culture of respect.

E.O 10: Article 2 of the UNCRC states that no child should be treated unfairly or be discriminated against.

An EHRIA was completed in respect of this report.

Place

- 7.3 The Council is committed to ensuring that children and young people can access educational support within their locality wherever possible and the provision of an escort supports this commitment.

Technology

- 7.4 There are no technological implications arising from this report.

8. BACKGROUND PAPERS

Education and Children's Services 17/11/16 article 6 of the minute

9. APPENDICES (if applicable)

- 9.1 Revised Procedure for the Provision of Escorts

10. REPORT AUTHOR DETAILS

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HEAD OF SERVICE DETAILS

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The provision of escorts for some learners

Some children have a physical or sensory impairment or severe, profound or multiple learning difficulties which require specialist transport arrangements or supervision. At times parents and carers are keen and able to support their child's journey to school, at other times the needs of the child can lead to consideration of the requirement of transport and an escort.

The responsibility for ensuring safe and acceptable behaviour in travelling to school remains with the parents or carers. Misbehaviour or action which could put others at risk may result in removal of the provision on a temporary or permanent basis.

The provision of escorts

Escorts will only be provided when a risk assessment has been carried out and the need for escorted travel is determined. This will include careful consideration of:

- medical needs requiring an emergency medical protocol, procedure or specific adult support;
- safety needs resulting from other factors such as behaviours due to an additional support need;
- physical or psychological capabilities in some cases; and
- the age of the child

If you feel that any of the criteria above apply you should consider the following questions as part of the risk assessment process:

- Would it be feasible for the child or young person to share an escort?
- Do current transport runs to your setting have an escort?
- Could the child share transport if an escort is provided?

You should make clear if an escort is already supporting a child or young person in your setting and if sharing the escort would be feasible.

Where transport is already in place but circumstances have changed resulting in the need for an escort, the risk assessment should be forwarded to the Public Transport Unit (PTU) and Inclusion Team. The relevant Service Manager (Inclusion) will consider the request for escorted travel by taking account of the criteria listed above. The Service Manager (Inclusion) will liaise with the PTU and inform you of decisions taken.

Where applications are being made for transport for the first time and an escort is considered necessary, the application and risk assessment should both be forwarded to the Public Transport Team and Inclusion Team. The Service Manager (Inclusion) will consider the request.

The need for an escort should be routinely reviewed as part of the risk assessment process.

Only in very exceptional cases will two escorts be granted for a single transport run.

A change of school

Children and young people already receiving transport/escort support who transfer to another school, or who move from primary to secondary school, will not automatically receive transport or an escort. Transport and escort arrangements must always be considered as part of enhanced transition planning arrangements. The risk assessment process will be initiated by the current school with attendance from a member of staff from the future provision. A change of school will always trigger a review of arrangements.

In some circumstances, e.g. a child transferring into a school or moving into zone at short notice, it will be more difficult to follow the good practice contained in this procedure. Where this is the case, a meeting to compile the risk assessment should be convened as soon as reasonably practical and parents and carers should be advised of the need to make alternative arrangements in the short term. It should be noted that where a child attends a school other than their zoned school as a result of a successful parental placing request there is no duty on the Council to provide transport and transport is not normally provided by Aberdeen City Council.

Transport to placements out with council provision

Transport and escorts for children and young people who are placed in an educational provision outwith the Local Authority's provision will be considered only if the Authority is placing the child or young person rather than by parental placing request. As referred to above, ACC does not make provision for transport where the requirement is as a result of a parental placing request.

In all cases, transport and escort arrangements are subject to yearly review. Transport provision may change as a child or young person's needs change. For example transport may remain in place but an escort may no longer be required or a young person may have progressed to travelling to and from school independently.

Requesting an escort

Carry out risk assessment

Medical needs requiring an emergency medical protocol, procedure or specific adult support

Safety needs resulting from other factors including their additional support needs and age

Physical or psychological capabilities in some cases

Forward risk assessment to the Inclusion Team and PTU

Inclusionteam@aberdeencity.gov.uk
childrenstransport@aberdeencity.gov.uk

Service Manager (Inclusion) to consider request for escort and feedback decision to school and PTU.

**All requests for escorts should be made on an annual basis, or sooner if circumstances change.*

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COMMITTEE	Education and Children's Services
DATE	1 June 2017
REPORT TITLE	North Deeside Road Rezoning Consultation Report
REPORT NUMBER	ECS/17/028
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Andrew Jones

1. PURPOSE OF REPORT:-

To report to Committee on the outcome of a recent statutory consultation on proposals to make changes to the primary and secondary school zones for an area of ground which lies south of North Deeside Road, and to seek Committee approval to implement the proposed changes.

2. RECOMMENDATION(S)

It is recommended that the Education and Children's Services Committee agrees to implement the proposals to:

(1) rezone the area of ground which lies south of North Deeside Road and east of Pitfodels Station Road, from the Airyhall School zone to the Broomhill School zone, and from the Hazlehead Academy zone to the Harlaw Academy zone, with effect from 1 August 2017; and

(2) rezone the area of ground which lies south of North Deeside Road and west of Pitfodels Station Road, from the Airyhall School zone to the Cults School zone, with effect from 1 August 2017.

3. BACKGROUND/MAIN ISSUES

3.1 Background

3.1.1 At its meeting on 17 November 2016, the Education & Children's Services Committee instructed officers to prepare a proposal document for public consultation on the proposal to rezone the area of ground which lay south of North Deeside Road and was currently in the Airyhall School zone to the Broomhill School Zone. This report details the outcome of the subsequent consultation on that proposal.

- 3.1.2 Airyhall School is included within the Hazlehead Academy Associated Schools Group (ASG), and children from Airyhall School would normally move to Hazlehead Academy when reaching secondary school age. Broomhill School is included within the Harlaw Academy ASG, and so children from Broomhill School would normally move to Harlaw Academy when reaching secondary school age. It was therefore necessary to include in the proposals for consultation, that the area of ground south of North Deeside Road should also be rezoned from Hazlehead Academy to Harlaw Academy, to ensure that children living in the affected areas are able to move to the same secondary school as their classmates, at the end of their Primary 7 year.
- 3.1.3 During the preparation work for the consultation, it was noted that the area of land south of North Deeside Road and to the west of Pitfodels Station Road, whilst zoned to Airyhall School, was zoned to Cults Academy, and not to Hazlehead Academy as is the case for the rest of the Airyhall School zone. To address this anomaly it was therefore determined that the consultation should include a proposal to rezone this area of land to Cults Primary School, rather than to Broomhill School.

3.2 Educational Implications

- 3.2.1 The Education Authority has a programme to ensure the provision of an affordable and suitable education service for all its pupils. Implementation of these proposals will assist in the delivery of these objectives, thereby meeting the Council's statutory obligations as set out in the Education (Scotland) Act 1980 (as amended).

3.3 Statutory Consultation Feedback

- 3.3.1 The Consultation Report and associated maps for the proposed changes to the school zone boundaries for the affected schools can be found at Appendix 1 of this report. The following sections provide a synopsis of the written submissions, public consultation meeting and the report from Education Scotland, and the Service's response to these.

Methodology

- 3.3.2 All requirements of the Schools (Consultation) (Scotland) Act 2010 as amended were met in full.

Feedback from Stakeholders and Education Scotland

- 3.3.3 A public consultation event was held on 8 February 2017 to discuss the proposals. The event was attended by three members of the public. Five written submissions were also received in response to the consultation.

Responses to the proposals focused mainly on requests for clarification on the arrangements for existing pupils at Airyhall School, and whether they would be entitled to attend Hazlehead Academy with their peers, if their zoned secondary school were to change as a result of the proposals.

- 3.3.4 Officers confirmed, at the public meeting and subsequently in writing to the chair of Airyhall Parent Council, that if the proposals are accepted, pupils living in the areas affected by the proposals and who already attend Airyhall School at the time the changes are implemented, would be entitled to attend Hazlehead Academy with their peers. It was also confirmed that younger siblings of these pupils would also be entitled to attend Hazlehead Academy when reaching secondary school age, so that family groups can remain together.
- 3.3.5 In its report on the proposals, Education Scotland noted that the recommended changes have the potential to help children, young people and their families. It was suggested that the proposed new school zones are better aligned, and that they would ensure that children will always be moving to secondary school with the peer group of children with whom they attended primary school.
- 3.3.6 The Education Scotland report highlighted that the proposal supports safe routes to school by removing the need for children living south of North Deeside Road to cross this road in order to attend Airyhall School.

Overall View of the Proposals

- 3.3.7 Officers were satisfied that no comments had been received which would have caused them to review the merits of the proposals to make changes to the primary and secondary school zones for the area of ground which lies south of North Deeside Road.
- 3.3.8 Consequently it is recommended that Councillors approve the original proposals, which are set out in the consultation report and illustrated in the associated maps at Appendix 1.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report.

5. LEGAL IMPLICATIONS

- 5.1 The public consultation has complied with the requirements of the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. As these proposals do not refer to the proposed closure of any school in either consultation exercise, any decision to implement them by this Committee cannot be called in by Scottish Ministers.

6. MANAGEMENT OF RISK

Legal

- 6.1 There is not expected to be a significant operational risk arising from the implementation of the proposals. Having followed all applicable legislation, the

Council will be perceived as having taken account of the result of the consultation process.

Customer / citizen

- 6.2 The proposals if implemented will help remove the low level risk to pupils associated with crossing the busy North Deeside Road, in order to walk to school.

Financial

- 6.3 There are no financial risks or implications associated with the recommendations in this report.

Employee

- 6.4 If the proposals within this report are not accepted, then children living in the affected area would continue to move from primary school in the Hazlehead ASG to secondary school in the Cults ASG. Teachers may find it difficult to pass on information about individual pupils to their new secondary school, as this transition process is usually managed within a single ASG. There is therefore a low level risk of the transition process being less effective than it would be if pupils were moving within the same ASG.

Environmental

- 6.5 There are no environmental risks or implications associated with the recommendations in this report.

Technological

- 6.6 There are no technological risks or implications associated with the recommendations in this report.

Reputational

- 6.7 Making changes to school zone boundaries carries a low level risk of impacting negatively on the Council's reputation, if parents feel they have not been properly informed or if their children are required to move schools as a result of the changes. These risks have been controlled by ensuring that the statutory consultation process has been fully complied with, and that parents and other stakeholders have been kept fully informed throughout, and also by confirming with parents that children already attending the affected schools will not be required to move schools as a result of the changes.

7. IMPACT SECTION

Economy

- 7.1 There are no significant impacts on the economy associated with these proposals.

People

- 7.2 The implementation of the rezoning proposals for the schools concerned will help to ensure sustainable and manageable pupil rolls in these areas of the city, which in turn will help to ensure that pupils attending the schools have access to high quality learning and teaching. Implementation of the proposals will also allow school staff to plan for children's learning more effectively.
- 7.3 Accepting the recommendations within this report will therefore assist the Council in delivering on its improvement outcomes, to ensure that children have the best start in life, and that children are respected, included and achieving. An EHRIA was completed in respect of this report.

Place

- 7.4 Accepting the recommendations will help to ensure that children have access to a safe walking route to school, which will help encourage walking to school as an alternative to driving, and therefore contribute to better air quality and lower road congestion.

Technology

- 7.5 There are no significant impacts on technology associated with these proposals.

8. BACKGROUND PAPERS

- 8.1 Education and Children's Services Committee, 17 November 2016 - Statutory Consultation - Consultation Reports on the Proposals to Make Changes to the School Zone Boundaries for Northfield Academy and St Machar Academy, and to Remove Two Areas of Dual Zoning Between Broomhill School, Airyhall School and Ferryhill School

9. APPENDICES

Appendix 1 Consultation Report on the proposals to make changes to the primary and secondary school zones for an area of ground which lies south of North Deeside Road in Aberdeen

10. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

CONSULTATION REPORT North Deeside Road Rezoning

This Consultation Report has been compiled in response to the recent public consultation on the proposal to make changes to the primary and secondary school zones for an area of ground which lies south of North Deeside Road in Aberdeen. The document summarises the responses received on the proposals set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014.

Proposals:

(1) To rezone an area of ground which lies south of North Deeside Road and east of Pitfodels Station Road, from the Airyhall School zone to the Broomhill School zone, and from the Hazlehead Academy zone to the Harlaw Academy zone, with effect from 1 August 2017; and:

(2) To rezone an area of ground which lies south of North Deeside Road and west of Pitfodels Station Road, from the Airyhall School zone to the Cults School zone, with effect from 1 August 2017.

Maps illustrating the proposed changes to the above school zone boundaries are included at Annex A of this report.

1. METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. All requirements of the legislation have been met.

2. INVOLVEMENT OF STAKEHOLDERS

2.1 Public Event

A public consultation event was held on 8 February 2017 to discuss the proposals. The event took place at Airyhall School commencing at 7.00pm. The event was attended by three members of the public.

2.2 Comments Received

Three completed comment forms were received in response to this consultation, along with one online submission via the Council's consultation portal, and one email submission from Airyhall School's parent council.

2.3 Issues Raised

The main issues raised at the public meeting and in the written responses to the consultation, are summarised below.

- Questions raised at the public meeting focused on pupils who already attend Airyhall School, and whether these pupils would be entitled to attend Hazlehead Academy, should the proposed changes be implemented. Those attending the public meeting asked that confirmation of this be provided in writing.
- One respondent to the consultation, who lives in an area affected by previous rezoning proposals for Airyhall School, raised a concern about that area being rezoned from Airyhall to another school, given that they identified more closely with the Airyhall community.
- Another respondent suggested that Cults School and Cults Academy are operating at capacity, and that the proposed changes to school zones would impact further on this. They also queried why the proposals were focused on reducing the numbers of children at Airyhall School.
- The same respondent queried why the changes were being proposed, and suggested that the area should remain zoned to Cults, because Cults has a good reputation and because house builders are able to sell houses because of the catchment area.
- The response from Airyhall Parent Council confirmed the parent council's support for the proposals, and highlighted the proposed changes would help in maintaining the future pupil roll at Airyhall School at manageable levels.
- The Parent Council also requested confirmation that any child living in the area affected by the proposals who has an older sibling attending Hazlehead Academy at the time the changes are made, would have the option of also attending Hazlehead Academy, so that family groups can remain together.

2.4 Education Scotland Report

An essential element of the statutory consultation process is the involvement of Education Scotland whose report is provided as Annex B of this Consultation Report.

In its report, Education Scotland noted that the proposals have the potential to help children, young people and their families. It was suggested that the proposed new school zones are better aligned, and that they would ensure that children will always be moving to secondary school with the peer group of children with whom they attended primary school.

The report highlighted that the proposal supports safe routes to school by removing the need for children living south of North Deeside Road to cross this road in order to attend Airyhall School.

Finally the report noted that the Council has given re-assurance to parents of children already attending school in the areas affected that they and their siblings will be able to continue to attend their current primary and secondary schools.

3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT

3.1 Entitlement to attend Hazlehead Academy

- In response to the queries raised about children already living in the affected area and their entitlement to attend Hazlehead Academy, it was confirmed at the public meeting that any pupils living in the areas affected by the proposals who already attend Airyhall School at the time that the school zone changes are implemented,, would be entitled to attend Hazlehead Academy with their peers, when reaching secondary school age.
- Confirmation of this was also provided in writing to the chair of Airyhall Parent Council, in an email sent on 9 March 2017. In addition, the email confirmed that any child living in the affected area at the time of the rezoning who has an older sibling at Airyhall School or Hazlehead Academy, would be given the option to also attend Airyhall School and Hazlehead Academy, so that family groups can stay together.

3.2 Impact on Cults School and Cults Academy

- In response to the comments on Cults School and Cults Academy, it should be noted that the area of land to the west of Pitfodels Station Road which is affected by these proposals, is already zoned to Cults Academy, but currently it falls within the zone for Airyhall Primary School, and not Cults Primary School. The proposed changes are intended to correct this anomaly and have the area zoned to Cults Primary School, so that children living in this area who will eventually attend Cults Academy, can also attend Cults Primary School and move to secondary school along with their peers. The proposed changes would not result in any area of land being rezoned away from the existing schools.

- Given that the area of land affected by this aspect of the proposals is relatively small, it is not anticipated that there will be any significant effect on the pupil roll at Cults Primary School. It is acknowledged that the proposals if accepted would help to avoid an increase in the pupil roll at Airyhall School, which is currently operating close to its capacity.

4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, any oral representations made to it at the public meeting held on 8 February, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report is required to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers are satisfied that no comments have been received which would have caused them to review the merits of the proposals to make changes to the primary and secondary school zones for the area of ground which lies south of North Deeside Road in Aberdeen.

5. RECOMMENDATION

It is recommended that the Education and Children's Services Committee agrees to implement the proposals to:

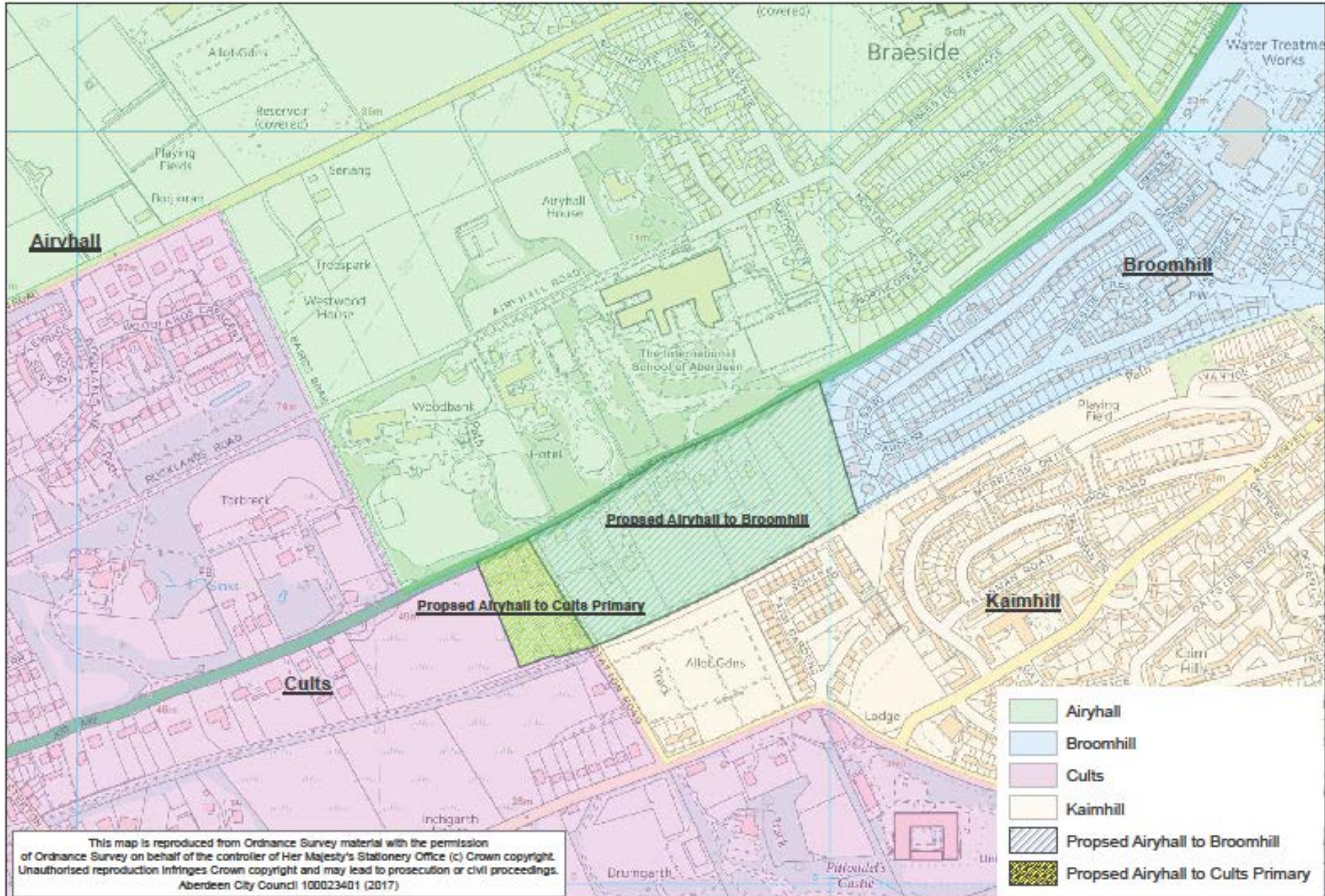
(1) rezone the area of ground which lies south of North Deeside Road and east of Pitfodels Station Road, from the Airyhall School zone to the Broomhill School zone, and from the Hazlehead Academy zone to the Harlaw Academy zone, with effect from 1 August 2017; and:

(2) rezone the area of ground which lies south of North Deeside Road and west of Pitfodels Station Road, from the Airyhall School zone to the Cults School zone, with effect from 1 August 2017.

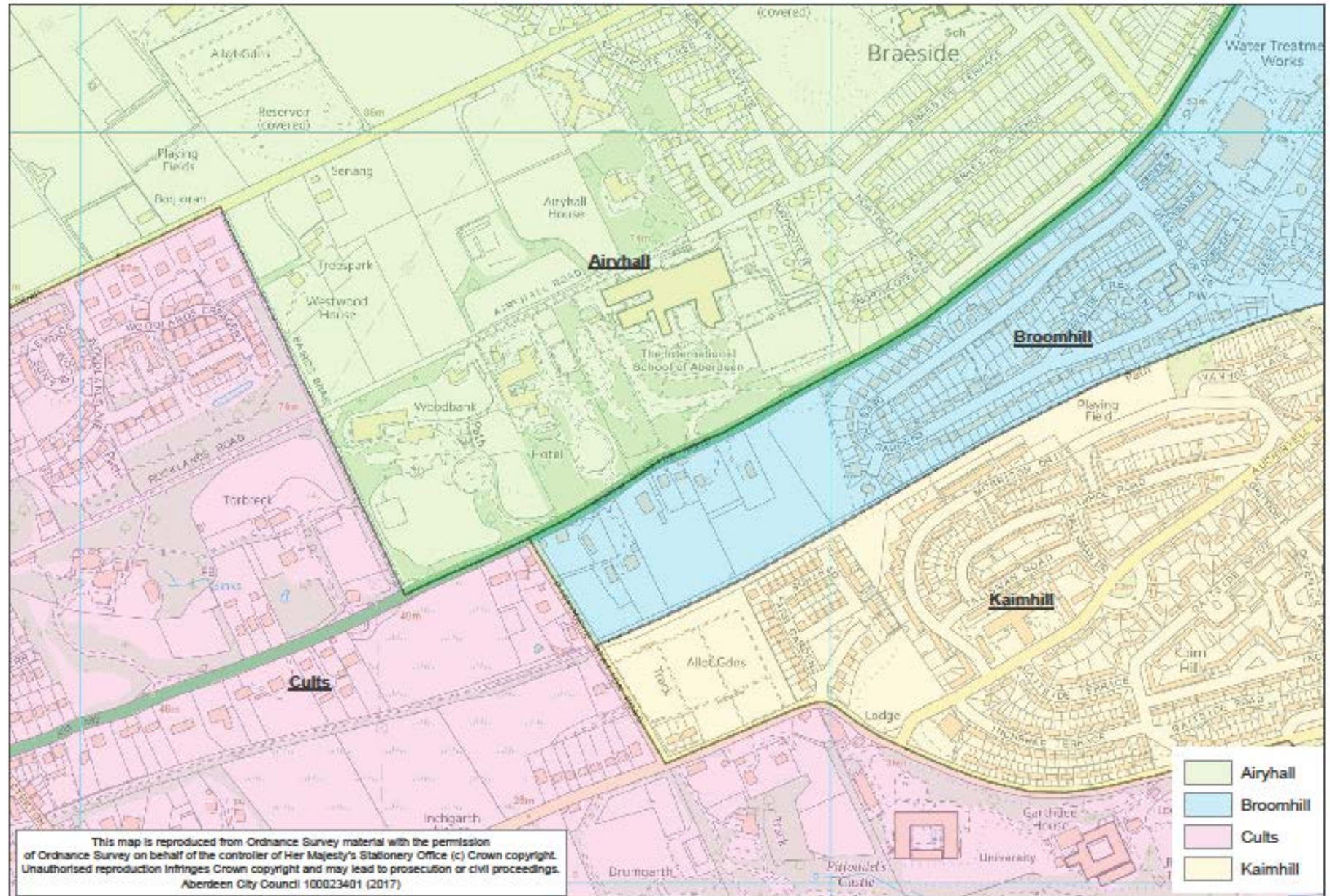
**Gayle Gorman
Director of Education and Children's Services
May 2017**

North Deeside Road Rezoning: Proposed Changes

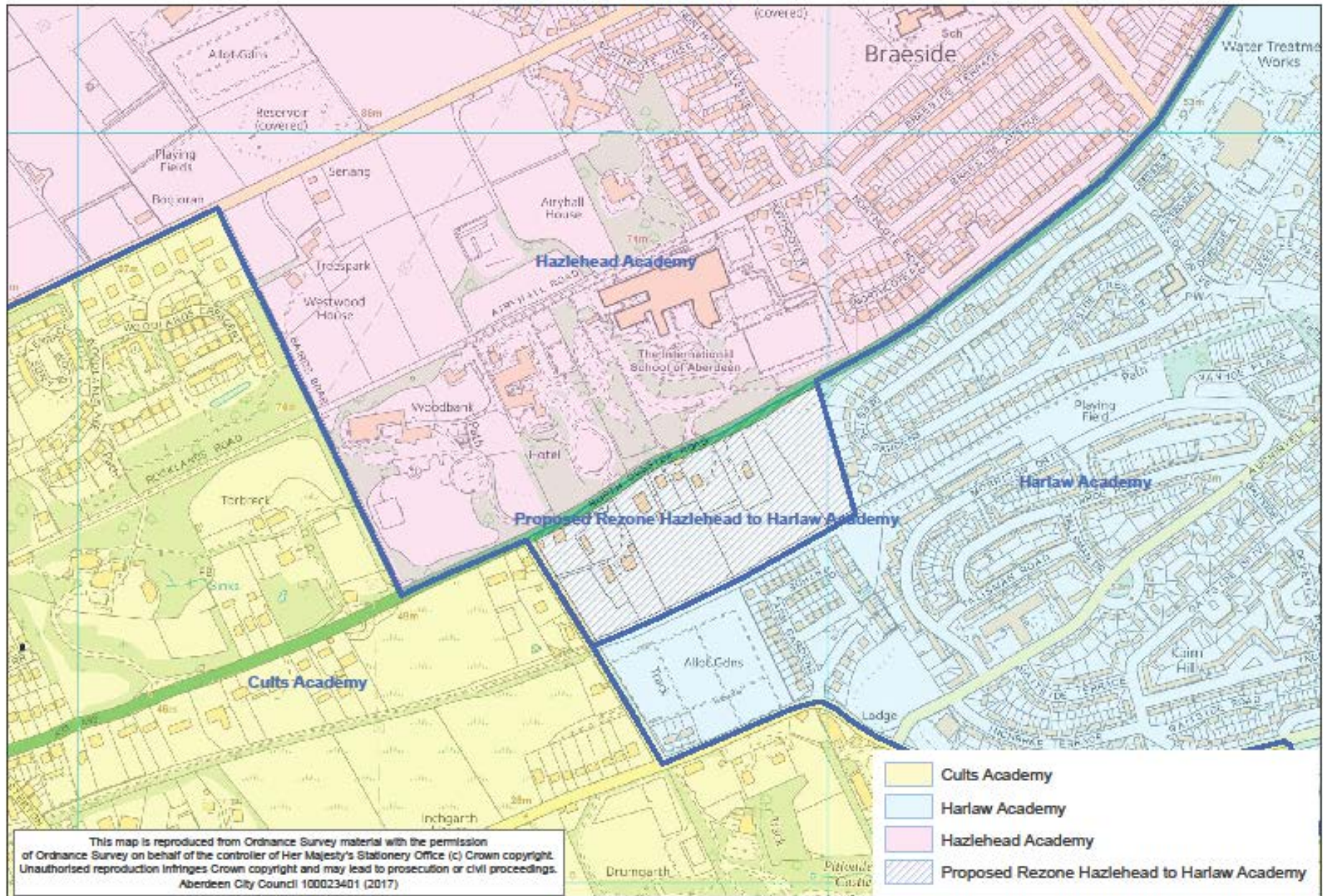
Current Approved Primary Zones



Proposed Primary Zones



Current Secondary Zones



REPORT FROM EDUCATION SCOTLAND

Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to make a number of small adjustments to the school zones of Airyhall School, Broomhill School, Hazlehead Academy and Harlaw Academy, with effect from 1 August 2017; and to rezone an area of ground which lies south of North Deeside Road and west of Pitfodels Station Road, from the Airyhall School zone to the Cults School zone, with effect from 1 August 2017.

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to make a number of small adjustments to the school zones of Airyhall School, Broomhill School, Hazlehead Academy and Harlaw Academy, with effect from 1 August 2017; and to rezone an area of ground which lies south of North Deeside Road and west of Pitfodels Station Road, from the Airyhall School zone to the Cults School zone, with effect from 1 August 2017. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

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

the proposal, and the council's reasons for coming to these beliefs.

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

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Airyhall, Broomhill and Cults schools, including discussion with relevant consultees.

2. Consultation Process

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

2.2 Aberdeen City Council undertook a statutory consultation which ran from Monday 16 January until Friday 3 March 2017. Information was provided to stakeholders including parents of children attending relevant schools. The proposal document was available on the council website and at the council's headquarters, local libraries and local council offices. A public meeting was held on the 8 February 2017 which was attended by three stakeholders, none of whom lived in the areas affected. Attendees at the public meeting wanted further clarification about the proposal. The council received a few written responses to the proposal.

3. Educational Aspects of Proposal

3.1 The council proposes to realign the school zones of Airyhall, Broomhill and Cults schools and to match these with the school zones for Hazlehead Academy and Harlaw Academy. The proposed new school zones are better aligned and this will ensure that children will always be moving to secondary school with the peer group of children with whom they attended their local primary school. In making the proposed changes, the council hopes to continue to manage effectively demand for places since very few children and families will be involved. The proposal supports safe routes to school by cutting out the need for children currently living south of North Deeside Road from crossing to attend Airyhall School.

3.2 Parents who met with Inspectors were supportive of the proposals. They recognised the council's need to provide clarity around school zones for both primary and secondary schools in the area. A few parents at the public meeting wanted further clarification on the proposal which council officers provided.

4. Summary

HM Inspectors consider that, if implemented, the proposal to alter the school zones has the potential to help children, young people and their families. There

are potential gains for improving the transition of a small number of children as they transfer from primary to secondary school. Children will no longer need to cross North Deeside Road to get to Airyhall School. If the proposal goes ahead, the council have given re-assurance to parents of children already attending school in the areas affected that they and their siblings will be able to attend their current school and the secondary school for which existing links are in place.

**HM Inspectors
Education Scotland
March 2017**

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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	1 June 2017
REPORT TITLE	St Peter's School – plans to address short term capacity pressures
REPORT NUMBER	ECS/17/029
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Andrew Jones

1. PURPOSE OF REPORT:-

- 1.1 This report provides details of the planned work to alleviate short term capacity pressures at St Peter's Roman Catholic Primary School in Aberdeen, as requested by Committee at its meeting on 1 March 2017.

2. RECOMMENDATION(S)

- 2.1 It is recommended that the Committee notes the content of this report.

3. BACKGROUND/MAIN ISSUES

3.1 Background

- 3.1.1 In response to a report submitted to the Education and Children's Services Committee on 1 March 2017, which summarised the outcomes of a public consultation on proposals to construct a new primary school in Tillydrone, elected members instructed officers to prepare an options appraisal to help determine the long term future of education provision at the existing St Peter's School. Officers are due to report to the Committee on this work in November 2017.

- 3.1.2 Officers were also instructed by the Committee to consider the actions required to address the short term capacity issues at the existing St Peter's School site, and this report outlines the work which has been undertaken so far, and the work which is planned for the coming weeks and months, in order to bring about improvements to the existing school site.

3.2 The existing St Peter's School site

- 3.2.1 The main school building on the existing St Peter's School site includes four classrooms, a gym / dining hall, library, general purpose room and offices. Due to continued increases in the pupil roll at the school over a number of years, the library and general purpose room in the main building are currently also used as classrooms.
- 3.2.2 A further three rooms on the first floor of Old Aberdeen House (which shares the same site) have also been converted for use as classrooms, and a double modular classroom unit has been installed in the playground of the school, to provide an additional two classrooms. There is therefore a total of eleven rooms currently in use as classrooms at the school.
- 3.2.3 Given that the general purpose room and library are in use as classrooms, this leaves very limited ancillary space for staff and pupils to use for general purpose activities, such as musical instrument tuition for example, or for small group work or extra teaching support to be provided to individual pupils. In addition, the former library room does not benefit from natural light, and is therefore not ideally suited for use as a classroom, and the former general purpose space due to its small size has limited capacity for use as a classroom.

3.3 Planned building alterations

- 3.3.1 In order to address the concerns regarding the lack of natural light in the former library room, and the limited available general purpose space in the school, plans for building alterations and improvements were drawn up in November 2015. The aim of this work was to provide a roof light and improved ventilation into the former library room, and to provide partitioned storage space within the gym / dining hall for dining tables, so that the existing dining table store room could be used as a general purpose room and staff work area.
- 3.3.2 It was intended that this work would be carried out during the school summer holidays in 2016, and completed in time for the start of the current school session, which commenced in August 2016. Unfortunately, no tender submissions were received from contractors to undertake this work, and it was therefore not possible to proceed with the project over the summer as planned.
- 3.3.3 Officers are currently working with the Council's Design Team to repeat the tendering process, to allow for the previously planned work to be carried out over the coming school summer holidays, so that the required alterations are in place for the start of the new school session in August 2017. The Design Team has also been asked to investigate whether the work could be carried out by the Council's Building Services, should there again be no tenders forthcoming from external contractors.

3.4 Janitor's Lodge

- 3.4.1 After receiving notification from Land and Property Assets colleagues that the janitor's lodge, which is located within the St Peter's School site, had become vacant, officers have made arrangements for the building to be transferred to

Education and Children's Services. This will allow the school to make use of the lodge for further ancillary space for general purpose use, as well as additional storage space and a potential staff work area. The property was formally transferred in March 2017, and the school is currently considering the ways in which the building can be used to best effect.

3.5 Old Aberdeen House

3.5.1 Old Aberdeen House, which shares the same site as St Peter's School, is occupied primarily by the Aberdeen City and Aberdeenshire Archives Team, and the Scientific Services Team. Three of the rooms on the first floor of the building are used as classrooms for the school.

3.5.2 Officers have identified a potential opportunity to convert a fourth room on the first floor of Old Aberdeen House into a classroom, which would help to relieve the capacity pressures in the main school building. This room is currently used to store archive materials under controlled conditions. Discussions are ongoing with colleagues from the Archives Team to assess how this can be arranged to deliver a mutually beneficial solution.

3.6 Action Plan

3.6.1 In order to address the issues outlined in this report, a detailed action plan has been developed in order to identify and prioritise work which can be undertaken to help relieve the capacity pressures and generally improve the condition of the building in the short term. This plan has been developed in consultation with the school's head teacher and Parent Council, who have assisted in identifying the priorities for improvements.

3.6.2 Officers have committed to providing the Parent Council with regular updates on progress with the action plan, in order to keep parents informed about the planned work and target completion dates.

4. FINANCIAL IMPLICATIONS

4.1 The costs associated with the work described in this report will be covered by existing Education and Children's Services revenue budgets.

5. LEGAL IMPLICATIONS

5.1 There are no direct legal implications arising from the recommendations of this report.

6. MANAGEMENT OF RISK

Financial

- 6.1 The costs of the work described in paragraph 3.3.1 above are included within the confidential Appendix 1 of this report. These costs have been accounted for within existing ECS revenue budgets.
- 6.2 Costs associated with the other proposed improvements contained within the action plan are currently being obtained. The work will then be prioritised and a work programme will be implemented based on available funding within existing ECS revenue budgets. Should there be insufficient budget available to undertake all of the work this financial year, any lower priority work will be carried forward to next financial year.

Employee

- 6.3 The proposed improvements are likely to benefit staff at the school in providing more space to support effective learning and teaching. If the improvements are not carried out, there is a medium level risk of staff feeling that they do not have access to a positive working environment.

Customer / citizen

- 6.4 If the proposed improvements are not carried out, there is a high level risk of a negative impact on pupils, as a result of the capacity pressures the school is facing.

Environmental

- 6.5 Carrying out the proposed improvements at the school will improve the learning and teaching environment and reduce any risk of this impacting negatively on learning and teaching at the school.

Technological

- 6.6 There are no technological risks or implications associated with the recommendations in this report.

Legal

- 6.7 There are no legal risks or implications associated with the recommendations in this report.

Reputational

- 6.8 If the work described within this report is not carried out, there is a high likelihood of reputational risk to the Council, as the capacity issues at the school would continue to impact negatively on staff, pupils and parents, prior to the longer term future of the school being determined.

7. IMPACT SECTION

People

- 7.1 Carrying out the work described in this report will impact positively on the pupils and staff at St Peter's School in the short term. Providing more comfortable classroom spaces and additional general purpose spaces will assist the school in continuing to deliver high quality learning and teaching.
- 7.2 An Equalities and Human Rights Impact Assessment has been carried out for this report and no specific impacts on any individuals or groups with protected characteristics were identified.

Place

- 7.3 Carrying out the work described in this report will help to improve the physical environment in the short term at St Peter's School.

Economy

- 7.4 There are no significant impacts on the economy associated with these proposals.

Technology

- 7.5 There are no significant impacts on technology associated with these proposals.

8. BACKGROUND PAPERS

- 8.1 Education and Children's Services Committee, 1 March 2017 - Consultation Report on the Proposals to Develop New Primary School Provision with Early Education and Childcare Facilities in Tillydrone.

9. APPENDICES

- 9.1 Appendix 1 (confidential) – Estimated costs

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	1st June 2017
REPORT TITLE	Revised Policy on Exclusions in Schools
REPORT NUMBER	ECS/17/026
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Eleanor Sheppard

1. **PURPOSE OF REPORT:-**

The purpose of this report is to seek Committee approval to implement the revised Exclusion Policy in Aberdeen City schools from August 2017.

2. **RECOMMENDATION(S)**

It is recommended that Committee:

- (i) note the extensive and varied consultation on this policy involving children, young people, parents and staff and unions;
- (i) note the work undertaken to review the current Exclusion Policy; and
- (ii) approve the refreshed Exclusion Policy and Guidance effective immediately.

3. **BACKGROUND/MAIN ISSUES**

3.1 **A changing legislative landscape**

The current Exclusion Policy was written in 2009 and does not take account of the most current legislative frameworks. This refreshed policy takes account of:

- The Children and Young People (Scotland) Act 2014
- The Scottish Government focus on Equity and Excellence (2016)
- The anticipated refresh of 'Included, Engaged and Involved' Part 2 (2017)
- The United Nations Convention on the Rights of the Child (UNCRC)
- The How Good Is our School Framework (2016)
- The Equality Act (2010)

The refreshed Exclusion Policy and guidance will help empower colleagues in schools to maximise engagement, reduce exclusion and work within the current legislative framework and best practice guidance.

3.2 **The Aberdeen City Context**

The current Exclusion Policy does not provide sufficient support to reduce the number of days lost to exclusion and too many vulnerable learners continue to experience exclusion.

The refreshed policy will support the positive and proactive planning required for some children and young people who are at risk of exclusion including vulnerable groups such as those who are Looked After.

3.3 **Factors that help reduce exclusion levels**

There are a range of factors that support schools to minimise exclusion levels. These factors include:

- A nurturing school ethos
- The quality of relationships
- The quality of leadership
- The flexible use of resource
- A flexible and responsive curricula
- A personalised approach

Many of our schools are proactively and significantly reducing the number of exclusion incidents. This policy and guidance aims to share this local best practice to help reduce overall levels of exclusion. This will ultimately improve outcomes for children and young people across Aberdeen City.

3.4 **The Development of the Policy**

The policy was initially drafted by the Inclusion Implementation Group. The group comprised colleagues from Primary, Secondary and Special Schools, Professional Associations and other services across the Directorate including Children's Social Work.

3.5 **Consultation on the revised policy and guidance**

The first draft of the policy was shared with colleagues, partners and professional associations at a Co-Design event in March 2016. Feedback led to a further review of the draft policy by the Inclusion Implementation Group.

The second version of the policy was subject to official consultation. Feedback included a request for the policy to be split into 2 sections: Policy and Guidance for ease of use. Amendments were made and a third version of the policy and guidance was made available to Head Teacher colleagues across each sector in February 2017.

A focus group of parents has been consulted to help shape the fourth version of the Policy.

The City Wide Pupil Forum were consulted to gather the views of children and young people which offered insightful feedback.

A fourth version of the Policy and Guidance was made available to Professional Associations for discussion prior to being tabled at the Teacher's Consultative Forum (TCF) in March. The documents were shared on Abernet so that all practitioners had the opportunity to comment before the final draft documents were finalised.

3.6 **Conclusion**

Consultation with various partners and stakeholders elicits varying views about the reasons for the high number of exclusion incidents. All views tie closely with the factors that influence exclusion listed in section 3.3.

Schools and services must work within the current legislation and the refreshed policy provides a clear framework for schools to operate within. The associated guidance will help promote inclusive and proactive approaches to minimising exclusion and will be supported by a suite of professional learning.

Exclusion levels will continue to be closely monitored to inform a regular review of the guidance associated with the policy and help inform the design of supporting professional learning.

4. FINANCIAL IMPLICATIONS

There are no financial implications arising from the refresh of the policy.

The cost of professional learning required to implement this policy will be met from existing budgets.

5. LEGAL IMPLICATIONS

Research highlights that exclusion incidents are a significant factor in determining either positive or negative long term outcomes for children and young people. The draft Exclusion Policy and related Minimising Exclusion Guidance will help reduce exclusion incidents and ensure all exclusions are managed within the current legislative framework and best practice guidance.

6. MANAGEMENT OF RISK

Financial

Not reducing exclusion levels will impact on the long term outcomes of our children and young people and present a high risk to the future life chances of children and young people in Aberdeen. The proactive planning stipulated in the Policy and Guidance will reduce this risk and will also reduce the financial risks associated with not putting effective support in place at the earliest opportunity.

Employee

Children and young people who are distressed can present a risk to employees. It is imperative that early indications of distress, such as exclusion, are used as a catalyst to explore how best to meet needs. The policy and guidance help reduce the risk and proactive planning will ensure the risk is low.

Customer / citizen

Children and young people who experience repeated exclusions are less likely to have positive longer term outcomes. The policy and guidance will mitigate the risks as individual plans are put in place to address need at the earliest opportunities. This will ensure that the risk remains low.

Environmental

Children and young people who are in school are less likely to present an environmental risk. The proactive planning advocated in the policy and guidance will help ensure that learning programmes meet the needs of learners and increase attendance and ensure that the risk remains low.

Technological

No risks identified

Legal and Reputational

The revised Policy and Guidance reduces potential legal and reputational risks associated with not taking decisions within the context of current legislation and best practice guidance. The policy and guidance will ensure that personalised arrangements and the reasonable adjustments required are put in place for individuals, this will keep the risk low.

7. IMPACT SECTION

Economy

The revised Policy and Guidance will support improving outcomes for our children and young people. This improvement will enable young people to move to a positive destination and therefore positively impact on the economy of Aberdeen.

People

The proposal highlights the particular considerations raised in the Equality Act to ensure that decisions taken by schools are in keeping with enacted legislation. The personalised and proactive approach stipulated in the proposal will ensure that vulnerable learners are supported through effective primary prevention and early intervention. An EHRIA was completed in respect of this report.

The draft Policy and associated Minimising Exclusion Guidance will support our delivery of the LOIP. We recognise that Children are our future and aspire for them to be safe and responsible, respected, included and achieving.

The Policy is based on national and local best practice and will bring about consistent and pro-active practice. The consideration of the need for exclusion should trigger a review of practices, as an escalation in need can indicate a difficulty in a child or young person's life.

The Policy will clarify expectations on schools around planning for vulnerable learners at risk of exclusion. The individualisation advocated in the guidance will reduce the number of children and young people being excluded and at risk of not achieving their full potential.

A range of consultation with staff, Professional Associations, children and young people, parents and carers and partners has taken place. The feedback gleaned from each consultation has been incorporated into the refined Policy and Guidance.

The revised Policy and Guidance provides clear advice and guidance for staff on how legislation should inform decision making, this is likely to develop a more confident workforce and improve the staff experience.

Place

Proactive planning for children and young people at risk of exclusion will help build community resilience and cohesion.

The impact of the Policy and Guidance on raw data will be measured on a monthly basis to ensure that any emerging risks can be mitigated against and reduced.

Technology

All exclusion incidents are reported through SEEMiS, the school Management Information System. This supports effective data analysis to support improvement planning.

8. BACKGROUND PAPERS

9. APPENDICES (if applicable)

Preventing Exclusion Policy and Guidance

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ABERDEEN CITY COUNCIL

Education and Children's Services

Supporting Pupils: Exclusion Policy



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1. Rationale

Including **all** children and young people effectively is a key aim for Aberdeen's Education & Children's Services and their partners. Continuous positive engagement with education helps promote the development of happy and achieving children and young people.

Central to Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC) is the need to proactively address barriers to wellbeing through personalisation of our approaches with a focus on the voice of the learner. The Children and Young People (Scotland) Act 2014 sets out how our adoption of partnership approaches will support the wellbeing of our learners and defines the key roles of the Named Person¹ and Lead Professional. These key drivers have led to a review of current policies and procedures.

The 'Improving the Odds, Improving Life Chances' (HMIe 2008) report found that the most effective means of supporting positive behaviour was high quality relationships between staff and learners. High quality relationships were identified to be based on mutual respect and trust; high expectations and aspirations; self-belief and a shared 'can do' attitude. All members of the school community play a crucial role in fostering the development and implementation of a positive and nurturing ethos and sense of community. Fostering a positive ethos involves modelling expectations and helping others understand the challenges groups of learners face and takes a significant investment of time but dramatically impacts on the success of all learners.

All schools will have policies and practices in place to support positive behaviour. These will have been developed in consultation with all members of the school community and will be regularly reviewed. The publication of How Good is our School? 4 sees Education Scotland guide schools to positively discriminate in order to build more tolerant school communities. This proactive approach to challenging assumptions and stereotypes should be developed in part through a Promoting Positive Behaviour Policy not **based** on sanctions but rather how we ensure that we can respond to individual needs in all circumstances. Sanctions should always be used proportionately. Effective arrangements for learning and teaching and for a flexible, pupil centred curriculum go hand in hand with an ethos of nurture, care and respect. To support this, schools might consider how best to meet the needs of their learners by establishing physical spaces, wherever possible and through flexible timetable design that maximises the impact of available resource.

Even in the most nurturing and respectful school environment, there will be instances where behaviours displayed by children and young people, or actions taken by them are unacceptable. A range of measures will be taken in the classroom or in the wider school including undertaking appropriate risk assessments. In most cases these approaches are sufficient to move the situation forward. Sometimes the situation is more complex and will require support from Senior Management or a multi-agency approach to supporting inclusion. Support and guidance in implementing this policy is available from colleagues across the Education and Children's Services.

1

2. Before Taking the Decision to Exclude

Staff should make use of 'Supporting Pupils: Minimising Exclusion Guidance' to support inclusive school practice.

Exclusions generally fall into one of two categories: sudden, unexpected but serious incidents or on-going difficulties over an extended period of time where other sanctions have not had the desired effect. Before taking the decision to exclude the following questions should be carefully considered:

- Is the child safe?
- Does the young person have additional support needs; is she/he Looked After; is she/he on the Child Protection Register? (See section 5)
- Is exclusion the last resort?
- Does the frequency and seriousness necessitate exclusion?
- How have other learners and staff been affected and how could this be resolved?
- What is the likely longer term impact of exclusion upon the learner, and their wider circumstances?

It is also very important to identify what the purpose of the exclusion is and what positive outcomes can be achieved by excluding a young person from education. This might include:

- The young person being helped to recognise harmful behaviours and create a plan to overcome them²
- Allowing the young person to cool down and reflect with support of a 'trusted' adult in a location out with the classroom environment where resources allow
- Supporting the young person to take responsibility for resolving the situation
- Helping parents/carers to recognise the harmful behaviour
- Supporting parents who may have been reluctant to engage or to become engaged because of the formality of proceedings
- Providing resolution or support for other learners or staff affected by the behaviour.

Each exclusion should consider individual circumstances and should be as brief as possible. An exclusion should not exceed 5 days (one calendar week) without discussion with the Head of Service.

Since exclusion can significantly impact upon learning and future (non) engagement with learning, it is necessary to consider how it will contribute to an improvement or change in the behaviour which is leading to exclusion. This careful consideration will help limit the impact on long term life chances.

² See Included, Engaged and Involved part 2, paragraph 194

Since exclusion is a very short-term option, consideration of exclusion should always trigger a re-evaluation of strategies of intervention used so far, and a further refinement of Plans supporting learners. This will include consideration of:

- If the exclusion is indicative of a breakdown in behaviour or in relationships
- If the learner requires additional adult (and/or peer) support or a different approach? If so, who can best provide this?
- How the views of the learner have been sought and acted upon?
- If parents/carers have been sufficiently and supportively engaged, both when things are working well and not so well?

3. Grounds for Exclusion

3a. Legal Definition of Exclusion

Aberdeen City's aspiration is to reduce exclusion levels. However, since children and young people and staff have the right to work and learn in a safe environment, exclusion can be legally considered when:

- To allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and or the educational wellbeing of the pupils there'; or
- 'The parent of the pupil refuses or fails to comply, or allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school'
(Regulation 4 of the Schools General (Scotland) Regulations 1975).

The power to exclude rests with local authorities under Regulation 4 of the Schools General (Scotland) Regulations 1975 as amended. However, it is open to an Education Authority to delegate power to exclude and in Aberdeen City this decision has been delegated to Head Teachers and their Senior Managers. Exclusions can be appealed and decision making may have to be justified in court.

Education and Children's Services Policy is that exclusion must be seen as an absolute last resort and only considered:

- When other measures (as described in the Staged Intervention Framework and outlined in the guidance associated with this policy) have been unsuccessful; or
- In cases of very serious incidents.

Exclusion from school of a pupil other than in compliance with the Schools General (Scotland) Regulations 1975, shown above, has no legal basis. Accordingly, there is no legal basis for what might be termed 'informal exclusions' with schools requesting that children are collected to prevent an exclusion from occurring. Failure to comply with the Regulations in such circumstances may render the Authority open to legal challenge by the parents or the pupil.

Proactive risk assessment and planning supports adherence to the Health and Safety at Work Act 1974 as this approach will reduce this risk of incidents occurring and protect staff.

3b. Clarity about Terminology

Terms such as 'temporary exclusion' 'suspension' 'informal exclusion' and 'expulsion'³ have no place in policy or in the legal framework. All instances where parents are requested to take a child home from school are forms of exclusion and should be recorded as such. The only exception to this is when a child or young person is unwell.

- The term '**exclusion**' refers to exclusion for a fixed period which should be for as short a period as possible.
- The term '**hosting**' is used to describe when a child/young person attends another setting for a trial period whilst remaining on the roll of their local school. This hosting arrangement will be planned to positively support the child/young person and can lead to the 'Host' school taking full responsibility for the learner and the learner being enrolled at the host school roll if all partners support this.
- The term '**request for removal from the register**' refers to an exclusion where the child does not return to the school and where this has not been considered to be in the interests of the child through normal assessment and planning processes. Removal from the register is used very rarely as more proactive 'hosting' arrangements allow for careful consideration of needs and planning.

4. Serious Incidents, Including Substance-related Incidents, Extreme Circumstances and Irretrievable Breakdown of School Placement

In exceptional circumstances such as assault, the use of weapons, substance misuse or grossly offensive or menacing behaviour, the Head Teacher may consider that the behaviour of a pupil is such that the pupil should be excluded regardless of previous good behaviour.

In these circumstances, it is acknowledged that it may not be possible to follow the good staged practice outlined in the guidance associated with this policy.

In responding to substance misuse related incidents, schools must follow education authority guidance and the information contained within The Aberdeen City Policy and Procedure for Managing Substance Misuse Incidents Involving Children and Young People in Schools (2015.) In all such circumstances, parents will be involved and their co-operation expected. It should be understood by pupils and their parents that the Police will be involved if drugs misuse is suspected or discovered. Even where pupils are aged 16 or over, their parents will still be contacted and the pupil notified accordingly. Where a pupil discloses information that suggests that illegal drugs are taken either within or outwith school, that must be reported to the Head Teacher who will contact the Head of Service for guidance. Aberdeen City Anti-Knife and Weapons Guidance must be followed. In such circumstances, the health and safety of all pupils and staff is a first priority and the pupil must be made aware that it may not be possible to respect confidentiality.

³ See Included, Engaged and Involved Part 2, paragraph 72

5. Children and Young People who are on the Child Protection Register and Looked After Children

The child's Social Worker/Lead Professional and the Duty Social Worker must always be informed of a decision to exclude where the pupil is on the Child Protection Register or Looked After prior to the child or young person being sent home⁴. It is also important to check SEEMiS for any CP-related alert. Alternative provision must be put in place urgently to ensure the ongoing monitoring of the welfare of the pupil, as well as provision made for their education needs as described in the Child's Plan.

The Named Person/Lead Professional should ensure that a Multi-Agency Meeting is convened as a matter of urgency to guarantee risk assessment is undertaken to minimise risk to the child or young person while excluded. In most cases this meeting should take place within 5 days.

6. Hosting Arrangements and Removal from the Register

Hosting will be rare but can support learners when they are finding it difficult to maintain a placement in their mainstream school. The objective of hosting is to:

- Sustain learners in mainstream education and reduce any loss of education
- Provide a 'fresh start' for learners and therefore enhance the likelihood of success in a new learning establishment

Hosting arrangements need to be carefully planned in advance. Planning will be supported by the host school and officers identified by Central Service Managers and will be planned in advance wherever possible. The learner would move to the host school for a trial period. This arrangement would be reviewed regularly and be carefully monitored. During the trial period the base school would retain responsibility for the learner. However, following a successful trial period all partners may agree an appropriate date for the 'host' school to take full responsibility for the learner if this was thought to be in the child/young persons' best interests. Due to the very complex nature of these cases careful assessment, planning and monitoring is required involving the learner and key partners. Guidance on 'hosting' will be kept under regular review to ensure our processes are effective.

A hosting arrangement will trigger the development or review of a Child's Plan recording that his or her learning will be taking place in an establishment other than their own school. The child will remain on the base school roll whilst accessing these supports.

Removal from the register without a hosting arrangement is still an option although proactive hosting arrangements will improve the likelihood of securing a positive outcome for a child or young person.

All requests for a hosting and removal from the register will be overseen by the Director of Education and Children's Services or the Head of Service. Requests for a discussion around the need for a hosting arrangement or removal from roll should be made in writing to the Head of Service. A copy of the Child's Plan and chronology should be made available. The Head of Service will allocate a Service Manager to oversee the process.

⁴ See Included, Engaged and Involved Part 2, paragraph 174

The requests for removal from the register will result in a review of circumstances leading to the request. The review will help establish how the guidance linked to this policy has failed to support the child/young person and information from this will be taken into account when this policy is reviewed. The recommendation of the Head of Service will then be ratified by the Director and Education and Children's Services.

Decisions will be taken following a thorough joint review into all circumstances and be well documented. Possible decisions include:

- Re-integration to the pupil's school following a resolution meeting
- The pupil should be (temporarily or permanently) hosted at a local authority school or specialist provision for a period of time whilst remaining on the roll of the school
- The pupil should be (temporarily or permanently) enrolled at another school / Specialist provision in Aberdeen City

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7. Procedures to Follow when the Decision to Exclude has been made (after all guidance associated with this policy has been considered)

7a. On the day of exclusion

Decision taken

The decision as to the length of the exclusion must take into account the whole circumstances and be proportionate to this. The length of exclusion should also be as short as possible and should not exceed 5 days (one calendar week) in almost all cases.

Informing the child

- Child informed by member/s of the school Senior Management Team (SMT) if appropriate. Parent must be informed of the decision orally and in writing if the young person is under school leaving age. The letter (appendix 1a / 1b / 1c) includes written notification of a resolution meeting with the location, time clearly specified and who will be in attendance at the meeting. If the young person is over school leaving age, the parent should be informed only with the agreement of the young person.
- Exclusion information recorded on SEEMiS. This should be recorded on the day of exclusion or as soon as possible.
- The Home School Liaison Officer may be helpful in advising on the most effective way of ensuring parents receive the exclusion letter and could, in certain instances, take responsibility for delivering the communication. A copy of the letter **MUST** be sent by recorded delivery and copied to the school QIO.

Vulnerable learners

- For a Looked After Child, the school must contact the designated Lead Professional, Social Worker or Key Worker, as well as the parent or the Foster Carer.
- For a child on the Child Protection Register, the school must contact the designated Lead Professional, Social Worker or Key Worker as well as parents.
- In case of pupils from ethnic minority communities, it would be important to establish at an early stage whether communications or translations in the pupil's and parents' first language are required.

Essential record keeping

- Copies of all letters sent to parent/child or young person must be retained on file in the child's PPR with a summary of actions and strategies used prior to the exclusion. Any threats of violence or acts of violence against staff must be recorded as well as threats or acts of violence towards other pupils. In a situation where staff or pupils are subject to a physical or verbal assault, the matter must be recorded, using the Authority's Health and Safety paperwork.
- An exclusion is categorised as unauthorised absence for statistical purpose and coded as ExC into Scottish Education Establishment Management Information System (SEEMiS). (See Appendix 2) Phased returns should be coded as exclusion when the child is not in school and should be agreed with the QIO and allocated central officers.

Safe delivery to an adult

- A child may not be excluded from school until the end of the school day unless the child can be delivered directly into the care of a parent/carer or person authorised by the parent.
- Where the timing of a decision to exclude a pupil means that it falls near the end of the school term, it is good practice to resolve the exclusion and re-admission processes within the same term. An exclusion must not span an extended school holiday period.
- Consideration must be given to police involvement in the event of serious incidents.
- Consideration should be given to the needs of those who have been victims and appropriate levels of practical and emotional support for staff including how best to use restorative approaches to support successful inclusion.

7b. At the resolution meeting

Who should be there?

The meeting will involve the Head Teacher or in their absence another member of Senior Management, as specified in the 'Letter of Exclusion and where appropriate the staff member affected'. It should take place as soon as possible and within 5 days (one calendar week) and normally within 3 days.

The purpose of the meeting

- To discuss the reasons for exclusion
- Listen to the views of the child/young person and where appropriate staff member
- Advise the parent/child or young person over school-leaving age of their legal rights of appeal (a learner can return to school after a period of exclusion regardless of the appeal process or its timing). Inform the parent/child or young person that if the appeal is successful all documentation relating to the child or young person's exclusion is removed from the PPR
- Consider how to ensure a successful return to school, and depending upon the individual case, it may be appropriate to develop and agree a risk assessment to minimise and mitigate risk and individual plan/Child's Plan with all present. This will include a review of staged interventions clarifying respective roles and responsibilities. Plans should work ensure a successful reintegration and minimise the risk of future exclusions. Where there are numerous exclusions consideration should be given to a multi-agency approach.

Essential record keeping

- File any records of the meeting in the PPR (there is no legal basis to insist a child or young person signs to agree return conditions).
- Note the resolution of the exclusion in SEEMiS within the 'Returning Details/Conditions' field.
- Cascade information to all staff on their roles and responsibilities in supporting the plan to enable a positive readmission in to school.

What to do if there is no resolution

If the child or young person has NOT been re-admitted either through lack of resolution at the meeting within the 5 days (one calendar week) of the exclusion or because the parent/carer has failed or been unable to attend the meeting there has been no resolution. A formal unresolved exclusion letter (appendix 1d / 1e) must be sent to the parent/carer/young person indicating:

- The reason for the decision to exclude
- The right of appeal and the address to which an appeal should be made
- A further date for a meeting in school
- Arrangements for alternative provision being provided by school
- Where there is involvement of Social Work and Health, the Head Teacher must inform those agencies so that they can support a resolution to the exclusion
- Schools should seek advice from the QIO or Central Teams if there is a second unsuccessful resolution.

8. Unresolved Exclusions

Only the most challenging cases will lead to exclusions of more than 5 days (one calendar week). In such circumstances, the Head Teacher should first contact the Head of Service and provide a chronology of events, the Child's Plan containing the assessment of wellbeing and details of the potential risks to good order in the school and to other children and staff. In making decisions to resolve the exclusion all relevant factors will be taken into account.

9. Alternative Education Provision during Exclusion

Without continuation of their studies the likelihood is that children and young people who are excluded will fall further behind in their education and be less able to achieve their potential. Section 14(3) of the Education (Scotland) Act 1980 requires the education authority to ensure that excluded children and young people are given the opportunity to continue their studies, *without undue delay*.

In addition, Section 127 of the Children's Hearing (Scotland) Act 2011 gives a Children's Hearing the power to make the National Convener refer a case to the Scottish Ministers where it appears to the Children's Hearing that a Local Authority is under a duty, in terms of Section 14(3) of the 1980 Act, to provide education for an excluded pupil (who is the subject of that Hearing) and the local authority is failing to comply with that duty.

Consideration should be given to the best means of providing this support which will be dependent upon the age and stage of the child/young person.

10. Requirements of Schools

Even if the exclusion is only for one or two days' duration, schools are expected to:

- Ensure continuation of any existing involvement, by the child or young person, in non-school based learning, for example: work experience, college course/s, unless there is a health and safety issue
- Ensure continuation of support specified for a child with additional support needs, such as therapies, at an agreed location
- Provide homework or class work and involve contact with learners on a regular basis. This contact could be supported by visits from HSLO or Education Social Workers or via email or telephone call. The name of a school contact who can address any concerns relating to the course work should be made available. It is anticipated that the nature of work given will be dependent upon the age and stage of the child/young person.

11. Parental Engagement, Rights and Responsibilities

Aberdeen City expects schools and services to make every attempt to engage with parents at all times and particularly when matters are challenging. Parents are positive partners who support the school in a range of strategies and interventions. Unless a serious (possibly unexpected) incident has taken place, parents should be informed that their child's behaviour is escalating and be clear about the strategies the school has in place. In the event of an exclusion being considered, they should be informed of the formality of such an action.

Parents also have responsibilities. A parent of a child of school age has a duty under Section 30 of the 1980 Act to provide efficient education for the child suitable to his or her age, ability and aptitude. Parents continue to be subject to this duty where their child is excluded and therefore they should co-operate with the education authority in making any alternative provision necessary, including any special arrangements.

'Section 41 of the 2000 Act extended the right of appeal in section 28H of the 1980 Act to learners with legal capacity. (The Age of Legal Capacity (Scotland) Act 1991 states that a person under the age of 16 has legal capacity to instruct a Solicitor where they have a general understanding of what it means to do so, and there is a general presumption that children aged 12 years or more are of sufficient age and maturity to have that understanding). It is good practice for the education authority to send the intimation to the learner as well as the parent so that the learner has full knowledge of the decision since they may also have the right of appeal, as well as their right to express a view. It is good practice to keep parents of a young person informed and involved.'⁵

A parent also has an advocacy role in promoting the views of their child. This is particularly crucial where their child is at risk of being, or has been, excluded. It is good practice to inform parents of how they might gain the support of another adult, professional or organisation, which might assist them or advocate on their behalf, to ensure that the learner receives support when needed. Children's Rights Officers also have an important role to play in supporting children who are being Looked After by the Local Authority. Although a child of legal capacity, or a young person, has the right to appeal, the role of the parent in supporting the child or young person and promoting their views should be recognised and supported during this process.

Scottish Ministers will consider complaints brought by parents, or other interested parties, who think the Local Authority has failed to fulfil its legal duty under any enactment relating to education, under Section 70 of the Education (Scotland) Act 1980. If Scottish Ministers are satisfied that an Authority has failed to fulfil one of its legal duties, they may make an order requiring the authority to carry out that duty.

⁵ Included Engaged and Involved Part 2, paragraph 48

12. Appeals

When a Head Teacher makes a decision to exclude, the parents and the pupil if aged 12 or over (and of legal capacity) must be informed of their right to appeal against the exclusion decision. A pupil aged 16 or over has the sole right of appeal but his/her parents do not have such a right.

When parents or the young person have expressed their desire to appeal, in terms of good practice, the parents and / or pupil should also be informed that they can request a further meeting, designed to consider issues in school and to try to bring together the different parties in order to reach an agreement on the best way forward. Attending such a meeting does not prevent the parents' or the pupil's rights to appeal the exclusion decision, but it may help resolve the situation. Where an appeal has been made against exclusion, this will not affect the return date to school. The pupil will return to school on the date set out in the exclusion letter.

A Head Teacher will be informed if a parent or pupil does decide to appeal a decision to exclude. There is no specific time limit for lodging such an appeal. In these circumstances, the Head Teacher will be required to be a witness for the Education Authority at any appeal to the Appeals Committee and then as a witness for the Council in any further appeal (by the pupil or parent) to the Sheriff Court. The Council Legal Services may require taking a statement from the Head Teacher and any other witnesses. At this time, the Solicitor involved would also advise those concerned as to the procedures involved at the appeal, whether before the committee or Sheriff.

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13. Appendices

Appendix 1 - Example letters to be personalised

[Letter Sent to parent/carer of a pupil without legal capacity - Appendix 1 (a)]

School Headed Notepaper

Dear (Name of Parent/Carer)

Exclusion of (Pupil's Name and Date of Birth)

I regret to advise you that after careful consideration, I have today made the decision to exclude **(pupil's name)** from school for the following reason/s:-

[Give brief details of the behaviour, the circumstances and any other relevant information, including relevant previous incidents or context. There should be enough information to enable the recipient to understand why the pupil has been excluded]

I therefore consider that in all the circumstances to allow **(pupil's name)** to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and/or the educational wellbeing of the pupils there (Regulation 4(b) of the Schools General (Scotland) Regulations 1975).

It is important that we meet as soon as possible to discuss the exclusion and plan how we can all work together to support positive behaviour in school and agree any conditions for readmission. Accordingly, I will meet with you and **(pupil's name)** on [date, time and place]. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, **(pupil's name)** must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

You have the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. If you wish to appeal you should do so in writing to:-

Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

[This exclusion does not apply to (name of support service) and (pupil's name) should continue to attend there as normal].

I look forward to meeting with you on [date].

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[Letter sent to a pupil with legal capacity - Appendix 1 (b)]

School Headed Notepaper

Dear (Name of young person)

Exclusion of (Pupil's Name and Date of Birth)

I regret to advise you that after careful consideration, I have today made the decision to exclude you from school for the following reason/s:-

[Give brief details of the behaviour, the circumstances and any other relevant information, including relevant previous incidents or context. There should be enough information to enable the recipient to understand why the pupil has been excluded].

I therefore consider that in all the circumstances to allow you to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and/or the educational wellbeing of the pupils there (Regulation 4(b) of the Schools General (Scotland) Regulations 1975).

It is important that we meet as soon as possible to discuss the exclusion and plan how we can all work together to support positive behaviour in school and agree any conditions for readmission. Accordingly, I will meet with you [and your **parent/carer**] on [date, time and place]. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, you must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

You have the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. If you wish to appeal you should do so in writing to:-

Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

[This exclusion does not apply to (name of support service) and you should continue to attend there as normal].

I look forward to meeting with you on [date].

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[Letter to parent/carer of a child with legal capacity enclosing- Appendix 1 (c)]

School Headed Notepaper

Dear (Name of Parent/Carer)

Exclusion of (Pupil's Name and Date of Birth)

I enclose a copy of a letter which has been sent to (pupil's name). This informs (pupil's name) that (she/he) has been excluded from school and the reason for the exclusion.

It is important that we meet as soon as possible to discuss the exclusion and plan how we can all work together to support positive behaviour in school and agree any conditions of readmission. Accordingly, I will meet with you and (pupil's name) on [date, time and place]. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, (pupil's name) must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

Either (pupil's name) or you on behalf of (pupil's name) have the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. Any appeal should be in writing to:-

Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

I look forward to meeting with you on [date].

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[Unresolved exclusion letter to parent/carer, child with legal capacity or young person – Appendix1 (d)]

School Headed Notepaper

Dear (Name of Parent/Carer/and Child or Young Person)

Unresolved Exclusion of (Pupil's Name and Date of Birth)

I refer to our meeting arranged for [Date] and am disappointed you did not attend. You will appreciate that (pupil's name) remains excluded.

As you know the reason for the decision to exclude is that

[Brief description of the reasons for the exclusion. Repeat the paragraph from the exclusion letter here].

It is important that we meet as soon as possible to resolve the exclusion and plan how we can all work together to support positive behaviour in school. Accordingly, I will meet with you on [date, time and place]. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, (pupil's name) must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

You have previously been advised of the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. Any appeal should be in writing addressed to:-

Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

I look forward to meeting with you on [date].

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[Unresolved exclusion letter to parent/carer, child with legal capacity or young person – Appendix 1 (e)]

School Headed Notepaper

Dear (Name of Parent/Carer/and Child or Young Person)

Unresolved Exclusion of (Pupil's Name and Date of Birth)

I refer to our meeting which took place on [Date] at which we failed to reach agreement with regard to (pupil's name's) re-admittance to school. You will appreciate that (you or pupil's name) remains excluded as a result.

As you know the reason for the decision to exclude is that

[Brief description of the reasons for the exclusion. Repeat the paragraph from the exclusion letter here].

It is important that we meet again as soon as possible to resolve the exclusion and plan how we can all work together to support positive behaviour in school. Accordingly, I invite you to meet with me on [date, time and place]. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, (pupil's name) must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

Alternative educational provision has been made for (you or pupil's name) [here state what the alternative provision is]

You have previously been advised of the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. Any appeal should be in writing addressed to:-

Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

Appendix 2 - SEEMIS References

Table A	
Code	Reason for Exclusion
34	Fighting
37	Verbal abuse of pupils
36	Verbal abuse of staff
53	General or persistent disobedience
54	Insolent or offensive behaviour
55	Refusal to attend class
38	Fire raising
56	Parental non co-operation
58	Substance misuse - not alcohol
57	Substance misuse - alcohol
35	Spitting
39	Damage to school property
46	Threat to school property
48	Indecent exposure
51	Sustained peer exclusion for the purpose of causing significant distress
60	Physical assault with no weapon against pupil
61	Physical assault with no weapon against staff
62	Physical assault using weapon against pupil
63	Physical assault using weapon against staff
64	Physical assault using improvised weapon against pupil
65	Physical assault using improvised weapon against staff
66	Damage to personal property of pupil
67	Damage to personal property of staff

Table A (Continued)	
68	Theft from pupil
53	General or persistent disobedience
54	Insolent or offensive behaviour
69	Theft from staff
70	Threat of sexual violence against pupil
71	Threat of sexual violence against staff
72	Threat of physical violence, no weapon, against pupil
73	Threat of physical violence, no weapon, against staff
74	Threat of physical violence using weapon or improvised weapon, against pupil
75	Threat of physical violence using weapon or improvised weapon, against staff
76	Threat to personal property against pupil
77	Threat to personal property against staff
78	Malicious communications against pupil
79	Malicious communications against staff
80	Slander and libel (incl. website) against pupil
81	Slander and libel (incl. website) against staff
82	Stalking of pupil
83	Stalking of staff
84	Extortion from pupil
85	Extortion from staff
99	Other

Table B	
Code	Incident Motivation or Contributory Factor
31	Racial
32	Gender/sexual harassment
33	Homophobia/sexual orientation
34	Disability of victim
35	Religion
36	Sectarian
37	Substance misuse - alcohol
38	Substance misuse - not alcohol
39	Territorial/gang related
50	Assailant medical
90	Other known factor
99	Not known

Table C	
Code	Interim Temporary Alternative Found at
1	Other school within LA
2	Other school outwith LA
3	Special unit
4	College
5	Bridge course
6	Support bases
7	Home tuition
8	Other
9	No provision

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Children's Rights Impact Assessment

<p>1. What is being proposed? Revised Education and Children's Services Exclusion Policy and Guidance</p>	<p><input checked="" type="checkbox"/> Policy <input type="checkbox"/> Programme <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Other <input type="checkbox"/> Existing <input type="checkbox"/> New</p>
<p>2. What is the aim, objective or purpose of the proposal? The aim of the policy and guidance is to reduce the number of children and young people being excluded from schools to support our work to improve outcomes for children and young people. The policy and guidance provide clarity on how to proactively support vulnerable learners and fully comply with current legislation and guidance.</p>	
<p>3. Who initiated the proposal? Service Manager – Transformation and Improvement</p>	<p>4. Who is to implement the proposal? All staff in schools</p>
<p>5. Does the policy fall within a priority area?</p> <ul style="list-style-type: none"> • This policy supports our 'Children are Our Future' primary drivers within the Local Outcome Improvement Plan (LOIP) 2016-26, http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/08/FINAL-LOIP-22-AUG-16.pdf • And works towards delivery of our Strategic Priority: Smarter People – Social and Human Capital. Goal 3a: 'We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.' – http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?ID=70746&sID=13935 	
<p>6. What children's rights are relevant?</p> <ul style="list-style-type: none"> • Article 2 – You have the right to protection against discrimination • Article 12 – You should have a say in decisions that affect you Every child has the right to have a say in all matters affecting them, and to have their views taken seriously • Article 18 – Parents should work together to do what is best for you. • Article 19 - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. • Article 28 – You have a right to an education. Take measures to encourage regular attendance at schools and the reduction of dropout rates • Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment. 	
<p>7. In what ways does the proposal support or not support children's rights?</p> <ul style="list-style-type: none"> • Article 2 and Article 19 – The negative behaviours that often lead to exclusion can be an indication of wider wellbeing needs that could indicate prejudice, discrimination or abuse. This approach supports the proactive planning required to protect children and young people. • Article 12 – Children and Young People need to be involved in putting plans in place to overcome any short term barriers, the policy and guidance advocates this approach. Children and young people were involved in drafting this policy and guidance. • Article 18 – Parents/carers were consulted when drafting this policy, they are also central to the 	

Children's Rights Impact Assessment

<p>creation of individual plans that are required following an exclusion incident.</p> <ul style="list-style-type: none"> Article 28 and 29 proactive planning is crucial to ensure that children and young people are able to re-engage with learning at the earliest opportunity and the policy and guidance advocates this approach. 	
<p>8. Which groups of children will be affected by the proposal? All Children and Young People (C&YP) of Aberdeen City Council within schools.</p>	
<p>9. Positive Impact for Children & Young People Improved understanding for pupils, parents/carers and staff of how to respond positively to negative behaviours in order to impact positively on the long term outcomes of children and young people.</p>	<p>10. Negative Impact for Children & Young People None identified</p>
<p>11. Has there been any consultation in the development of the proposal? If not, why not? Yes with C&YP, Parents/Carers, colleagues in HR, Legal Services, CSW, colleagues in professional associations, HT colleagues and class teachers.</p>	
<p>12. What findings have been reached by you?</p> <p>Children and Young People Children and young people ask that they are not judged on one incident and ask that professionals offer them the support and guidance necessary to both understand their response and find a way forward. They recognise that a sanction based approach without a solution orientated and proactive planning is unlikely to be effective.</p> <p>Parents and Carers Parents and carers welcome the policy, they actively seek opportunities to work in partnership with the school to identify the best way of supporting their children.</p> <p>HT Associations Professional Associations have been involved in developing this policy. Although all broadly in favour, one of the three Associations are concerned that the policy makes the legal rights of children and families explicitly clear. This has resulted in the policy being discussed with legal services who recommend that it remains explicitly clear.</p> <p>Colleagues in schools and HT colleagues The policy was subject to official consultation and feedback has been used to inform this final version. There is broad agreement on the policy and guidance.</p> <p>CSW Colleagues in CSW welcome this more personalised approach to supporting vulnerable learners.</p> <p>Legal Services and HR Legal Services and HR were involved in drafting this policy.</p>	
<p>13. What recommendations and/or specific actions should be made, who will take them forward and who should be informed of them? Each school will require to review arrangements to ensure that they comply with this refreshed policy and guidance.</p>	
<p>14. Children's Rights Impact Assessment by: Eleanor Sheppard</p>	<p>15. Date of CRIA: 18/05/17</p>

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	1 June 2017
REPORT TITLE	Future plans for Pupil Support Services and Cordyce School
REPORT NUMBER	ECS/17/030
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Lesley Stopani

1. PURPOSE OF REPORT:-

This report is to advise committee of the development of Hub provision and to request approval to undertake a statutory consultation exercise on a proposal to close Cordyce School.

2. RECOMMENDATION(S)

2.1 It is recommended that the Committee:

- (i) Note the content of this report, which outlines the further transformation of our service to ensure the needs of all Aberdeen city's Children are being met;
- (ii) Instruct the Head of Inclusion to continue to work with partners to develop the city's continuum of provision, thereby improving the likelihood of children and young people maintaining their mainstream place and securing a positive destination beyond school. (Appendix 1).
- (iii) Instruct the Head of Inclusion to oversee the preparation of a proposal document for public consultation on the proposal to close Cordyce School in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended.
- (iv) Report to Committee on the outcome of the statutory consultation at the November Committee to enable a decision on the future of Cordyce School to be made.

3. BACKGROUND / MAIN ISSUES

- 3.1 This report reflects the progress made following the “Transformation of Pupil Support Services and impact on Cordyce School” presented to Council in July 2016 when approval was given to continue to take forward the recommendations of the Inclusion Review (2014) and it was noted that a future report regarding the future of Cordyce School would follow.

During session 2016/17 the young people who previously attended Cordyce School have followed bespoke Learning Pathways, which were established to better meet their individual needs. These pathways have included study towards qualifications; opportunities for individual achievements and personal challenges to develop their social skills, self-confidence and resilience. The majority of young people responded positively to this approach and there was an improvement in their engagement in learning and attendance levels. Feedback from the young people has been generally positive and those in S4 and S5 are proud of their successes and feel better prepared for their next steps.

No additional young people were placed on the roll at Cordyce School, instead officers worked with schools to develop bespoke pathways for those children and young people who find the school experience stressful and whose distress manifests itself in distressing behaviour. A wide range of interventions have been deployed, including those of a therapeutic nature, which have promoted emotional wellbeing. There is now an evidence base of effective interventions, which can be rolled-out across the city to any of our learners. There will be no children on the roll of Cordyce In August 2017.

Following previous consultation a small group representing all sectors in Education, NHS Grampian and our Third Sector Partners has developed the model for the Hub and Outreach provision, which will replace the provision at Cordyce. This development is in line with the recommendations of the Inclusion Review and takes account of the Mental Health Strategy (2017).

The Hub and Outreach provision will enable children and young people to stay on the roll of their local school, enabling them to remain within their community. The flexibility of this provision will ensure that we are better able to meet the needs of more of our vulnerable learners, leading to improved outcomes which will enable them to move on to positive destinations. In light of this the Cordyce building is no longer suited to the approaches which will be taken to support this group of children and young people.

- 3.2 Since August 2016 the St Nicholas Centre, Bridge of Don, has operated as a pilot Hub provision by supporting some of Aberdeen City’s most vulnerable learners.

Consultation and discussion with Head Teachers, council partners, NHS Grampian and third sector organisations has been ongoing and there is a demonstrable commitment to the further development of such Hubs, which it is believed will deliver sector leading provision for children and young people with social, emotional and mental health needs within Aberdeen City.

Feedback from the young people who are currently accessing some of the activities which will be key to the Hub provisions has been positive. There is evidence of improved attendance and engagement in learning amongst the cohort of young people who were on the roll of Cordyce but over the past year have followed bespoke pathways.

These provisions will also provide an Outreach Service leading to more timeous and appropriate interventions for children and young people while still in their mainstream school. Key to this provision will be the offer of a shared placement with mainstream schools, underlining the importance of maintaining community links for these children and young people.

- 3.3 There is significant commitment to this development from NHS Grampian's CAMHs and School Nurse Services and The Foyer. By working together we have the opportunity to support each other to ensure that collectively we can secure the best education and wellbeing outcomes for children and young people so that they can enter positive destinations beyond school.

4. FINANCIAL IMPLICATIONS

- 4.1 There are financial implications in relation to Cordyce School as this property will no longer be required as a location for a Specialist Provision. The current average annual running costs for the property are:

- Oil & Electricity - £48,800
- Carbon Charges - £5,400
- Water - £5,400
- Cleaning - £26,660
- Repairs/Maintenance - £32,400
- Grounds Maintenance - £4,700
- Waste Collection - £5,900
- Rates - £0. Expected to be £80k once vacated (after initial rates relief period).

- 4.2 The property running costs are the highest per pupil of all Aberdeen City's schools. In addition, the building is not fully utilised as the accommodation blocks are not required. Given the property's ratings a significant amount of money would be required to bring it to a state where it was fit for purpose:

- Suitability – C (Poor)
- Condition – C (Poor)
- Energy Performance Certificate – G (Very poor)
- Heating – Oil. High carbon emission fuel

5. LEGAL IMPLICATIONS

As an authority we have a duty to fully implement:

- The Standards in Scotland's Schools Act 2000, which outlines the presumption of mainstreaming;
- The Education (Additional Support for Learning) (Scotland) Act 2004, which advises of the need to acknowledge social, emotional and behavioural needs as an additional support need;
- The Children and Young People Act 2014
- The Equality Act 2010
- UNCRC

With reference to a proposal to close Cordyce School we are required to follow the Schools (Consultation) (Scotland) Act 2010. Refer to Appendix 2 for summary timeline.

6. MANAGEMENT OF RISK

- Financial: no risk, costs to be met from existing budgets
- Employee: no risk, all current staff to be retained within the service
- Customer / citizen: no risk, bespoke Pathway to be in place for student
- Environmental: at this point officers are engaged in identifying suitable properties which can be adapted as Hubs. There is also work being done to develop an agreement with a Third Sector partner to share premises to improve the quality of our joint delivery of provision for this vulnerable group of children and young people.
- Legal: The Scottish Government may not support the request to close Cordyce. To address this possibility a robust proposal containing the educational benefits will be compiled. This will include all relevant city data and plans for the alternative provision, which will be in line with the Government's Mental Health Strategy (March 2017). This will not prevent the development of the Hub provisions as they are designed to better meet the needs of individual children and young people. The Hub provisions will provide individuals with carefully planned interventions to address their unmet needs. This will support the council's purpose to ensure the People and Place prosper and are protected from harm.
- Reputational: no risk, improved provisions for children and young people will result.

7. IMPACT SECTION

Economy

The developments outlined in this report relate to the continued transformation of the Pupil Support Service and replacement for Cordyce School. This provision will allow us to develop a more effective service for children, young people and their families. The significant resource available can be more efficiently deployed leading to improved outcomes for children, young people, their families and communities. The cohort of highly skilled staff who will provide the specialist provision will through their outreach roles support the upskilling of our mainstream staff through delivery of CPD and the modelling of good practice which will be evident in the outreach service.

International evidence suggests that the provision of appropriate and timely interventions have a significant impact on the capacity of children and young people to overcome their barriers to learning and to fulfil their potential, thus enabling them to move on to positive destinations, which benefit not only them as individuals but their families, communities and the City.

Through the continuum of provision we aim to ensure that all children and young people have the opportunity to develop the 4 capacities outlined in Curriculum for Excellence: Confident Individuals, Responsible Citizens, Effective Contributors and Successful Learners. This will contribute to the development of resilient communities where there is a reduced dependency on services provided by Aberdeen City Council.

People

The recently published Mental Health Strategy states:

“Inequality related to disabilities, age, sex, gender, sexual orientation, ethnicity and background can all affect mental wellbeing and incidence of mental illness. Some groups are more likely than others in our society to experience mental ill-health and poorer mental wellbeing – for example, people who have experienced trauma or adverse childhood events, people who have substance use problems, people who are experiencing homelessness, people who are experiencing loneliness or social isolation, veterans, refugees and asylum seekers.”

“Current legislation in Scotland places a duty on Local Authorities to provide services for those who have or have had a mental health problem, to promote their well-being and social development, and a duty to minimise the effect of mental disorder and give people the opportunity to lead lives which are as normal as possible.”

We are confident that our continuum of provision, with the development of Hub provision, designed specifically to meet the educational and wellbeing needs of children and young people, will lead to positive outcomes for people with protected characteristics.

Account has been taken of feedback from colleagues within Education, in particular the views of Head Teachers engaged in a co-design event; partners from NHS Grampian and the Third Sector via a short-life review group. We will continue to work in partnership as the Hub Provisions are developed to review their impact.

Staff in schools will benefit from the support which will be provided to enable children and young people to experience lower levels of distress within mainstream settings.

The development of Hub provision will lead to an equality of provision across the city for children in need of additional supports to meet their social, emotional and mental health needs. This will improve the life chances of vulnerable learners.

Place

This provision is being developed in response to the levels of social, emotional and mental wellbeing issues prevalent within the city. The aim is to ensure equity of service for these children, young people and their families. By working in partnership with others to provide therapeutic approaches to meet the needs of this vulnerable group we will help them to develop their resilience, which will impact positively on them as individuals and the communities in which they live.

Technology

The TASSCC service, which provides technological assistance for children and young people whose ability to access the curriculum is impeded, will continue to recommend appropriate hardware and software solutions for children and young people in need of support at Targeted / Specialist Level.

Shared Placements will require increased access to Google Classroom to ensure children and young people have access to the same curriculum as peers.

8. BACKGROUND PAPERS

Transformation of Pupil Support Services and Impact on Cordyce School
report to E&CS committee 8 September 2016.

Inclusion Review (2014)

Schools (Consultation) (Scotland) Act 2010 (Revised May 2015)

The Scottish Government Mental Health Strategy: 2017 – 2027 (March 2017)

The Children & Young People's Act (2015)

Scottish Government Guidance - With Inclusion in Mind: the local authority's role in promoting well-being and social development (2007)

9. APPENDICES (if applicable)

Appendix 1: Continuum of Provision

Appendix 2: Summary Timeline for Statutory Consultation process

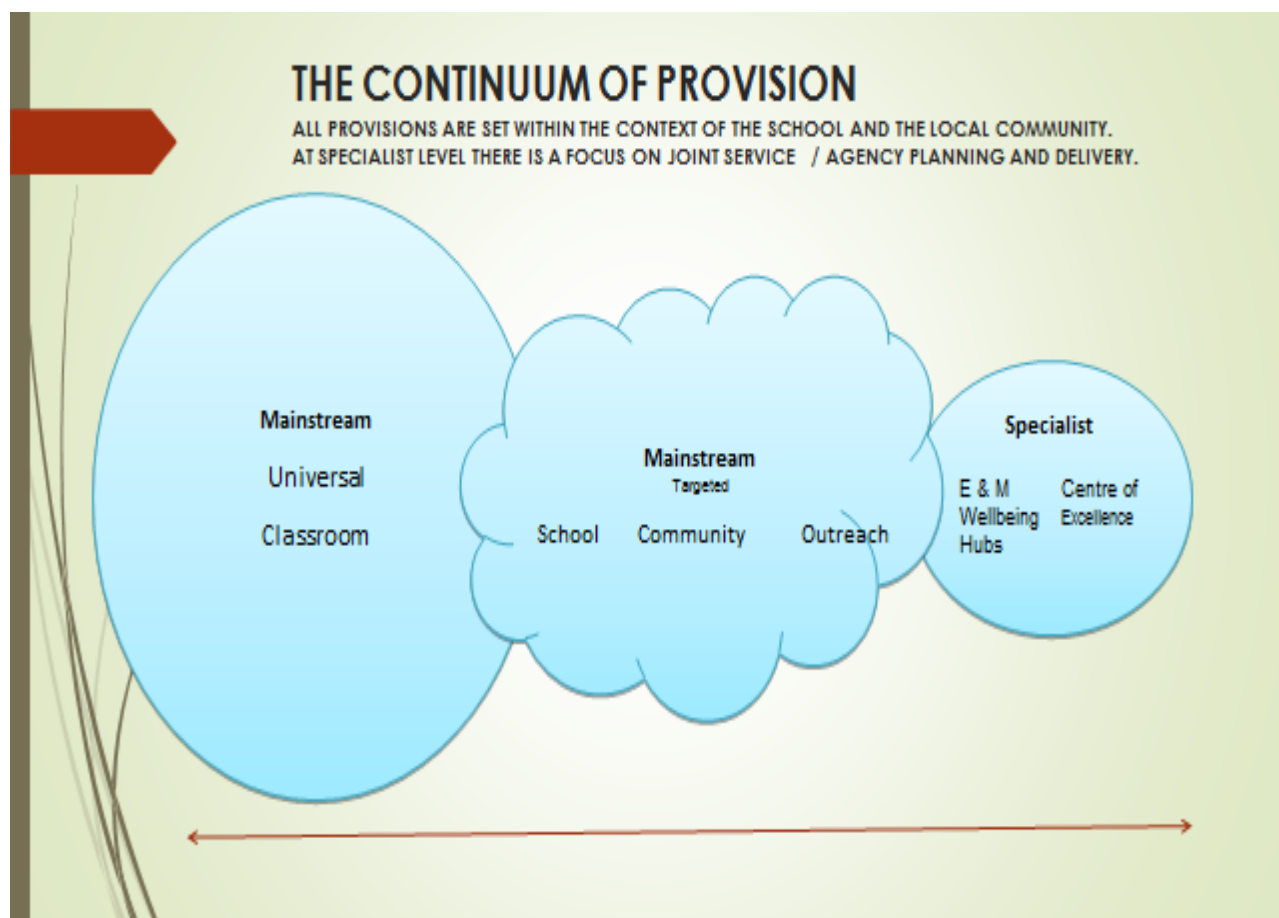
10. REPORT AUTHOR DETAILS

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HEAD OF SERVICE DETAILS

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ABERDEEN CITY CONTINUUM OF PROVISION		
Universal	Mainstream School	By the classroom teacher, supported by school colleagues, as appropriate.
Targeted	Mainstream School in conjunction with Outreach Services and local partners	By the school, supported by local community partners accessed via Partnership Forums, as appropriate
Specialist	Mainstream School in conjunction with Specialist Outreach Provisions; Orchard Brae, Centre of Excellence and Specialist Hubs.	Monitored by the school, supported by specialist partners and accessed via Hub Provision.



DATE	SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 TIMELINE
March 2017	Prepare report for June E&CS committee
FROM APRIL 2017	Gather data for statutory Proposal Paper. Create the Proposal Paper and share with Directorate Leadership Team. Advise Education Scotland of intention.
AUGUST / SEPTEMBER 2017	Publish the Proposal Paper <i>Advertise and notify Education Scotland and relevant consultees</i> Give notice of the Public Meeting Hold Public Meeting Consultation process (<i>minimum of 6 weeks to include 30 days of term time</i>)
OCTOBER 2017	Provide Education Scotland with copies of the written representations, summary of oral representations and other relevant documentation in order that they can produce their Report on the proposal (generally takes 3 weeks). Prepare Consultation Report.
NOVEMBER 2017	Inform E & CS Committee of Consultation outcomes. Publication of Consultation Report. 3 weeks form the publication of the Consultation Report ACC makes decision. Notify Scottish Ministers within 6 working days of decision to implement closure proposal.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	1 June 2017
REPORT TITLE	Excellence and Equity
REPORT NUMBER	ECS/17/032
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Eleanor Sheppard & Lynn Scanlon

1. PURPOSE OF REPORT:-

The purpose of this report is to:

- Advise committee on the steps being taken to address the National Excellence and Equity Agenda;
- Inform committee of the main details of the Scottish Attainment Challenge and Pupil Equity Funds for Aberdeen City and their relationship to the National Improvement Framework (NIF) Plan; and
- Seek Committee approval of the NIF Plan to be published in August.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- a) Note the revised national expectations summarised in this report;
- b) Endorse the actions for improvement contained in the draft National Improvement Framework Plan;
- c) Instruct the Director of Education and Children's Service to undertake further consultation to help finalise and publish the NIF Plan; and
- d) To instruct the Director of Education and Children's Services to undertake further consultation on the National Improvement Framework (NIF) Plan and to delegate authority to the Director to submit the final NIF Plan to the Scottish Government as required by the end of August.

3 BACKGROUND/MAIN ISSUES

3.1 Scottish Attainment Challenge and Pupil Equity Funds

The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 to achieve equity in educational outcomes for all children and young people irrespective of their economic background. It is underpinned by the National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child (GIRFEC).

On the basis of the number of children and young people living in SIMD deciles 1&2, 4 primary schools (Riverbank, Tullos, Bramble Brae and Manor Park) were identified as Scottish Attainment Challenge Schools in 2015/2016. In 2016/2017 a further 3 Secondary schools (Torry, Northfield and St Machar) were added to the National programme. These 7 schools will continue to be part of this initiative in 2017/2018. Scottish Attainment Challenge schools were invited to submit bids to fund interventions and all bids were successful.

Details of the funding for 2015/2016 and 2016/2017:

School	Year 1		Year 2	
	SAC Bid 2015 - 16	SAC Allocation 2015 - 16	SAC Bid 2016 - 17	SAC allocation 2016 – 17 – 8 months
Primary				
Bramble Brae		23 356	66 556	57 219
Manor Park		28 815	80 776	72 145
Riverbank		31 388	84 886	65 605
Tullos		29 738	63 593	82 906
Total		113 297	295 811	277 875
Secondary				
Northfield	N/A	N/A	49 438.02	49 438.02
St Machar	N/A	N/A	79 206.04	79 206.04
Torry	N/A	N/A	64 658.97	64 658.97
Kincorth	N/A	N/A		
Total			193 303.03	193 303.03

We anticipate that bids will be submitted by eligible schools for 2017/2018.

From April this year a further £120m will be provided directly to Head Teachers to use for additional staffing or resources they consider will help reduce the poverty related attainment gap. This Pupil Equity Funding (PEF) is allocated directly to schools and targeted at those children most affected by the poverty related attainment gap.

The funding will reach schools in every local authority area in Scotland and will be distributed on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals.

Pupil Equity Funding is provided on top of the existing £50m Scottish Attainment Challenge (SAC) funding and will continue to provide targeted support for those authorities and schools supporting children and young people in greatest need.

The following table shows the current PEF funding for Aberdeen City.

PEF Funding	Funds allocated	Total number of pupils
Primary	£2,140,800.00	1784
Secondary	£556,800.00	464
Special	£48,000.00	40
Total	£2,745,600.00	2288

3.2 The Standard's in Scotland's Schools etc. Act

The National Improvement Framework (NIF) for Scottish Education was launched by the First Minister in January 2016. The Framework supports The Scottish Government ambition to achieve excellence and equity for every child in Scotland and builds on the Raising Attainment for All agenda. Importantly it places a legal duty on local authorities to actively address the poverty related attainment gap.

The National Improvement Framework identifies 4 key priorities for action:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The Framework is underpinned by a series of new planning and reporting duties designed to support transparency and accountability. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016.

The Scottish Government has published statutory guidance to support education authorities to carry out their new legal responsibilities.

3.3 Legislative changes

The statutory guidance clarifies how the 2000 Act has been amended through the 2016 Act in order to:

- impose duties on education authorities to enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage;

- impose a duty to secure improvement in the quality of school education with a view to achieving the strategic priorities of the National Improvement Framework; and
- impose duties in relation to annual planning and reporting; and annual school improvement planning.

3.4 The duty of due regard

From August 2017 a new duty of having ‘due regard’ will be established. This means that all strategic decisions must be taken with due regard to how they will address, or help to address, the disparity of educational outcomes which exist between our most and least disadvantaged and at the same time raise attainment for all.

In order to demonstrate ‘due regard’ education authorities must seek and have regard to the views of head teachers, pupils, parents, trade union representatives, voluntary organisations and others as the authority thinks appropriate.

3.5 Other duties of education authorities in pursuance of the NIF priorities_

In addition to paying “due regard”, Education Authorities must ensure that improvement activity within schools is consistent with the four strategic priorities of the NIF (see section 3.2) and also produce an annual report of progress made in pursuance of the priorities.

3.6 Planning and reporting cycle

A revised approach to planning and reporting based on the NIF priorities aims to improve the quality of information to:

- children, young people, parents and carers;
- support education authorities and Community Planning Partnerships in planning and delivering services; and
- support the development of national education policy.

It is anticipated that these planning and reporting arrangements will form a continuous coherent annual improvement cycle, providing a line of sight between national improvement activity and efforts to raise standards within individual schools and Local Authorities.

3.7 School Improvement Planning (SIP)

School Improvement Plans (SIP) should be informed by the priorities of:

- the National Improvement Framework;
- the appropriate Local Authority strategic plans; and
- the priorities of the school community plan.

The process should be underpinned by consultation and engagement with stakeholders.

SAC and PEF plans should be incorporated within school improvement planning documentation thereby reducing the need for additional bureaucracy. The tackling bureaucracy working group approved the new SQUIP documentation. In addition the group issued a statement to all schools stating that reference to tackling bureaucracy must be included in each SQUIP plan submitted.

3.8 Steps already taken in Aberdeen City

The Local Authority Business Plan and The Directorate Service Plan are aligned with the priorities contained in the NIF. The Directorate Service Plan contains actions relating to the new duties.

A draft NIF plan (see appendix A) has been developed and will be refined as year-end data becomes available.

The current School Improvement Planning process has been revised to ensure alignment with the statutory guidance.

The Education Scotland Attainment Advisor has worked in partnership with Officers in the Local Authority and a number of Head Teacher training events have taken place to support schools to produce robust and clear plans.

The Council is taking steps to increase the uptake of Free School Meals through a publicity campaign.

A PEF booklet is being routinely updated and shared with schools to aid school planning. The quality of the booklet has been recognised by Education Scotland.

The seven local authorities within the Northern Alliance have worked in partnership ensuring a consistency in approach to the planning for the Pupil Equity Fund. They have also developed a number of key improvement agendas linked to raising of attainment. These have included early years' literacy and assessment and moderation. There are plans to expand the development work across the Northern Alliance to the area of numeracy.

4. FINANCIAL IMPLICATIONS

The cost of all improvement actions will be undertaken within schools existing budgets and with support from funding allocated through either SAC funding or PEF funding.

5. LEGAL IMPLICATIONS

The Local Authority is well placed to discharge the new duties as outlined in the Statutory Guidance.

6. MANAGEMENT OF RISK

Financial – Costs associated with PEF and SAC funding are met by The Scottish Government. As a result the risk around PEF and SAC is deemed to be low.

Employee – Not having a clear plan to close the poverty related attainment gap could result in a lack of coordination of approach. This lack of coordination could result in employees feeling overwhelmed by a lack of focussed improvement to address the poverty related attainment gap and moral would be negatively affected. The draft NIF Plan and school SQIP Plans will help mitigate this risk and ensure that this risk remains low.

Customer / citizen – School leaders not understanding the poverty related attainment gap and associated barriers would significantly reduce the impact of funding as spending would not be focussed on the areas most likely to improve the long term outcomes of children and young people. A range of Continuing Professional Learning and professional challenge from the Quality Improvement Team will support colleagues to effectively identify appropriate interventions. This range of professional learning and support will mitigate the risk. As a result the risk is deemed to be low.

Due to difficulties in recruitment there is a medium risk of not being able to carry out some of the improvement actions. Failure to recruit staff could negatively impact on our ability to deliver planned improvement. The service continues to work closely with HR colleagues to mitigate the risk.

There is a medium risk that Committee not endorsing the draft NIF plan would lead to a lack of focus and therefore impact. This is being mitigated by giving Committee early sight of the draft plan.

Environmental – The interventions planned to address excellence and equity are unlikely to present any environmental risks. This risk will be reviewed when all SQIP and PEF plans have been received and quality assured.

Technological – The interventions planned to address excellence and equity are unlikely to present any technological risks. This risk will be reviewed when all SQIP and PEF Plans have been received and quality assured..

Legal – Aberdeen City Council has a range of new legal duties outlined in the report. Failure to amend our working practices to align with the new legislation could result in legal challenge. The draft NIF will ensure that we address all of the new duties and mitigate this risk. The risk is low.

Reputational – Not effectively addressing the excellence and equity agenda could present a reputational risk to the Council in terms of how effectively it works to close the poverty related attainment gap. Effectively finalising the NIF plan and close monitoring of impact will enable the Council to positively report on progress made in closing the poverty related attainment gap. The risk is low.

7. IMPACT SECTION

Economy

Implementing improvement in attainment will help break the cycle of deprivation and support developing the young workforce. These changes will positively impact on our economy and support the theme of Aberdeen Prospers.

The most significant and overarching aim is to address the poverty related attainment gap which will significantly impact on the economy of the city.

People

Successful implementation of the NIF plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics and support our work in ensuring that people are resilient, including and supported when needed.

This approach has potential to significantly and positively impact on a number of individuals as support will be tailored to their very individual needs.

The Pupil Equity Fund aims to improve the outcomes of some of the most vulnerable who are eligible for free school meals. Schools are guided to look at the needs of individuals and identify any barriers to their achievement.

Place

The plans take account of local need and will have a positive impact on individual communities across Aberdeen City.

Technology

The Education Scotland National Improvement Hub and Endowment Trust site will support innovation across Aberdeen City.

8. BACKGROUND PAPERS

Standards in Scotland's Schools etc. Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016.

9. APPENDICES (if applicable)

Draft NIF Plan

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ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN
High Level Priorities

<p align="center">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p align="center">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p align="center">Priority 3 Improvement in children and young people’s health and wellbeing</p>	<p align="center">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<ul style="list-style-type: none"> • Improve consistency of delivery of CfE (pace and challenge) across all schools and early learning and childcare settings to increase attainment • Empower leaders to confidently lead the raising attainment agenda at school, ASG and across the Northern Alliance via implementation of impactful professional learning • Maximise community learning opportunities to improve literacy and numeracy outcomes for families • In collaboration with The Northern Alliance review tracking and monitoring guidance (including the use of triangulated evidence) to improve the accuracy of professional judgement • All schools and central officers use robust Quality Assurance Processes, including the analysis of data and collecting the views of children and young people, to inform school and service improvement • Work across The Northern Alliance to develop a literacy and numeracy strategy 	<ul style="list-style-type: none"> • Empower all schools to effectively identify ‘ the gap’ and the associated barriers to guide the targeting of resource • Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap • Implementation of poverty proofing measures across all schools and services to increase engagement and participation of our children and young people • Develop and implement an Early Years Strategy on closing the gap to reduce the vocabulary gap in P1 • Empower parents and carers across the city to help close the attainment gap • Maximise the use of Family Learning Team to increase the number of family learning interventions across the City • Support the partnership delivery of Locality Plans in each Priority Area to address local need and aspiration • Work in collaboration with The Northern Alliance to develop programmes to support the implementation of the Pupil Equity Fund 	<ul style="list-style-type: none"> • Develop and implement a strategy to improve outcomes for all children and young people with their mental health and wellbeing. Including early intervention to support children and young people with mental health needs. • Work in partnership with NHS and other key partners to improve the health of children and young people • Establish Partnership Forums and decentralise resource to provide primary prevention and early intervention across each Associated Schools Group to reduce requests for central resource • Expand outreach services to increase support for children with additional support needs at the point of need • Review, implement and monitor refreshed Substance Misuse Policy to reduce the number of substance misuse incidents in schools 	<ul style="list-style-type: none"> • Collaborate with The Northern Alliance to establish and implement a strategy on Developing the Young Workforce to increase the number of young people reaching and positive and sustained destination • Improve transition planning to reduce the number of exclusions following transitions • Establish an Early Learning and Childcare Academy to increase opportunities for young people to access a career in ELC • Review and develop the City Campus and Secondary Curriculum Structures to ensure full alignment with the DYW agenda to increase engagement • Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN

August 2017

PRIORITY AREAS	KEY DRIVERS
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>SL School Leadership</p> <p>TP Teacher Professionalism</p> <p>PE Parental Engagement</p> <p>ACP Assessment of Children's Progress</p> <p>SI School Improvement</p> <p>PI Performance Information</p>

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Improve consistency of delivery of CfE (pace and challenge) across all schools and early learning and childcare settings to increase attainment</p> <p>Key Drivers: TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> • Further development of our universal provision through an agreed suite of pedagogical training to include effective differentiation and AIFL • Ensure all schools have a bespoke curriculum rationale that reflects their context, is reviewed annually and ensures full access to the totality of the curriculum for all learners • Ensure contexts for learning across the curriculum allow for both the development of skills and knowledge and are relevant, creative, child led with areas prescribed to ensure breadth • Cross service development of guidance on curriculum development and quality assurance across all ELC Settings • Implement tackling bureaucracy and workload plan • Establish and implement a Northern Alliance Strategy leading to advice and guidance for ACC schools, services and community groups on developing literacy and numeracy • Develop cross Directorate guidance on supporting children, young people and families with English as a Second Language 	<p>QIO Team</p> <p>QIO Team</p> <p>QIO Team</p> <p>Early Years</p> <p>TB Group</p> <p>Curriculum/ Lifelong Learning/EAL/ Library Service</p> <p>EAL Service/ Lifelong Learning / Library Service</p>	<ul style="list-style-type: none"> • 4% improvement in all reported CfE levels across the BGE • 3% increase in attainment across the Senior Phase • 5% reduction in 'the gap' based on reported CfE levels across the BGE and an agreed ACC definition of 'the gap' • 4% reduction in 'the gap' based on pupils attaining literacy and numeracy in the Senior Phase based on an agreed ACC definition of 'the gap'

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
	<ul style="list-style-type: none"> Extend the role of the Targeted Outreach team to enable them to build capacity in schools 	Targeted Outreach team	<ul style="list-style-type: none"> 8% increase the percentage of HMIE grading at 'Good' or better for the core QIs
<p>Empower leaders to confidently lead the raising attainment agenda at school, ASG and across the Northern Alliance via implementation of impactful professional learning</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Evaluate the impact of current support to plan next steps Explore technological supports to open up opportunities more widely including making effective use of Abernet to share best practice and the Data Observatory to support improvement Co-design and implementation of a Leadership Programme to include: <ul style="list-style-type: none"> ➤ Exploration of the leadership and core QIs ➤ The Early Learning and Childcare agenda ➤ Effective models of targeted support aligned to ACC Staged Intervention Framework/design of individual learning pathways ➤ Leadership of change and PDSA Improvement methodologies ➤ Exploration of effective partnership working (some training for Leaders across the partnership) ➤ Rigorous tracking and monitoring systems including links to longitudinal progress over time for year groups ➤ Using data to identify 'the gap', plan targeted sustainable interventions and rigorous evidencing of improvement ➤ Effective use of SEEMiS ➤ Use Benchmarking of CfE Levels in partnership with 'Spotlight' activity to focus on individual pupils' progress to check validity of teacher judgement 	QIM / CPD co-ordinator/ Central Teams	<ul style="list-style-type: none"> 10% increase in the percentage of HT meetings evaluated as 'good' or better. 15% increase in the number of schools demonstrating leading practice on Abernet

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Maximise community learning opportunities to improve literacy and numeracy outcomes for families</p> <p>Key Drivers: PE</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>CLD Plan 2015-18: 1. <i>Community Learning & Development Strategic Partnership</i> 2. <i>Improved life chances</i></p>	<ul style="list-style-type: none"> Profile of family need informs offer Calendar of activity published and promoted to support learning outwith the classroom Schools to work in partnership to utilise emerging family skills in schools and settings 	<p>Lifelong learning / Family learning Library Service / Culture Team</p>	<ul style="list-style-type: none"> 3% increase in confidence reported by targeted parents and carers following engagement (from 85% to 88%)
<p>Northern Alliance review tracking and monitoring guidance (including the use of triangulated evidence) to improve the accuracy of professional judgement</p> <p>Key Drivers: ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Advice on tracking and monitoring is routinely reviewed to reflect the most up to date guidance including implementation of the new value added assessments Exemplification of 'the standard' made available electronically through Abernet 	<p>Curriculum/ QIOs</p>	<ul style="list-style-type: none"> 4% increase in no of pupils reaching anticipated levels based on reported CfE levels across the BGE
<p>All schools and central officers use robust Quality Assurance Processes, including the analysis of data and collecting the views of children and young people, to inform school and service improvement</p> <p>Key Drivers: SI PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Refresh of KIT visits to use snapshot and trends over time, focus on sustainability of change and a drill down to individual pupil level to help identify 'the gap' Refresh of central systems to focus on due regard and the use of data (including annual school profiles and Data Observatory and responsibilities) to drive improvement Self-evaluation document to be part of the SQIP and fully aligned to the Standards in Scotland's Schools Act etc. Professional learning to showcase best practice across the City and practitioners engagement with data Work with UNICEF UK to ensure that all services consider the views and opinions of children and young people when planning for change 	<p>QIOs</p> <p>Service Managers</p> <p>QIOs</p> <p>PL/Curriculum</p> <p>Service Managers</p>	<ul style="list-style-type: none"> 4% increase in no of pupils reaching anticipated levels based on reported CfE levels across the BGE

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Empower all schools to effectively identify 'the gap' and the associated barriers to guide the targeting of resource</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Schools identify the 'gap' using locally agreed measures Schools able to identify need at individual pupil level in order to identify emerging themes to be addressed Work with the Northern Alliance to develop policy and practice in relation to supporting children with additional support needs 	<p>QIM/ QIO/ P&P</p> <p>Individualised Support Manager</p>	<ul style="list-style-type: none"> 70% of SQIPs evaluated as green by QIO according to agreed criteria 100% of PEF plans effectively support closing the gap according to agreed criteria 60% increase in number of schools accessing Texthelp literacy software
<p>Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap</p> <p>Key Drivers: SL</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Planning exemplification is aligned with the SQIP Summarise local offer to support decision making through PEF booklet Evaluate and report on impact to support future decision making and Authority NIF Plan Improve tracking and monitoring of LAC by developing a clear link with SEEMiS and Carefirst 	<p>QIOs</p> <p>VSHT</p>	<ul style="list-style-type: none"> Reduction in 'the gap' based on ACC definition: <ul style="list-style-type: none"> ➤ 5% decrease in exclusion ➤ 5% increase in attendance ➤ 4% improvement in attainment 100% of PEF Plans that target engagement and participation evidence at good or better for : <ul style="list-style-type: none"> ➤ Increased engagement ➤ Increased levels of participation
<p>Implementation of poverty proofing measures across all schools and services to increase engagement and participation of our children and young people</p> <p>Key Drivers: SL</p>	<ul style="list-style-type: none"> Establish current level of spend by parents and carers and associated participation levels Share and implement the recommendations of The Child Poverty Action Group Routinely use poverty impact assessments at all levels to effectively discharge duty of due regard 	<p>Professional Learning Service Manager/ CO team/ CO QIM/ Culture Services /</p>	<p>Evidence at good or better for :</p> <ul style="list-style-type: none"> ➤ Increased engagement ➤ Increased levels of participation <ul style="list-style-type: none"> 30% reduction in financial contributions from parents and

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i> <i>Creating A Digital Place Outcome 4</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Promote financial entitlements and financial Individualised Supports Minimise charging for all school related activities and establish pre-emptive systems to provide financial assistance Devise and implement ICT Inclusion Strategy focussing initially on the senior phase 	All Central Teams	<ul style="list-style-type: none"> carers in receipt of FSM 5% increase in awarding of grants/allowances to eligible families: <ul style="list-style-type: none"> School Clothing Grants Free School Meals E M A Increase active classrooms using Google classroom in a 30 day period by 200
<p>Develop and implement an Early Years Strategy on closing the gap to reduce the vocabulary gap in P1</p> <p>Key Drivers: SI TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> Review impact of Talk Boost and Early Talk Design, development and implementation of Strategy Increased access to Bookbug sessions in all libraries Increase Me2 provision for eligible two year olds 	Literacy CO Library Service Early Years	<ul style="list-style-type: none"> 20% reduction in the vocabulary gap for targeted group 10% increase the number of Bookbug sessions and outreach activity Increase in the number of Me2 places available from 126 to 200 4% increase in number of children achieving CfE Early level literacy in P1

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Empower parents and carers across the city to help close the attainment gap</p> <p>Key Drivers: PE</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: 1. Closing the Gap</p> <p>CLD Plan 2015-18: 1. Community Learning & Development Strategic Partnership 2. Improved life chances</p>	<ul style="list-style-type: none"> Work with families and stakeholders to refresh and relaunch the parental engagement strategy Suite of information/advice to empower parents and carers regarding NIF/supporting learning and transitions Range of supports to be scoped to include: <ul style="list-style-type: none"> Presentation to be developed on NIF to support Parent Council activity Suite of information on how to support attainment at home, in school and through effective transitions How the Third Sector can support (including children under 3 years) Development of an electronic platform for parents and carers to work in partnership to raise attainment 	Parental Engagement CO/ Family Learning Team/ Lifelong Learning Team	<ul style="list-style-type: none"> Increase the percentage of positive Education Scotland/Care Inspectorate inspections reported as good or above in QI Engagement of Parents in their children's learning
<p>Maximise the use of Family Learning Team to increase the number of family learning interventions across the City</p> <p>Key Drivers: PE</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Family Learning to link with non-SAC schools to plan how best to share learning and expertise to include support for families of children with additional support needs 	Family Learning Team	<ul style="list-style-type: none"> 20% increase in no of adults participating in family learning opportunities across the city 3% increase in confidence reported from participating parents (currently 85%) Reduction in 'the gap' in participating families based on 5 key measures as appropriate
<p>Support the partnership delivery of Locality Plans in each Priority Area to address local need and aspiration</p> <p>Key Drivers: SI PI</p> <p>Local Outcome Improvement Plan:</p>	<ul style="list-style-type: none"> Schools and services support the improvements outlined in the three Locality Plans to improve the wellbeing of children and young people living in the three areas 	Transformation and Improvement	<ul style="list-style-type: none"> Link to CHI Improvement Plan/Locality Plans

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<i>Children Are Our Future Outcome 3</i>			

Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Develop and implement a strategy to improve outcomes for all children and young people with their mental health and wellbeing. Including early intervention to support children and young people with mental health needs.</p> <p>Key Drivers: TP ACP Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i> Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Review recently published national strategy Co-design health & wellbeing strategy with key stakeholders including consideration of how to improve the outcomes of those with mental health issues/developing resilience in line with the HWB indicators Establish local Hubs to offer therapeutic support the learning and wellbeing needs of learners with emotional and mental health needs Increase opportunities for staff to engage in mental health first aid training or similar Develop on-line wellbeing tools to support assessment All schools have effective mechanisms in place to ensure that children and adults understand the UNCRC We will promote youth democracy and Political Literacy, in accordance with the ICS Participation Strategy Support all children and young people to build resilience by developing skills, knowledge and capacity to face transitional periods and life challenges. 	<p>Individualised Support Manager</p> <p>Professional Learning</p> <p>T&I Manager</p> <p>Professional Learning Service Manager</p>	<ul style="list-style-type: none"> Targeted children and young people report improved mental wellbeing (measure to be developed as part of strategy) 10% increase in engagement with Mental Health First Aid professional learning Decrease in number of children being referred to specialist mental health services out with the Hubs and Outreach 10% reduction in the number of children and young people placed out of authority on education grounds 8% Increase in the number of Rights Respecting Schools or similar 5% reduction in the no of knife incidents in schools
<p>Work in partnership with NHS and other key partners to improve the health of children and young people</p> <p>Key Drivers: TP ACP</p>	<ul style="list-style-type: none"> Work in partnership with NHS and other key partners to develop a shared strategy to further enhance the current child smile dental programme Work in partnership with NHS and other key partners 	H&W DO	<ul style="list-style-type: none"> 2% increase in children with no obvious signs of dental decay in P1

Priority 3: Improvement in children and young people’s health and wellbeing			
Improvement Activity	This is how we’ll do it	By Whom/ By When	Evidence of Impact
<p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i> Children’s Services Plan: <i>3. Health and Wellbeing</i></p>	<p>to take forward actions from the national Pregnancy and Parenthood in Young People’s Strategy</p>		<ul style="list-style-type: none"> Improved outcomes for young pregnant women and young parents (measures to be determined as part of improvement activity)
<p>Establish Partnership Forums and decentralise resource to provide primary prevention and early intervention across each Associated Schools Group to reduce requests for central resource</p> <p>Key Drivers: TP ACP Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i> Children’s Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Roll out Partnership Forum (SAC Partnerships and Learning Partnerships becoming part of this approach) Measure impact on a 6 monthly basis and share best practice to inform approaches Respond to the outcome of the Governance Review including supporting implementation of a revised staffing formula Establish how best to identify vulnerable families with children under three and agree a partnership strategy and approach 	<p>Professional Learning</p> <p>Transformation & Improvement</p> <p>Early Years Service</p>	<ul style="list-style-type: none"> 20% decrease in requests for assistance through Pathway Planning 70% of partnership forum plans evidencing improved outcomes across a locality Increase in number of eligible 2s accessing Me2 provision from 126 - 200
<p>Expand outreach services to increase support for children with additional support needs at the point of need</p> <p>Key Drivers: TP ACP Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i> Children’s Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Expand the provision of outreach services to build capacity across the universal provision 	<p>Individualised Support Manager</p>	<ul style="list-style-type: none"> 10% decrease in the number of requests for specialist placements 10% decrease in exclusion incidents following transition

Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Review, implement and monitor refreshed Substance Misuse Policy to reduce the number of substance misuse incidents in schools</p> <p>Key Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Review current practice leading to a review of the Substance Misuse Policy Launch reviewed policy with a suite of professional learning 	H&W DO	<ul style="list-style-type: none"> 5% reduction in substance misuse issues leading to exclusion

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Collaborate with The Northern Alliance to establish and implement a strategy on Developing the Young Workforce to increase the number of young people reaching a positive and sustained destination</p> <p>Key Drivers: SL PI Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3</i> <i>Children Are Our Future Outcome 3</i> Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Establish strategy through co-design approach with key stakeholders Implement strategy across nursery, primary, secondary and special and to include professional learning Target support for schools in DWY by incorporating into quality assurance arrangements 	<p>DYW CO/ Central Teams/ Head Teachers</p>	<ul style="list-style-type: none"> 2% Increase in number of 16 – 19 year olds in positive and sustained destinations 3% increase in academic qualification levels for school leavers 5% increase of the number of pupils participating in wider achievement opportunities
<p>Improve transition planning to reduce the number of exclusions following transitions</p> <p>Key Drivers: TP PI Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Single and multi-agency guidance in place and consistently followed 	<p>Individualised Support/ Central Teams</p>	<ul style="list-style-type: none"> 10% reduction in number of children and young people experiencing exclusion after transition
<p>Establish an Early Learning and Childcare Academy to increase opportunities for young people to access a career in ELC</p> <p>Key Drivers: SL Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3</i> <i>Children Are Our Future Outcome 3</i> Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Work in partnership with NESCOL to establish an Early Learning and Childcare Academy 	<p>Early Years</p>	<ul style="list-style-type: none"> 10% increase in participation of young people in ELC training opportunities

Across All Priorities			
Develop Abernet digital directory of support Key Drivers: SL TP Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i>	<ul style="list-style-type: none"> • Content agreed by all stakeholders • Publication of directory • Review informed by evaluations 	Learning technologies team	<ul style="list-style-type: none"> • 10% increase in number of hits to Abernet (from 8000 to 8800)
Shared design and evaluation of CPL leading to more focused programmes delivered in more flexible ways Key Drivers: SL TP Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i>	<ul style="list-style-type: none"> • Evaluate impact of approaches to date • Establish working group of key stakeholders to share planning of blended CPL based on the professional standards with digital creativity and innovation embedded • Development of Excellence and Equity professional learning at all levels • Explore technological solutions to help overcome difficulties in attending professional learning • Focus on early child development to support effective differentiated practice • Extend opportunities for shared training (i.e. CLD and Guidance) • Continue to implement Probationer and 'into Headship' programme 	CPD co-ordinator All school teams/ CLD	<ul style="list-style-type: none"> • 10% increase in number of courses that can be accessed electronically
Assessment policy reflects national expectations and supporting AifL practices leading to more consistent assessment practice Key Drivers: ACP TP Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i>	<ul style="list-style-type: none"> • Development of guidance on effective assessment to support AifL practices • Implement phonological awareness assessment with all P1s in the City • Improved electronic profiling systems 	Literacy CO	<ul style="list-style-type: none"> • 4% improvement in CfE levels reported

Across All Priorities

Re-design of the school support/challenge model for central teams

Key Drivers: **ACP** **TP** **PI**
Local Outcome Improvement Plan:
Children Are Our Future Outcome 3

- Review internal working arrangements in light of the Three Pillars (CfE, GIRFEC and Developing the Young Workforce)
- Review reporting arrangements
- Target support from central teams

Heads of Service

- HT report that central support directly supports school improvement (evidenced through survey in development)

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	1 June 2017
REPORT TITLE	Appointment of Members to the Fishing Industry Memorial Working Group
REPORT NUMBER	CG/17/067
DIRECTOR/HOS	Fraser Bell
REPORT AUTHOR	Allison Swanson

1. PURPOSE OF REPORT:-

- 1.1 The purpose of this report is to seek approval of (a) the re-establishment of the Fishing Industry Memorial Working Group and (b) the membership of the Working Group.

2. RECOMMENDATIONS

It is recommended that the Committee:

- (a) agree to re-establish the Fishing Industry Memorial Working Group; and
(b) appoint the Lord Provost, the Cultural Policy and Partnership Manager and two industry experts to the Working Group.

3. BACKGROUND/MAIN ISSUES

- 3.1 The Committee is requested to consider the reestablishment and appointment of members to the Fishing Industry Memorial Working Group which comes under the Committee's remit.
- 3.2 At the meeting of the Full Council on 17 August 2016, the Fishing Industry Memorial Working Group was established and the Council appointed the Lord Provost, the Cultural Policy and Partnership Manager and two industry experts to the Working Group.
- 3.3 The remit for the Working Group is as follows, agree:
- (a) the budget for the commission and installation of the works;
 - (b) the preferred site for the piece;
 - (c) the commissioning process, shortlisting and selection of the artist and art form;
 - (d) the timescale for completion; and
 - (e) any formal opening event, including the invitation of dignitaries.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations in this report.

A Working Group does not have any decision making powers and the remit of the Group is set out above.

6. MANAGEMENT OF RISK

- 6.1 Acceptance of the above recommendations is not considered to pose any risk to the Council and will ensure that the work on the project continues.

7. IMPACT SECTION

- 7.1 The report may be of interest to the public as it establishes a working group under the remit of the Committee in respect of a matter of general interest.

Economy

- 7.2 There will be no impact on economy arising from the recommendations.

People

- 7.3 An Equality and Human Rights Impact Assessment is not required as the proposal does not disproportionately impact on persons with protected characteristics compared to persons without such characteristics.

Place

- 7.4 There will be no impact on the place arising from the recommendations.

Technology

- 7.5 There will be no impact on technology arising from the recommendations.

8. BACKGROUND PAPERS

None.

9. APPENDICES (if applicable)

There are no appendices to the report.

10. REPORT AUTHOR DETAILS

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HEAD OF SERVICE DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	1st of June 2017
REPORT TITLE	Integrated Children's Services Plan 2017-2020
REPORT NUMBER	ECS/17/022
DIRECTOR	Gayle Gorman
REPORT AUTHOR	James Simpson

1. PURPOSE OF REPORT:-

- 1.1. This report provides Committee with the Aberdeen City Integrated Children's Services Plan 2017-2020. This statutory plan began on 1st of April 2017 and was submitted to the Scottish Government before the 30th of April as required. The plan also forms the basis of the Aberdeen City Integrated Children's Services Partnership contribution to the first 3 year cycle of the Community Planning Aberdeen Local Outcome Improvement Plan.
- 1.2. The report and attached plan are intended to assure Elected Members that our Aberdeen City Integrated Children's Partnership is meeting our statutory responsibilities as part of the Children & Young People (Scotland Act) Statutory Guidance Section 3 regarding children's services planning. This requires each Local Authority and Associated health board to develop a 3 year plan to improve the lives of children and young people by embedding the Getting it Right for Every Child approach throughout ICS Partnership Planning structures

2. RECOMMENDATION(S)

- 2.1. That the Committee notes the content of the Integrated Children's Services Plan 2017- 2020.
 - i) To note the work undertaken to produce the final draft of the Aberdeen City Integrated Children's Services Plan 2017-2020.
 - ii) To endorse the work of the Aberdeen City Integrated Children's Services Plan 2017-2020.

3. BACKGROUND/MAIN ISSUES / OTHER HEADINGS AS APPROPRIATE

- 3.1. Aberdeen City's Integrated Children's Services Partnership (ICS) previous plan came to a close in 2015 (2011-2015)¹. Towards the completion of this plan the Partnership was inspected between August and October 2014, receiving a positive report published on the 4th of March 2015.²
- 3.2. Between then and June 2016 the ICS worked towards the completion of a Joint Inspection Action Plan based on the recommendations of the inspection report. This work was carried out as an interim plan final submission of progress of actions sent to the Care Inspectorate on the 29th of July 2016. A committee report summarising the progress of actions across the year was presented to the Education & Children's Services Committee on the 8th of September 2016.
- 3.3. In line with the draft statutory guidance provided by the Scottish Government in relation to the Children & Young People Act (2014), each Local Authority and associated Health Board is required to produce a joint 3 year plan to be published no later than the 1st of April 2017 and running till the 1st of April 2020.
- 3.4. Section 3 of the statutory guidance states that a children's services plan should, as far as practicable, align with existing plans. In Aberdeen City our ICS plan most directly aligns with:
 - The Community Planning Partnership Local Outcome Improvement Plan
 - And the Local Health Board's Strategic Plan (Child Health 2020).

Other strategies, legislation and plans that it aligns w with include but are not limited to:

- The Community Justice Act,
 - Community Empowerment Bill,
 - Aberdeen City CPP Community Empowerment, Engagement and Participation Strategy;
 - Section 1 of the Children & Young Peoples Act's Statutory Guidance to ensure UNCRC Articles are embedded in the planning and development process.
- 3.5. Aberdeen City ICS began working towards the development of the new Children's Services Plan in June 2016. During June/July the partnership contributed a range of metrics and actions for the Local Outcome Improvement Plan (LOIP) under the 'Prosperous People - Children are Our Future' section. These actions, metrics and priorities outlined in the LOIP formed the basis of initial discussions on how the Children's Services Plan should be shaped so as to ensure that they explicitly link³.

¹ Link: [Aberdeen City Integrated Children Services Plan 2011-2015](#)

² Link: [Care Inspectorate Joint Inspection Report Aberdeen City \(4th March 2015\)](#)

³ Link: [Community Planning Aberdeen: Local Outcome Improvement Plan 2016-2026](#)

- 3.6. Two evaluation and review meetings were held with the ICS Board members to determine a draft plan structure.
- 3.7. The ICS Board suggested a number of criteria for the plan including that it should: be as far as possible be understandable to children and young people; be considerably more concise than the previous plan (15-20 pages max, excluding graphics); clearly link directly to the LOIP; explicitly reflect the UNCRC Articles; follow the C&YP Act's statutory guidance relating to plan development and the UNCRC; as far as practicable be driven by the views of children and young people; align with existing cross partnership strategies and plans.
- 3.8. The final version presented here meets all but two of these criteria. Firstly, the final document is longer than 20 pages of content, given the requirements of content. Secondly, due to the detail required in the plan, it has not been possible to draft it in a child friendly manner. However, a child-focused summary version is currently in development.
- 3.9. Through August 2016 - December 2016 the ICS Board and its Outcome Groups were tasked with evaluating their current action plans with a view to developing actions for the next 3 years to link with the LOIP.
- 3.10. From the 5th September 2016 – 7th November 2016 (culminating with the ICS Conference) extensive stakeholder engagement was carried out with children and young people from ages 4-18, as well as parents. This was to ensure that young children, young people and families had an opportunity to help shape the priorities for the ICS over the period of the 2017 to 2020 plan.
- 3.11. On the 12th of December 2016 a pre-consultation draft of the Aberdeen City Integrated Children's Services Plan was presented to the ICS Board for comment from immediate ICS Outcome Group Members and circulation to relevant governance structures for comment and approval.
- 3.12. Formal public consultation ran from the 13th of February to the 28th of February. Comments and suggestions were used as far as possible in the redrafting of the final version of the ICS Plan.
- 3.13. The final version of went live on the 1st of April 2017 with the inaugural meeting of the new plan held on the 8th of May 2017.
- 3.14. The ICS Conference will be held on the 12th of June as the formal launch of the Plan.

4. FINANCIAL IMPLICATIONS

- 4.1. There are no direct financial implications arising from the recommendations of this report. Any resource requirement in the development and roll out of the ICS Plan will be met within existing resource across the partnership

5. LEGAL IMPLICATIONS

- 5.1. For legal implications and background please see the ICS Plan in Appendix 1 Section 2.1 'National Context: Getting it Right for Every Child'
- 5.2. As previously stated in paragraph 1.2. the ICS Plan ensures that we meet our statutory responsibilities under the Children and Young People Act Statutory Guidance Section 3

6. MANAGEMENT OF RISK

For the purposes of the immediate recommendations of this report there are no associated risks.

In broader terms regarding the risks in the implementation of the plan the following may be considered:

- **Financial:** All activity associated with the implementation of the ICS Plan will be managed within existing budgets and resources. CYP Statutory Guidance requires all key children's services partners to contribute to the plan. Each have committed to carrying out actions and resourcing the plan. These are summarised in the Improvement Plan (Section 9 of the ICS Plan Appendix 1) - Low Risk
- **Employee:** Both within Aberdeen City Council and the wider ICS Partnership there are risks associated with staffing limitations and its impact on the ability to deliver the improvements outlined in the Plan. This would have an impact if significant budget cuts are made to the associated partner services and their related improvement work over the next 3 years. Partners are committed to providing shared resource and support to mitigate against these risks –Medium Risk
- **Customer / citizen:** Ensuring effective implementation of the ICS Plan is essential in meeting our legislative requirements. On inspection we must demonstrably show to the Care Inspectorate that we are having a positive impact on the outcomes of children and young people across the city. To support this we are beginning the development of an improvement planning and reporting framework to link with the wider CPP to ensure that our ICS Board have sufficient details to direct and redirect service and/or support to effectively improve service provision- Medium Risk
- **Environmental:** There will likely be no negative impact on the environment as a result of the ICS Plan. Development and completion of the improvement projects relating to an improved environment for children and young people (please refer to paragraphs 7.6 and 7.7) should have a positive impact on the environment- Low Risk

- **Technological:** There are no immediate technological risks associated with the development of the plan. Any technological requirement on the ICS Partnership as part of the ICS Plan will be met by existing resources within the Partnership- Low Risk
- **Legal:** As previously stated the ICS Plan fulfils our legislative requirements and ensures we are in compliance with all related legislation –Low Risk
- **Reputational:** Ineffective planning and ongoing work related to improving outcomes for children and young people could ultimately result in a negative Care Inspection. Each of the key areas of work mentioned in the other risk categories are intended to mitigate against this risk –Low Risk

7. IMPACT SECTION

Economy

- 7.1. The ICS Plan offers a series of improvement actions the ICS Partnership intends to take forward to ensure that young people can become effective contributors to the economy once they have left school, college and/or university.
- 7.2. These include our Aberdeen Guarantees Programme to support improved positive destinations as well as our Aberdeen National Improvement Framework Action Plan (currently in development). The partnership will help support our Associated School Groups to develop improvement work related to the Pupil Equity fund by providing partnership support to schools.
- 7.3. Further details can be found in the ICS Plan Appendix 1 (Sections: 2.2. 'Local Context: Community Planning Aberdeen'; and Section 6.3. 'Children are Respected, Included and Achieving')

People

- 7.4. The ICS Plan as a whole links directly with the 'Children are the Future' section of the CPA Local Outcome Improvement Plan under the 'Prosperous People' section, with a clear vision to improve the lives of children, young people and their families. The ICS Plan forms the basis of our first 3 year cycle of improvement relating to this work
- 7.5. The purpose of the plan is to outline how we will improve supports for children young people and their families over the next three years in consultation with stakeholders (please refer to paragraphs 3.9 -3.12 for details) and after a thorough examination of data on children and young people the Partnership aims to improve in 4 key areas:

- *Youth Engagement and Inclusion*, to ensure mechanisms for children and young people to play an active role in decision making as well and ensure the inclusion of all young people regardless of circumstances;
- *Closing the poverty, education and health gap* for children and young people by providing integrated supports;
- *Improving Health and Wellbeing*, particularly on issues such as anxiety, depression and bullying;
- *Community Safety and Environment*, improving and expanding outdoor spaces for children and young people as well as ensuring they feel safe at home.

More comprehensive details of these themes and stakeholder feedback can be found throughout the ICS Plan Appendix 1. An EHRIA was completed in respect of this report.

Place

7.6. The ICS Plan outlines numerous actions that the Partnership intends to take forward to improve the environment for children and young people, these include:

- Working towards Unicef accreditation for Aberdeen City to become a 'Child Friendly City'
- Through our Localities and Associated School Groups, improving outdoor play spaces for varying age groups
- Creating a safer community for children and young people
- Encouraging children and young people to become active citizens in their community

7.7. (Additional details can be found in the ICS Plan Appendix 1: Section 6.1' Supporting Children, Young People and Parents to be Healthy, Happy and Active'; 6.1. 'Play for All'; and Section 6.2. Empowering Children & Young People through Responsible Citizenship.

Technology

7.8. As the ICS Plan develops we hope to improve our use of and accessibility to information sharing mechanisms this will include:

- Using the Aberdeen City GIRFEC Website as a 'live' version of the Plan providing resources, information and examples of our work
- We are also piloting the use of the Ideas Hub within schools as a focus mechanism to get stakeholder feedback from children and young people on a regular basis to inform our work

8. BACKGROUND PAPERS

Children & Young Peoples Act 2014 Scotland Statutory Guidance (Section 3)

www.gov.scot/Resource/0051/00512307.pdf

CPA Local Outcome Improvement Plan

<http://communityplanningaberdeen.org.uk/aberdeen-city-local-outcome-improvement-plan-2016-26/>

Aberdeen City Joint Inspection 2015:

<http://www.careinspectorate.com/images/documents/2370/Joint%20inspection%20for%20c%20and%20YP%20Aberdeen%20City%20February%202015%20v2.pdf>

Community Planning Strategic Assessment 2016:

<http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/05/Aberdeen-CPP-Strategic-Assessment-2016.pdf>

CPA Local Outcome Improvement Plan:

<http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/08/FINAL-LOIP-22-AUG-16.pdf>

9. APPENDICES (if applicable)

Appendix 1 contains the final draft text of the Integrated Children's Services Plan 2017-2020. A graphical version is currently being completed; this version will replace this draft for the final Committee report.

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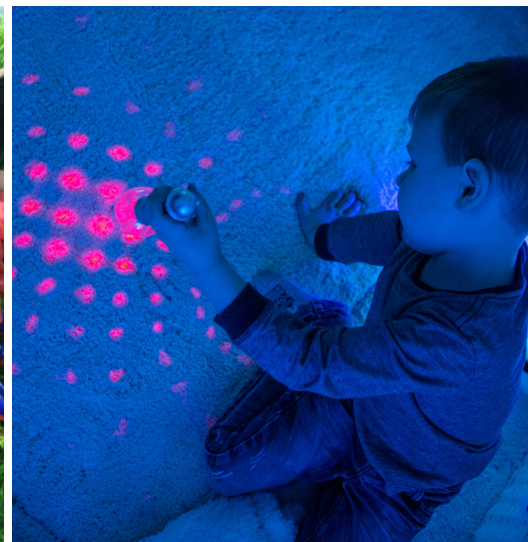
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Aberdeen City Integrated Children's Services Plan 2017-2020

Children are Our Future

Helping make Aberdeen a place where all children and young people will prosper



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Integrated Children's Services Plan 2017-2020

This Aberdeen Integrated Children's Services (ICS) Plan 2017-2020 forms the basis of our first 3 year cycle of our 10 year drivers as part of Community Planning Aberdeen's Local Outcome Improvement Plan (LOIP) 2016-2026.

The purpose of the plan is to provide partners and services with an overview of the work of the ICS across the city, showing how we will focus our resources towards the principle of prevention of need and early intervention around core wellbeing themes, in line with our vision.

It's also a standalone document that describes how we intend to meet our statutory responsibilities in line with the Children & Young People's Act 2014. It aligns with existing and developing strategies across our Community Planning Partnership, including but not limited to:

NHS Grampian Child Health 2020

Aberdeen City CPP Community Empowerment, Engagement and Participation Strategy

Aberdeen City Community Justice Outcome Improvement Plan (In development)

Aberdeen City Council's Strategic Business Plan

Aberdeen City Child Protection Committee Improvement Programme



1. Our 10-Year Vision for Our Children and Young People

“Over the next ten years we want to make Aberdeen a place where all children and young people can prosper”

We will work towards a day when we can support every child, irrespective of their circumstances, to grow, develop, reach their full potential and strive to help make Aberdeen a city where there is equality of outcomes and opportunities for all our children.

To do this we will improve equity of access to health and education as well as supporting families to provide the best care they can for their children.

Investment in children is one of the most valuable long-term investments we can make. Investing shared resources towards services with a focus on prevention and early intervention methods to ensure that children's needs are met at the earliest opportunity is central to tackling inequality and improving life chances.

Throughout our strategic and multi-agency approaches, we will work towards the seamless delivery of children's services at all stages of child development and growth. The foundation of an individual's health and mental wellbeing is laid in early childhood. By supporting parents at pre and postnatal stages, reducing unplanned pregnancy and parenthood among young people, maternal smoking, and increasing breastfeeding rates, we aim to ensure that children have the best opportunity to reach their developmental milestones.

Aberdeen City offers rich opportunities for all children and young people to achieve and become responsible, confident and contributing adults. Through the implementation of future-focused engagement and participation strategies, we will continue to ensure that children and young people live as respected and included citizens in their city.

In delivering our vision, we will focus our energy and efforts on working together to achieve the following core priorities. These are the principal driving factors that our Integrated Children's Services Partnership will address to be successful in ensuring children are our future.

Primary Drivers

- 1 **Children have the best start in life** – children in Aberdeen city are healthy, happy and safe, and enjoy the best possible childhood
- 2 **Children are safe and responsible** – children and young people can become responsible citizens and safe from all forms of harm
- 3 **Children are respected, included and achieving** – children and young people are listened to, respected, valued and involved in the decision-making process and supported to achieve


2. Background

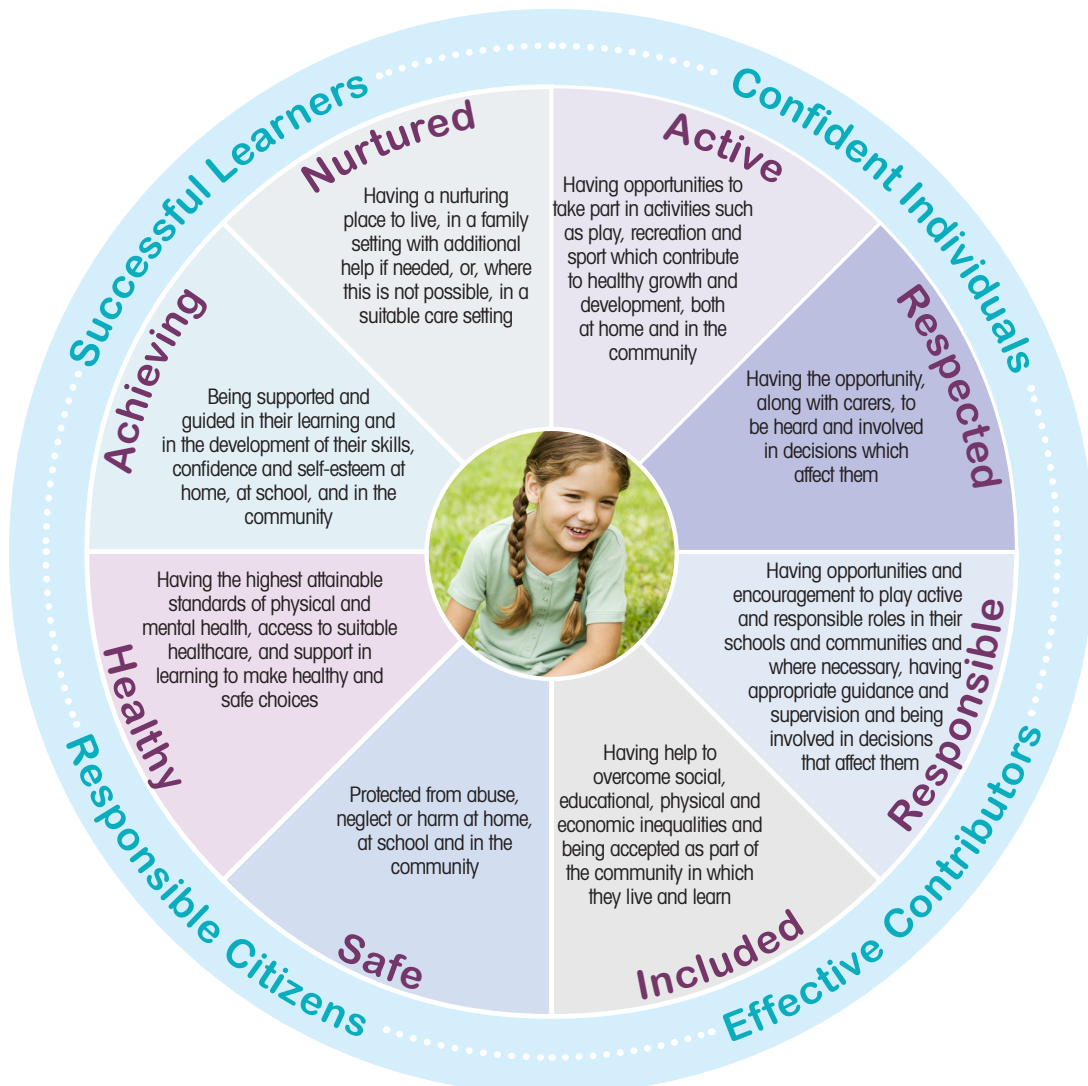
2.1 National Context: Getting It Right for Every Child

The Scottish Government's ambition is for Scotland to be 'the best place to grow up and bring up children'. In order to achieve this, all public bodies and areas of governance that work with, or for, children and young people are required to uphold and embed the Articles of the United Nations Convention on the Rights of the Child (UNCRC) at every level of service. These 54¹ articles, that outline the basic rights of every child, are summarised into 4 core principles:

- ★ Non-discrimination
- ★ Devotion to the best interests of the child
- ★ The right to life, survival and development
- ★ Respect for the views of the child

The Getting It Right for Every Child (GIRFEC) approach was developed by the Scottish Government to embed these principles into practice and to ensure that work related to children and their families fully embraces the UNCRC². GIRFEC outlines 8 key wellbeing indicators (referred to collectively as the SHANARRI indicators), which link directly with the UNCRC articles, and which are considered necessary to ensure that children and young people get the right help from the right people at the right time:

¹ **Articles of the UNCRC** <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> 
² **GIRFEC Approach** <http://www.gov.scot/Resource/0041/00417256.pdf>



The Children & Young People (Scotland) Act 2014 now enshrines these responsibilities in law, outlining in detail how the GIRFEC principles will be implemented at both strategic and operational levels across all services for children and young people. As part of this legislation, each Local Authority and related Health Board (in this case Aberdeen City Council and NHS Grampian) has a statutory responsibility to develop a 3-year plan outlining the measures they will take to ensure that every child and young person gets the best possible start in life³. The act ensures that:

- (a) Children's Services in the area are provided in a way which:
 - i Best safeguards, supports and promotes the wellbeing of children in the area concerned
 - ii Ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent the need arising
 - iii Is the most integrated from the point of view of the recipients, and
 - iv Constitutes the best use of available resources.
- (b) The related services in the area are provided in a way which, so far is consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children.

2.2 Local Context: Community Planning Aberdeen

At a local authority level we also have some key drivers that influence the way we plan our children's services provision. Each Local Authority has what is referred to as a Community Planning Partnership (CPP). These partnerships are responsible for working with all key partner organisations in the area to deliver improved public services. Each CPP is required to produce a delivery plan outlining how they will do this referred to as a Local Outcome Improvement Plan (LOIP).

Community Planning Aberdeen's (CPA) LOIP 2016-2026 was released on 22 August 2016. This 10-year plan sets out how services within Aberdeen will work with communities across the city to improve the lives of all its residents and make it '...a place where all people can prosper'. The LOIP covers 4 key themes and 5 priority areas of work within which CPA intends to improve outcomes for those in the city, as detailed in the diagram below. Detailed information on each of these themes can be viewed here⁴.

³ Children & Young Peoples Act 2014 Scotland Statutory Guidance (Section 3) www.gov.scot/Resource/0051/00512307.pdf



⁴ CPA Local Outcome Improvement Plan <http://communityplanningaberdeen.org.uk/aberdeen-city-local-outcome-improvement-plan-2016-26/>

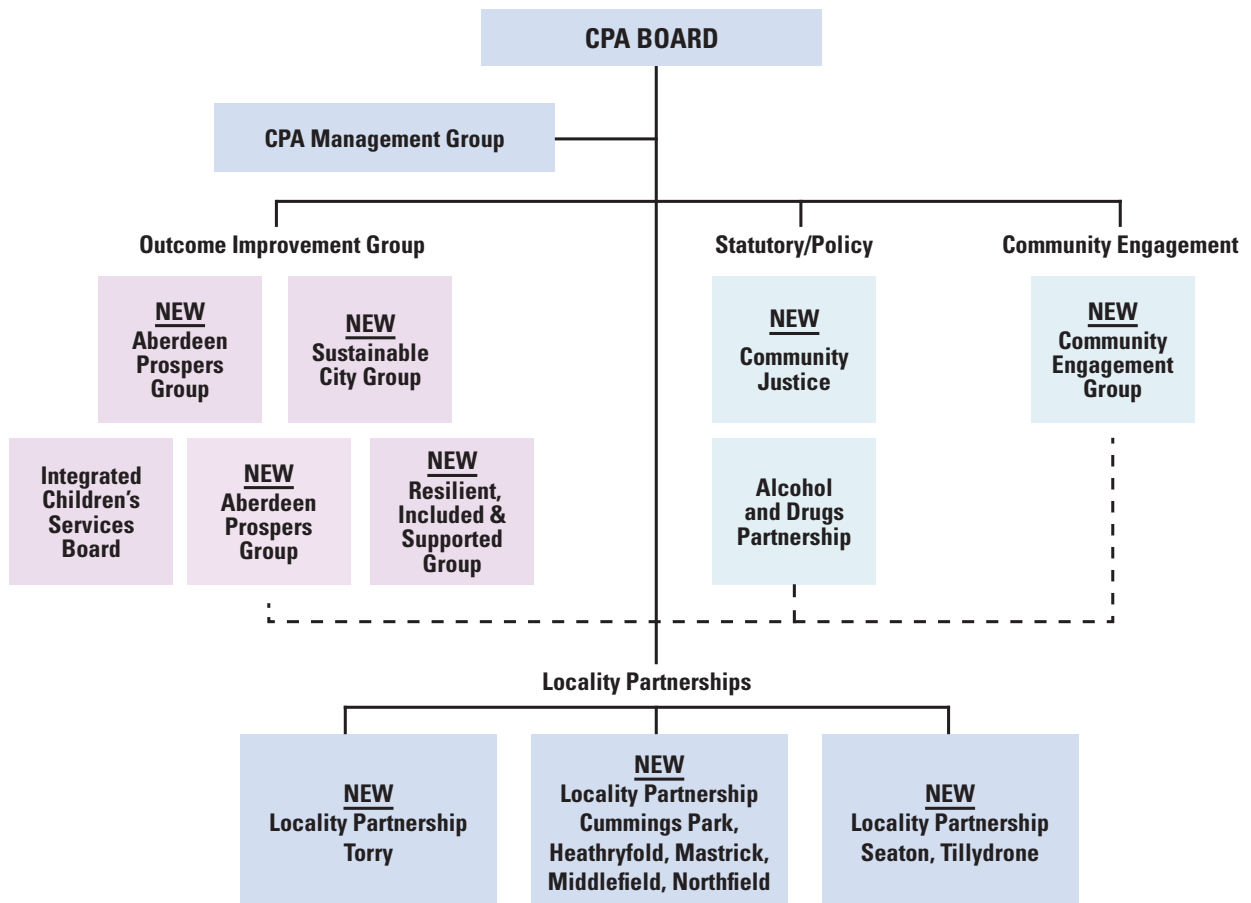
Themes	Priorities	Primary Drivers	Enablers
Prosperous Economy Aberdeen has a flourishing, thriving and successful local economy.	Aberdeen Prospers	Investment in infrastructure	Locality Planning
Prosperous People People in Aberdeen are happy and healthy and enjoy positive life outcomes.		Inclusive Economic Growth	
		Innovation	
		Internationalisation	
Prosperous Place People experience Aberdeen as the best place to invest, live and visit.	Children are our future	Best Start in life	
	People are resilient, included and supported when needed*	Safe and responsible	
		Respected, included, achieving	
Enabling Technology Innovative, integrated and transformed public services.	Empowered, Resilient and Sustainable Communities	Protected from harm	
		Supported to live as independently as possible	
		Safe and resilient communities	
		People friendly cities	
Creating a digital place.	Creating a digital place.	Digital connectivity	
		Data	
		Digital innovation	
		Digital skills and education	

We also work to drive improvement within local communities at a geographical level. The CPA has identified Locality areas as defined by the Community Empowerment (Scotland) Act, these are communities which face socio economic disadvantage and have in place 10 year improvement plans. These Localities have local oversight in the form of Locality Partnerships and the ICS will support improvement projects relating to children and young people in these Localities alongside the other priorities identified. The Locality Partnerships report directly to our CPP working and are comprised of at least 50% community representation and local partners. If you live in these areas and want to find out more or get involved you can find more details on the CPA website⁵.

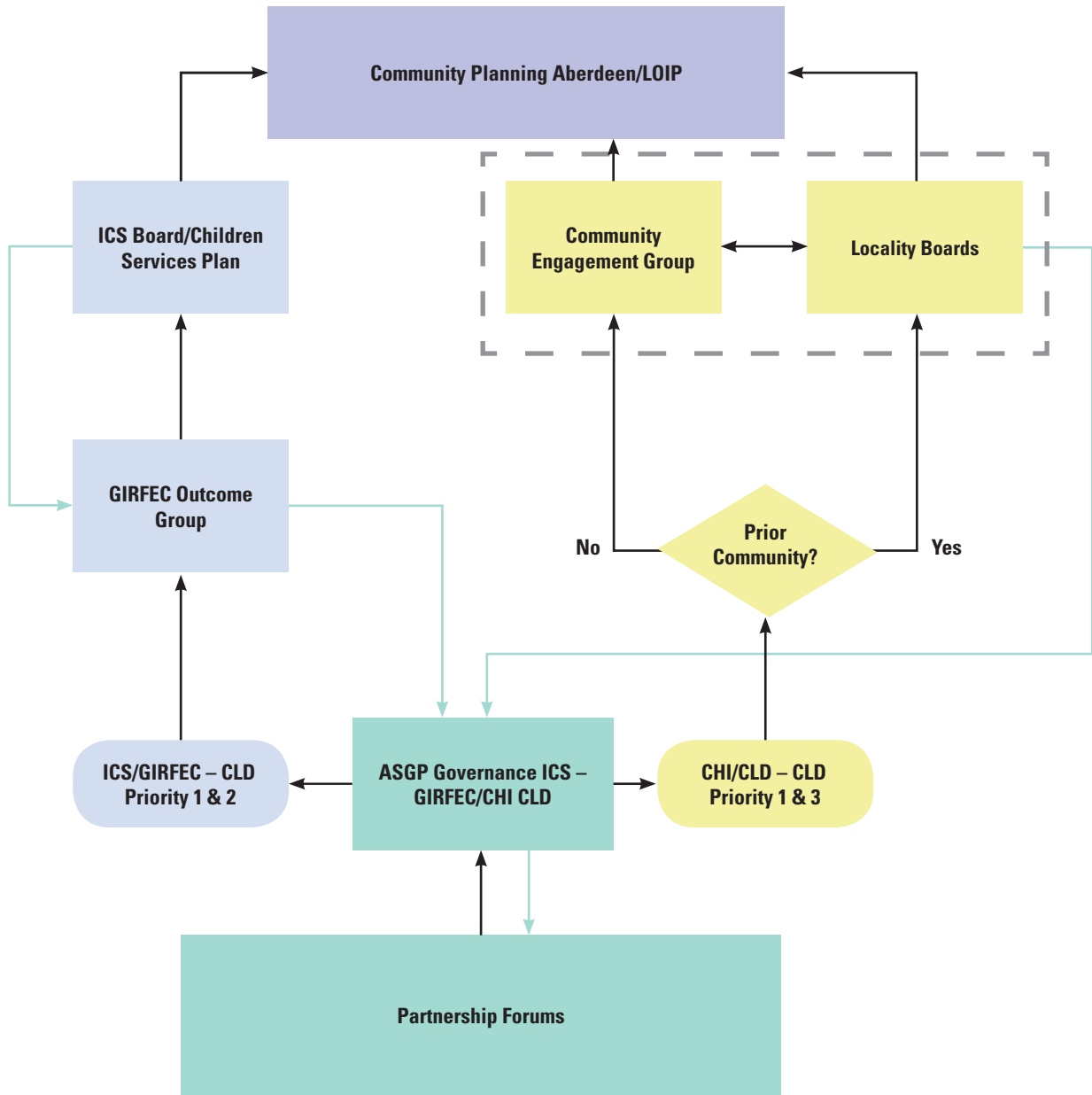
For our other communities across the city that are not part of one of the Locality Partnerships our Partnership Forums provide community based support for children and young people. These local groups cover the area of the local secondary school and its associated feeder primaries. Their initial focus has been to work with schools together with local partners to determine how the money provided by the Pupil Equity Fund can be used to improve educational outcomes for our children and young people and the local priorities of the Community Learning and Development (CLD) Plan. In the long term the ICS will assist these forums to develop and deliver improvement projects related to our ICS Plan key themes.



⁵ CPA Website <http://communityplanningaberdeen.org.uk/>



Both the Partnership Forums and Locality Partnerships also support the delivery of our Community Learning and Development (CLD) Plan. The below diagram outlines how these different streams report:



See abbreviation list on page 24

2.3 Aberdeen's Integrated Children's Services Plan 2017-2020

The information that follows, outlines how we will link our national and local legislation and priorities to work as part of CPA, through the LOIP to improve outcomes for children and young people by embedding the GIRFEC approach throughout the Partnership.

Our 3 primary drivers in our 10 year vision are underpinned by the GIRFEC wellbeing indicators and are embedded throughout our Partnership. We work to ensure that each key area of a child's wellbeing is addressed through a multi-agency approach and aim to ensure that children, young people and their families are provided with a comprehensive and coordinated suite of services around their core wellbeing needs.

This is based on a strong partnership of city-wide services including:



These are by no means our only partners; we are supported by numerous local and national organisations that work with us through our multi-agency working groups.

If you want to find out more about us, or get involved in supporting our work, you can visit our GIRFEC website⁶. This will include a schedule of meetings and their content, as well as examples of local work to improve outcomes for, and engage with, children and young people.



⁶ GIRFEC Website www.aberdeengettingitright.org.uk/

3. Developing the ICS Plan

From June 2016 to December 2016

We worked towards the development of our new plan. This was informed by the previous work across the partnership to deliver on the recommendations of our Children's Services Inspection towards the development of our plan.

August – October 2014

Children's Services Inspection

Our Partnership was inspected, receiving a positive report published in March 2015⁷.

March 2015 – June 2016

Joint Inspection Action Plan

We worked towards the completion of a Joint Inspection Action Plan, based on the recommendations of the inspection report.

June – July 2016

Our Local Outcome Improvement Plan

We began working towards the development of the new ICS Plan in June 2016. A range of metrics and actions (were developed through a review of the data provided as part of the CPA Strategic Assessment and in consultation with children's services across the Partnership.) Discussions on how the ICS Plan should be shaped to ensure full alignment with the LOIP⁸.

August 2016 and December 2016

Reviewing Our Priorities

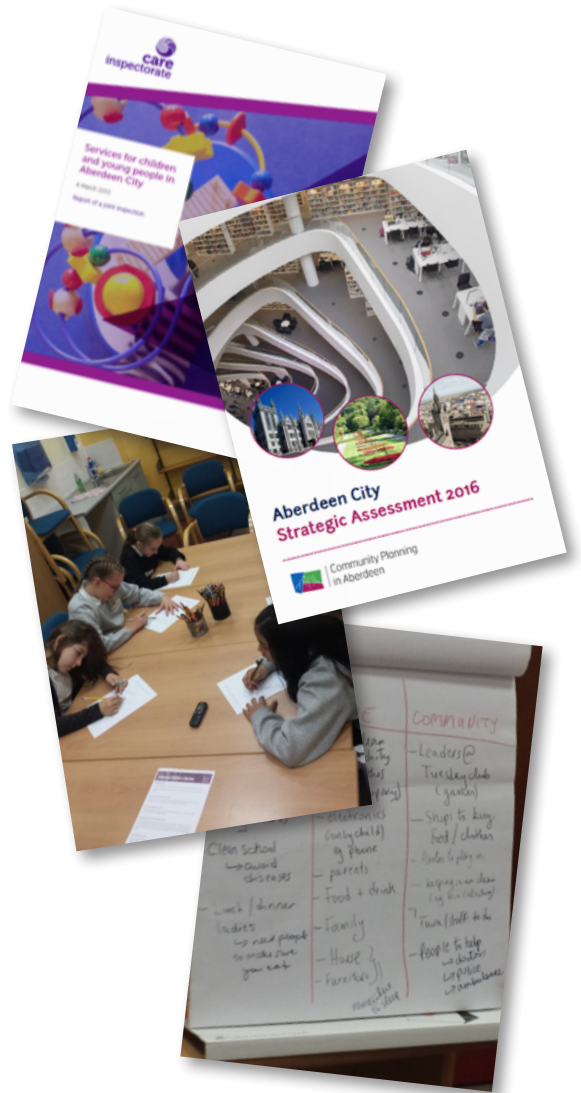
We evaluated our current work and action plans to review actions for the next 3 years and to determine where we needed to focus our improvement work. This phase included:

- ★ reviewing any outstanding actions from the Joint Inspection Action Plan;
- ★ ensuring that work was under way to meet our legislative requirements and national and local policies;
- ★ reviewing of data and current priorities;
- ★ reviewing the membership of our partnership;
- ★ and developing our new actions around our 2017-2020 ICS 3 year priorities.

September-November

Engaging Our Stakeholders

We carried out extensive stakeholder engagement with children, young people, families, partners and practitioners as well as using our ICS Conference in November 2016 to allow everyone an opportunity to help us shape the priorities for the ICS over the period of the 2017-2020 plan.



⁷ **Aberdeen City Joint Inspection 2015**
www.careinspectorate.com/images/documents/2370/Joint%20inspection%20for%20c%20and%20YP%20Aberdeen%20City%20February%202015%20v2.pdf

⁸ **Community Planning Strategic Assessment 2016**
<http://communityplanningaberdeen.org.uk/strategic-assessment-and-dashboard/>

4. Setting our 3-Year Priorities

4.1 What do we know about our children and young people in Aberdeen?

In May 2016 Community Planning Aberdeen published the Aberdeen City Strategic Assessment 2015/16. This document offers a comprehensive overview of statistics in a range of areas of interest across the city, reviewing the impact of historical trends and local context on the lives of all Aberdeen citizens. Considerable data was gathered on the status of children and young people across the city. Some of the information below has been further supplemented by new data where published.

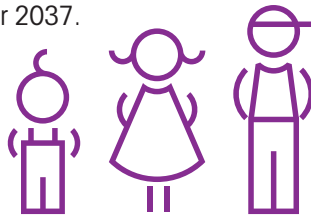
⁹ Community Planning Aberdeen Strategic Assessment



Youth Population Overview

The population of Aberdeen City Children and Young People aged 0-25 is set to increase from 72,308 to 87,852 (21%), by the year 2037.

Birth rates in the city have increased considerably since 2005 where there was a recorded 2,061 births. This has since increased to 2,609, an increase of 21%. Despite a peak of 2,688 in 2012, and a dip to 2,500 in 2013.



Child Poverty

For the period October to December 2013, after housing costs were taken into account, an estimated 18% of Aberdeen's children were living in poverty. There was, however, substantial variation in levels of child poverty between different city wards, ranging from a low of 5.3% in Hazlehead/ Ashley/ Queen's Cross to a high of 32.2% in George Street/Harbour.



Free School Meals

In February 2016, 53.2% of primary school pupils in Aberdeen were entitled and registered for free school meals in mainstream local authority schools.



Parents and Early Years

- ★ The Scottish average rate of pregnancy among under-20s is 34.1 per 1,000
- ★ Aberdeen City has a higher rate of pregnancies among young people, 36.2 per 1,000.
- ★ Twenty three of the intermediate zones within Aberdeen City have higher than the Scottish average rate, and most of these contain the 20% most deprived areas.



Moreover, 21.2% of all young people under 20 who become pregnant will have experienced at least one previous pregnancy.

- ★ Amongst those living in deprived areas, the repeat pregnancy rate rises to 24% (in the least deprived it is 14%).

Attainment

Young people assessed as having Literacy and Numeracy at Scottish Qualification Framework (SQF) level 4 are considered to have the necessary basic levels of literacy and numeracy (L&N). In Aberdeen city as a whole this has increased from 2012 with 73.9% of young people achieving SQF level 4 L&N to 86.6 % our virtual comparator at 83.9%.



SQF Level 4 L&N among other cohorts in Aberdeen however is lower.

For those from the 30% most deprived communities there has been an increase from 52.7% in 2012 to 75.5% in 2015. Higher than our virtual comparator at 70.7%.

For looked after children SQF level 4 L&N was 28%. This has been a significant increase since a low of 2.63% in 2013.

Young People over the Age of 16

Positive Destinations Overview

Overall initial positive destinations across Aberdeen City schools have increased from 85.6% in 2010/11 to 90.1% in 2014/15. Figures peaked in 2012/13 at 91.1% but have declined by 1% since then. These figures have remained fairly stable over the past three years. These very closely align with the Scottish average which in 2014/15 was slightly higher at 93.0%.

Positive Destinations by Category

City wide, Higher Education has been the highest leaver destination across the past 5 years and has shared a converse relationship to Further Education which has been the second highest leaver destination each year except 2013/14 where it was briefly taken over by Employment (26.2% compared to 25.5%). In 2014/15 both Higher and Further Education increased together at the same time as Employment decreased.



Positive Destinations in Deprived Communities

In 2014/15 Positive Destinations among those young people in the 30% most deprived communities was considerably lower than among their peers, 82.6% compared to the Aberdeen average of 90.1% in the same year. It was also lower than the Scottish average for young people in the 30% most deprived communities at 89.2%.

Positive Destinations among Looked After Children

Positive Destinations among Looked After Children have increased between 2011/12 to 2014/15 from 54.4% to 72%. It should be noted that these figures are greatly affected by the small numbers within the cohort but even at its highest in 2014/15 this is close to the national average of 74.6%

4.2 What Do Our Stakeholders Say?

Imagining Aberdeen¹⁰

Over the course of 2016, the Children's Parliament worked with young people in four Aberdeen schools, with twenty young people (the 'Imagineers') becoming representatives of the children and young people of Aberdeen. The Imagineers have worked with their peers to imagine a future Aberdeen where all children and young people can be healthy, happy, safe and supported to do their best. They have developed a mural of Aberdeen which depicts the city as the best possible place for them to live, produced a film and community reports, spoken to political representatives and public bodies, and presented a keynote address at the ICS Conference in November 2016. These are the 13 priorities that they challenged us to support them with in order to achieve their vision for Aberdeen.

Engaging with Children, Young People and Adults

In addition to taking on board the views of our Imagineers we carried out extensive stakeholder engagement activities with children and young people including: focus groups, interviews, the ICS Conference and other events such as attendance at locality planning events.

We also engaged with adults to identify priority areas for service development. This included parents (through parents' councils and play sessions conducted throughout the city), as well as partners and practitioners (through the ICS Conference). In many respects, their views mirrored those of children and young people.

¹⁰ **Imagining Aberdeen** www.childrensparliament.org.uk/our-work/imaginingaberdeen/



Collectively, the following themes emerged from our stakeholder engagements

1. Health and wellbeing

Mental health, bullying, healthy eating, smoking, e-cigarettes, and drug and alcohol use were identified as key areas of concern by children and young people. Issues discussed included: feeling unable to get mental health support when needed and not knowing where to get information; a need to increase awareness of, and decrease stigma around mental health issues and additional support needs (ASN); and a need for better information and education around healthy eating and provision of more healthy eating options in schools. These concerns were also shared by adults, with parents expressing uncertainty about where they could get help to support their children.

"I think there's less help with diet than there is about exercise... I think there's quite a lot of things about exercising, within the school there's lots of clubs you can join and stuff, but I'm not sure a healthy diet is promoted quite as much"

"I don't think a lot of people are comfortable talking about it as much... I know a few people who do have depression and anxiety, and they feel like they're quite isolated, don't really have anyone to talk to, apart from me and a couple of other friends who they met either online or through a group or something like that, so I don't really think there's that much help"

2. Participation in leisure, play and cultural activities

Key areas discussed by children and young people included: providing more and improving existing outdoor spaces; increasing provision of youth clubs and groups and increasing participation in such clubs and groups; and addressing the specific needs of children and young people of different ages (e.g. providing affordable or free activities for older young people). Similarly, adults felt that the cost of existing activities was high and that travel costs were prohibitive for children and young people.

"Children should get better parks, because down my street we've had the same park for years and it's getting really old and unstable"

"There's not too much in Aberdeen for teens to actually do that's free. Everything costs money nowadays so for like young teens from 13-14 straight up to 18-19, there's really not that much to do. When we have nowhere to go to, that's when people kind of turn to the groups and sort of smoking and drinking, because they're bored, they're just like, sitting, just twiddling their thumbs and stuck in the house"

3. Community safety

Key themes identified by children and young people included: Improving safety in play areas and parks addressing exposure to alcohol and drug use and violent and antisocial behaviour in the community; improving road safety and lighting; and promoting online safety. Adults expressed a need for safer community spaces (noting that they wished to feel more comfortable with letting their children go out to play) and more information about online safety and cyberbullying.

"There is somewhere for me to go but older people go there and my mum's afraid I might get hurt"

"Near where I live, at night, like at the weekends say, there's like a lot of drunk people walking around and it doesn't make me feel safe, because there are children around there"



4. Ensuring that the voices of children and young people are heard

Important issues highlighted by children and young people included promoting channels for engagement, using different methods to engage and maintaining communication around key issues with children and young people; increasing representation of different groups of children and young people; and encouraging and enabling children and young people to take on active roles in community development. Many felt that mechanisms to be heard in the wider community (when compared to schools) were especially lacking. They also felt that they rarely saw the impact (in terms of changes to services) of expressing their views.

"She [the head teacher] gives us like our own leadership, like last year me and some people we just went and asked if we could do a talent show for the little ones and they really, really enjoyed it...we just went and asked the head teacher and she said, 'Oh, what a good idea', and we organised it ourselves"

"No one has asked me before if I feel healthy or safe...so it shows that [adults] are beginning to listen to young people."

5. Putting it All Together: Our 3-Year Children's Services Priorities

Through the analysis of data on children and young people, together with the issues highlighted by means of the stakeholder engagement activities, it is possible to see how we can begin to achieve the 3 primary drivers outlined in our vision. Although the data shows a picture of Aberdeen that has seen improvements in health, early years, education and leaver destinations, there remain core areas for improvement:

1. Closing the Gap

The National Improvement Framework outlines the need for local authority areas to improve educational outcomes for all children and young people, by closing the gap between those who are in most and least need of support. It also reflects the need to improve health and economic outcomes for children and their families. This can only be achieved through multi-agency working. The statistics outlined earlier clearly show that we can do better to support children and young people and their families in these areas, particularly in communities of need.

2. Youth Engagement and Inclusion

Children and young people have clearly expressed their desire to be included in the decision making processes around issues that affect them. Opportunities to impact on decision making in schools (e.g. pupil councils and the Imagineers initiative) have been positively received, but we need to increase their influence in supporting

Aberdeen's ICS Partnership. We also need to improve opportunities for more vulnerable young people to feedback their views and ensure that they can see more clearly how these views help to shape their community and the services provided for them.

3. Health and wellbeing

Mental wellbeing impacts across a child's or young person's lifespan, even into adulthood, affecting various areas of their lives, including social and academic development and confidence in their own independence on leaving school. Children and young people expressed concern about bullying, anxiety and depression. They described feelings of isolation, as well as difficulties in accessing help.

In addition to this, our stakeholders clearly felt a need for more opportunities for outdoor activities and play spaces, together with more information on improving their health.

4. Community Safety and Environment

Parents and young people expressed a desire to feel safer in their community. Issues such as anti-social behaviour and dirty environments restrict young people's desire to engage in activities in their local communities and create anxiety on the part of parents or carers in allowing or encouraging them to do so. We also need to ensure we meet our responsibilities to ensure the safety of all children at home.

6. Delivering on Our Primary Drivers

What follows is an overview of the key work we will undertake to meet our priorities. This by no means represents the totality of our provision (additional information can be found in our Action Plan (Page 39)). Further details can be found through our GIRFEC Website, and as the plan unfolds we will continue to update and improve the information on the site to ensure that it remains an up to date reference guide to the work of the Partnership.

6.1 Children have the Best Start in Life Supporting Children, Young People and Parents to be Healthy, Happy and Active

Being healthy and having a sense of wellbeing underpins the abilities, choices and decisions that our children, young people and their families make. We recognise the need for all services to work together to improve the health and wellbeing of our whole population of children and young people. We also recognise that there are differences in health and wellbeing experienced by them that are also reflected in the differences in educational attainment, achievement and factors impacting on the quality of our neighbourhoods.

Through our key partners such as: NHS Grampian, Community Learning, Schools, the Third Sector, Early Years, Sport Aberdeen and other local health partners through the Aberdeen Health & Social Care Partnership we will continue to work towards closing the gap where there are inequalities that impact on health and wellbeing outcomes.

We will continue to improve how we create the conditions for children, young people and families to take control of their own lives, find ways of doing things differently that meet their needs and continue to improve our efforts for all our children and young people.

A key priority for us is to help improve the mental health and wellbeing of our children, young people and their parents as this impacts on all aspects of their health. It is important that there is a common understanding of what is meant by "mental health" and we have adopted the World Health Organisation (2014) definition of "mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". We will therefore continue to focus on supporting positive mental health and wellbeing from the earliest stages of life, through

the early years, primary and secondary years and beyond as well as focusing on the learning needs of staff and services to increase capacity and understanding of how they can and are contributing towards improving mental health and wellbeing and the delivery of specialist services to meet need.

In line with and linked to the NHS Grampian Child Health 2020 Strategy and Action Plan, the city's Sport, Physical Activity and Transport/Active Travel Strategies and the city's open space action plan, we will also build on the work of our services (separately and collectively) to improve physical and mental health from the earliest stages including:

1. Maternal and infant health e.g. breastfeeding/ infant feeding and weaning
2. Oral health
3. Healthy eating and active living (including walking, cycling, accessing and making best use of outdoor open/play spaces
4. Making informed choices about sexual health, parenthood and pregnancy, substance use (including tobacco, alcohol and drugs.)

Key Action Areas include:

- ★ Building on and expanding the capacity of all services (including mental health services) to improve children and young people's mental health and wellbeing. We will also develop and implement a framework to share and use existing data/information on the milestones that contribute towards creating positive physical and mental health and wellbeing among our children and young people
- ★ Making better use of data and local information to work effectively with local communities in response to their identified needs
- ★ Developing, implementing and reviewing relevant activity relating to pregnancy parenting and young people in Aberdeen in line with the national Pregnancy Parenting and Young People Strategy and an audit undertaken in Aberdeen city during 2016-17
- ★ Taking forward action to promote and encourage breastfeeding and infant/feeding and weaning in line with the UNICEF Baby Friendly Initiative
- ★ Overcoming barriers to making changes that will improve health outcomes for our children and young people by improving access to and availability of services and facilities and provide opportunities to improve health and wellbeing, especially those experiencing disadvantage and inequality.

Supporting a Nurturing Environment for Our Children and Their Parents in the Early Years

Through our multi-agency Nurtured Outcome Group, we will coordinate the development and delivery of the annual local Nurtured Outcome Group Action Plan. This represents a coordinated, inclusive, comprehensive and democratic governance system for early learning and childcare (ELCC), out of school care, and play in Aberdeen. Implementation and delivery will be focused on universal services, including a priority emphasis on early intervention and prevention and improving health, economic and educational outcomes for all children and their families. Our high level priorities will be to:

1. Ensure that consistently high quality, affordable, accessible ELCC services are available to meet the changing needs of families in the city
2. Identify gaps in provision
3. Expand, develop and support the childcare workforce
4. Continue to promote equality and inclusion across all services
5. Promote better outcomes for children, young people and families
6. Promote cross-sector investment in learning through play
7. Ensure that accessible, comprehensive, up-to-date information on all services for children and young people is available to parents and professionals.

Early Learning and Childcare Provision

All Scottish Local Authorities have a duty to secure ELCC places for all children in the nursery term following their third birthday, until they start primary school. There is also a duty to provide ELCC for 2-year-old children who are looked after (supported through the Children Social Care team) or whose parents are on specified benefits. Aberdeen City Council provides free places in nursery classes in local authority primary schools. It also commissions early learning and childcare from the private, independent and third sectors.

The Scottish Government has committed to a major expansion of ELCC provision to 1140 hours whilst also seeking to provide for the flexibility and choice needed by parents. This will be a major change project for all partners. From May 2016, the Government expansion programme has been set out in three stages:

- ★ **Stage 1** – in the first budget: provide **600 hours** of childcare per year to around **half of Scotland's two year olds** (those whose parents receive working tax credit or child tax credit)
- ★ **Stage 2** – by the end of the first Parliament (assumed to be 2020): provide 1,140 hours of childcare per year to all **three and four year olds and vulnerable two year olds**
- ★ **Stage 3** – by the end of the second Parliament (assumed to be 2024): provide **1,140 hours** of childcare per year to **all children from one to school age**.

Play for All

Aberdeen City's vision for play is to develop high quality, innovative, and inclusive services in partnership with the community, children and young people and all agencies involved in the delivery of play. We will make a commitment to see, hear, listen and respond to children who play in our communities and to encourage healthy community activity with active and positive contributions from all generations. We recognise that play is central to the health and wellbeing of our children. Access to high quality play opportunities leads to the development of confident young people who are better able to lead their own learning, participate in their communities and make a full and active contribution to society.

6.2 Children are Safe and Responsible

Empowering Children & Young People through Responsible Citizenship

Our previous work to support the youth justice agenda has seen considerable effort allocated to the reduction in crime and offences committed by young people. While this has continued to drop for some years, there is an appreciation that it will plateau, so there is a need for us to take a wider focus. To this end our priority over the next 3 years will be to move to support early intervention and preventative measures that will promote active citizenship and supported risk taking. These will be focused around 4 key aims:

1. To reduce youth crime by reducing the involvement of young people in the commission of crime and encouraging responsible behaviour
2. To increase active citizenship by developing opportunities for meaningful engagement and participation for young people within their communities
3. To ensure children and young people have the information and support they need to make safer choices and manage risk
4. To develop and use an effective communications strategy to ensure young people's views inform the community supports we put in place.

These aims are intended to support our children's services priorities around the areas of improving community safety and youth engagement. They also contribute to improving wellbeing and supporting young people who might otherwise become adults who slip into the poverty gap. This will see a wide range of organisations working together, incorporating the traditional Police, Scottish Children's Reporter Administration (SCRA) and other local partners. It will also combine with the innovative practices and developments brought about by the revised Social Work structures, as well as the opportunities provided by the Community Justice programme and its Community and Victim focus, the LOIP and Locality Planning structures, and the introduction of Priority Families.

Through the continuously developing work of specialist service partners such as The Foyer, Barnardo's and SACRO as well as through access to the dedicated police officer running the programme at Polmont Young Offenders Institution, there is a real opportunity to support those who are in the Justice

System and help them out of it. The work of the Youth Teams, Criminal Justice Social Work (CJSW), the Alcohol and Drugs Partnership (ADP) and the Problem Solving Courts demonstrate that there are still solutions which we need to capture, develop and realise. With technological advances, a refreshed plan and children at the heart of our decision making, we need to move forward, capture learning and use it positively.



Reclaiming Social Work – Helping To Keep our Young People and Children Safe

The Reclaiming Social Work (RSW) model is a whole system redesign of the Social Work Services delivered to families in need within Aberdeen City. Aberdeen City Council is the first local authority in Scotland to adopt the model. Together we want to change Children's Social Work in Aberdeen, focusing on the way we work with each other, our partners and most importantly our families in need.

Social workers play a vital role in assessing risk to children and helping and supporting families in need. The redesign of our services will enable staff to work systemically and collaboratively in small social work units, ensuring that they are free to focus on this work, rather than unnecessary bureaucracy. These will be multidisciplinary groups of five practitioners who co-work a caseload. Allocation of cases to units rather than individuals ensures that practitioners are well supported in their analysis of risk and implementation of interventions. Although the Consultant Social Worker is ultimately responsible for each case, all unit members collaborate on casework, offering a variety of different skills and perspectives to their work with children and families. By doing this we are helping our workers to have the confidence and expertise to work as effectively as possible with Aberdeen's families. These measures will also ensure best possible value by reducing the costs of our services whilst improving the supports for children, young people and families taken into the care system and increasing the availability of support to our staff. The clear message from RSW is that together we are providing high quality services for children and families in need.

We will continue to work with partners to ensure that as far as possible, those children who are assessed as being at risk are identified, and that plans are put in place to try and reduce the risk. Where risk cannot be safely managed we will actively support extended family members to provide care to enable the child or young person to remain with their families. We also want to ensure that Looked After Children (LAC) and young people can remain in Aberdeen by reducing out of authority places.

Corporate Parenting – Engaging with Young People to Improve our Services for Looked After Children

Corporate Parenting is the formal approach adopted by all local authority CPPs and all the associated partner organisations which have a responsibility for working together to meet the needs of LAC, young people and care leavers. The Children (Scotland) Act 1995 imposed duties, powers and responsibilities on the local authority in relation to this cohort of children and young people. The Children and Young People (Scotland) Act 2014 now extends these duties and increases the number of public bodies that are considered to be corporate parents.

Aberdeen City's Champions Board held its inaugural meeting in January 2014. Based on what has become known as the 'Dundee model', this provides a forum where care experienced young people can have direct access to Chief Officers in their area. Champions Boards, which are relatively new in Scotland, are proving to be an extremely effective opportunity for young people to articulate the challenges of being looked after and how these can be faced and overcome with the right support.

Our 3-year Champions Board Action Plan details the strategy for our local corporate parents to build on young people's participation and to ensure that we are making a meaningful contribution to improving outcomes for care experienced children and young people. The action plan includes the appointment of an Advocacy and Participation Worker in partnership with Who Cares? Scotland; the development of a participation group; the appointment of care experienced Development Assistants; the introduction of individual grants for young people; and the development of a website for LAC and care experienced young people.

The Champions Board, which is scheduled to meet quarterly, is currently comprised of care experienced young people, elected members and Chief Officers from Aberdeen City Council, Police Scotland, NHS Grampian and the Third Sector and several new organisations. Following the announcement of funding from the Life Changes Trust there is a renewed enthusiasm to take forward the Champions Board work. Members fully understand that they can make effective and meaningful change to the services that affect our care experienced young people. Going forward, membership will need to be expanded to include representatives of those groups to which the corporate parenting duty was extended in the 2014 legislation, for example, Higher Education and the Scottish Fire and Rescue Service.

6.3 Children are Respected, Included and Achieving

The National Improvement Framework: Helping Our Children and Young People to Achieve by Embedding the GIRFEC Approach in Our Local Community Services

We are currently working to develop a series of locality based partnership forums across our Associated School Groups (ASGs) (the Secondary School catchment and their feeder Primaries) to support multi-agency delivery of the National Improvement Framework (NIF). Jointly governed through the ICS and the CPP Community Engagement Group, these forums will help develop our GIRFEC practices by promoting primary prevention and early intervention at a local operational level. We will work to a shared agenda to improve the impact of our partnership working and contribute to improved outcomes for our children, young people and families and ultimately our communities.

The forums will support the delivery the LOIP, the associated ICS Plan and Community Learning and Development Plan at a local level. They will also enable practitioners from each locality to work in partnership to address needs in keeping with the 4 priority areas outlined in the National Improvement Framework:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing; and
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.

It is expected that each partnership forum will consider how these areas can be addressed through direct intervention with families and members of the local community and report on progress through the ICS Partnership.

Post School Destinations- Ensuring Our Young People have the best Opportunities to Achieve and Thrive as Adults

Aberdeen Guarantees was developed in September 2014 as a new commitment to providing learning, training and work for 14-25 year olds. Positive Destinations Engagement with businesses to enhanced learning and training opportunities and better promoted local opportunities through the Aberdeen Guarantees website and social media.

Their weekly newsletter has also been developed and is distributed to over 650 mailing list subscribers from a range of education establishments, youth work and training providers, social work services, businesses and more. The audience reach of posts via Aberdeen Guarantees has been evaluated, with the YEAR 2 end of year report published in December 2016.

Over the next 3 years, in support of post-school destinations, we intend to work with communities and local partnerships. There will be a particular focus on communities most in need and the provision of more targeted support among those with ASN. This will include:

1. Working with our local universities and the North East of Scotland College to expand wider access programmes
2. Making better use of data to support individual young people
3. Expanding the development of achievement awards across the partnership and linking with businesses to promote their value
4. Working with both primary and secondary schools to pilot programmes to develop the young workforce and providing age appropriate employment skills for all ages
5. Surveying the aspirations of our young secondary school pupils to adapt our pre- and post-school supports to meet their needs and aspirations.



Respecting and Including Children and Young People's Views in How We Deliver their Services

In the next few years we aim to improve the coordination of youth engagement work across the partnership. We want to ensure that young people are able to express their views and that these views are used to inform Partnership decisions. In order to do this we will:

1. Ensure that we have a comprehensive overview of youth engagement work across the partnership by mapping existing and planned youth engagement
2. Assist in the development of further mechanisms to engage with young people
3. Implement a youth engagement charter outlining the responsibilities of partners to ensure that engaging with young people becomes part of normal working practice
4. Report on work to expand the youth engagement and Children's Rights agenda to the Partnership. This work includes: expansion of the rights respecting schools agenda across the city; expansion of the Youth Work team to increase local youth groups; continuation and expansion of the Imagineers Programme; and development of the Ideas Hub, an online survey facility available to all school pupils throughout the city.

In addition to the above, Aberdeen City has recently been successful in a bid to be supported by Unicef. With their support over the next 3-5 years we want to be awarded the status of 'Child Friendly City'. This will involve working across the partnership with all of our stakeholders to ensure that we embed the UNCRC throughout the work that we do.



Supporting Children with Additional Support Needs (ASN) to be Fully Included

We are working to ensure that young people with ASN receive timely and effective interventions. We strive to ensure that children and young people can access the educational services and facilities they need to fully participate in school life and their community in order to achieve their full potential. As far as possible we want to ensure that we can support children with ASN to remain in their local mainstream schools, so that they can grow up among their peers and are better equipped to be independent on leaving school. This also plays an important role in destigmatising children and young people with ASN, while also enabling their peers to be better equipped to support them in their adult life. Further details of the range of supports can be found via our Aberdeen City Guide to Education & Children's Services¹¹.

¹¹ **Aberdeen City Guide to Education & Children's Services** www.aberdeencity.gov.uk/web/files/SchoolsColleges/Guide_to_ECS.pdf



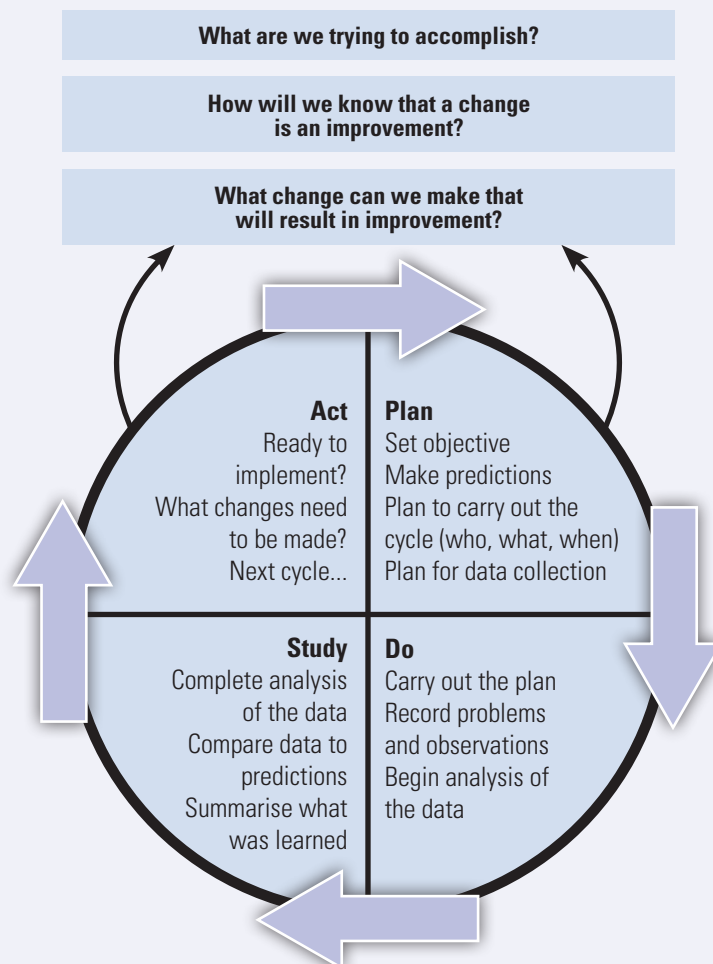
7. How will we know if we've made a change?

We will work with our Locality and Partnership Forums to provide a strategic support link to our national and local agendas as well as deliver improvement projects and interventions within our communities. We will do this by ensuring that we can evidence how we are improving against our 10 year drivers through a clear focus on our 4 children's services theme areas. This will allow us for instance to show how our interventions and supports for mental health and well-being can positively impact on attainment or how engaging our young people to participate in their community's development can improve community safety.

Taking this approach will allow us to increasingly recognise and act on local examples of good practice, directing and redirecting resources to support what works in a quicker and more responsive way.

In order to do this we are adopting the Quality Improvement Methodology set out in the 3-Step Improvement Framework for Scotland's Public Services. This Framework was designed to allow services to channel collective knowledge through self-assessment and debate and to assist services and partners to develop mechanisms that empower and engage local leaders to deliver (in this instance) outcomes for and with children, young people and families in Aberdeen.

This is a simple and effective methodology that can be used in operational projects as well as in wider strategic planning. This involves assessing impact and need through 3 key self-evaluation questions and a 4 stage review process known as a PDSA Cycle:



We will embed the use of this Model for Improvement to provide a clear change method which is understood by everyone across children's services. This will be achieved by building capacity and capability in Quality Improvement (QI) through a comprehensive programme of learning opportunities for ICS, as follows:

1. Delivery of two QI Learning Programmes during 2017 to support development of knowledge and skills to progress improvement efforts across children's services
2. Development of a QI Learning Network to offer continued professional development opportunities to practitioners who have already had some QI learning experiences and who may be able to support future learning programmes or provide QI support within their own teams
3. Development of local partnerships to make best use of resources, expertise and learning from across the Community Planning Partnership
4. Development of the Improvement Coach capacity
5. Engagement with national partners (e.g. Scottish Government, NHS Education for Scotland) to test other approaches to develop capacity across the whole system

In addition to this our wider CPA has also adopted the model for improvement as its methodology for change. In the long term this will ensure that we can expand training and knowledge of the method at all levels of service.

8. Glossary

Acronym	Description
ACVO	Aberdeen Council of Voluntary Organisations
ADP	Alcohol and Drugs Partnership
ASG	Associated School Group (a Secondary School catchment and its associated feeder Primary Schools)
ASN	Additional Support Needs
CfE	Curriculum for Excellence
CJSW	Criminal Justice Social Work
CLD	Community Learning and Development
CPC	Child Protection Committee
CPP; CPA	Community Planning Partnership; Community Planning Aberdeen
GIRFEC	Getting it Right for Every Child
ICS/P	Integrated Children's Services/Partnership
LAC	Looked After Children
LOIP	Local Outcome Improvement Plan
NHS	National Health Service
NIF	National Improvement Framework
RSW	Reclaiming Social Work
SACRO	Safeguarding Communities and Reducing Offending
SCRA	Scottish Children's Reporter Administration
SHANARRI	Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included
UNCRC	United Nations Convention on the Rights of the Child

9. ICS Action Plan

This section outlines some of the key actions we will carry out to improve against our priorities. The high level metrics by which we will assess our impact are outlined in the Aberdeen City LOIP. Further and more detailed information about the specific improvement projects and how they are being assessed will be added to our GIRFEC Website as they progress.

Improvement Outcome 1: Children have the best start in life Children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood				
ICS PRIORITY 1-4	PARTNERSHIP OBJECTIVE	CHANGE ACTIVITIES	MEASURES OF IMPROVEMENT	BY WHOM
1	Expansion of early learning and childcare and out of school care	Enable flexible access to early learning and childcare for all eligible 2, 3 and 4 year olds by 2018 Carry out extensive programme of consultation with stakeholders including parents of the future to assess and predict demand	<ul style="list-style-type: none"> • Increase number of available early learning and childcare places (double current levels of provision by 2020) • Improve access and availability to community based early learning and childcare • Increased access to the Me2 'Stay and Play' to support Looked After 2 year olds 	Early Learning and Childcare Partners
1	Ensure continued quality of childcare provision	Target and review areas for improved service provision against the Care Inspectorate Quality Indicators Seek and review feedback from stakeholders	<ul style="list-style-type: none"> • Maintain positive early learning and childcare inspections at 100% • Increase proportion of positive evaluations across all quality indicators inspected • Increase satisfaction levels of early learning and childcare services 	Early Learning and Childcare Partners
1	Workforce development and expansion within early learning and childcare services	Development of Early Learning and Childcare Academy promoting a partnership approach to early learning and childcare as a positive career opportunity Undertake annual training needs analysis to inform training and development and workforce planning Annual review and allocation of Workforce Development and Expansion Funding	<ul style="list-style-type: none"> • Increase number of staff entering the early learning and childcare sector • Increase % staff undertaking training and development opportunities 	Early Learning and Childcare Partners

Improvement Outcome 1: Children have the best start in life Children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood				
ICS PRIORITY 1-4	PARTNERSHIP OBJECTIVE	CHANGE ACTIVITIES	MEASURES OF IMPROVEMENT	BY WHOM
3	Alignment of policy and planning and developments in line with Healthfit 2020, ChildHealth 2020 and health and wellbeing local delivery plans	Facilitate delivery of Family Nurse Partnership Model supporting and enabling first time teenage mothers pre-birth through to child's 2nd birthday	<ul style="list-style-type: none"> • Increase % of babies exclusively breastfed at 6-8 week review • Decrease % of smoking during pregnancy • Increase breastfeeding rates in targeted areas • Increase proportion of children and young people with average or above mental wellbeing • Decrease in obesity rates in P1 	NHS Grampian Community Learning Schools ACVO Early Years Sport Aberdeen Aberdeen Health & Social Care Partnership
		Unicef accreditation/revalidation of health visiting staff within community settings Maternity Service to deliver and review breast feeding peer support programme Improve provision of mental health services and support Development of 'Child Healthy Weight' Projects Work across partners to advance Aberdeen City Play Policy as a commitment to UNCRC Article 31 To support CEL 13 SG directive to improve the capacity of school nurses to focus on the health and wellbeing needs of children and young people		

Improvement Outcome 2: Children are safe and responsible Children and young people can become responsible citizens and safe from all forms of harm				
ICS PRIORITY 1-4	PARTNERSHIP OBJECTIVE	CHANGE ACTIVITIES	MEASURES OF IMPROVEMENT	BY WHOM
4	<p>Ensure that young people are safe at home</p>	<p>Implementation of the Reclaiming Social Work model</p>	<ul style="list-style-type: none"> • Reduce number of children and young people in out of authority placements • Child protection re-registration rates in line with national average • Improved support for Children's Social Work Staff 	<p>ACC Children Social Work Supported in Partnership to Protect Children by: Child Protection Committee Police Scotland NHS ACVO SCRA SACRO</p>
4	<p>Improve multiagency support for vulnerable children and young people</p>	<p>Undertake audit of current chronologies and assessment practices along with level of practitioner confidence Develop multidisciplinary training programmes (online/face to face) to address outcomes of audit Establish focus group to provide feedback on approaches and inform next steps, engaging with parental groups across the city</p>	<ul style="list-style-type: none"> • Increase % of children's plans assessed as good • Monthly review of children's plans • Reduce number of children at risk 	<p>GIRFEC Partnership Outcome Group</p>

Improvement Outcome 2: Children are safe and responsible Children and young people can become responsible citizens and safe from all forms of harm				
ICS PRIORITY 1-4	PARTNERSHIP OBJECTIVE	CHANGE ACTIVITIES	MEASURES OF IMPROVEMENT	BY WHOM
4	Improvements in early intervention supports for offenders, victims and parents	Develop opportunities for meaningful support and engagement within communities Develop intelligence led processes to maximise allocation of resources Develop a communications strategy for children and young people	<ul style="list-style-type: none"> • Reduce number of young people charged with crime or offence • Reduce number of young people charged with multiple crimes or offences • Reduce number of antisocial behaviour reports involving young people • Increase number of young people engaged in diversionary activity programmes • Reduce pupil exclusion rate 	Police Scotland; ADP; CJSW; ACVO; Foyer; SACRO; ACC

Improvement Outcome 3: Children are respected, included and achieving Children and young people are listened to, respected, valued and involved in the decision making process and supported to achieve				
ICS PRIORITY	PARTNERSHIP OBJECTIVE	CHANGE ACTIVITIES	MEASURES OF IMPROVEMENT	BY WHOM
1-4	Embed youth engagement and the UNCRC Rights agenda throughout the partnership	Improve mapping of youth engagement Develop an ICS engagement charter Expand rights respecting school agenda Increase capacity of youth work Expand the Imagineers Programme	<ul style="list-style-type: none"> • Increase number of children and young people using the Ideas Hub • Increase awareness among children, young people and professionals of the UNCRC • Achieve Unicef 'Child Friendly City' accreditation • Increase number of youth democracy opportunities • Increase in partners demonstrably supporting young people to be involved in planning and development 	ACVO ACC Education Children's Parliament ACC Community Learning Police Scotland Aberdeen Foyer VSA NHS
2	Ensure children and young people with additional support needs as far as possible are supported to live and be educated in their local community		<ul style="list-style-type: none"> • Increase % of pupils identified as having an additional support need in education within their local community • Reduce number of pupils with additional support needs receiving transport • Reduce number of looked after children educated out with the local authority 	ACC Inclusion Team Supported by the GIREC Outcome Group
1				ACC; NHS; Police Scotland; ACVO; SDS
1			At the time of writing this document Aberdeen City Council's Education and Children's Services is currently drafting its National Improvement Framework Action Plan. This will outline in detail the various key pieces of work that ACC in partnership with members of the ASG forums will carry out to improve educational outcomes for all children in the city. Once the National Improvement Action Plan has been completed a link will be provided on our GIRFEC Website	

Improvement Outcome 3: Children are respected, included and achieving Children and young people are listened to, respected, valued and involved in the decision making process and supported to achieve				
ICS PRIORITY 1-4	PARTNERSHIP OBJECTIVE	CHANGE ACTIVITIES	MEASURES OF IMPROVEMENT	BY WHOM
1	Engage partners to expand and improve provision of post school learning and employment opportunities for young people	Improve promotion of Aberdeen Guarantees to increase the number of young people engaging with career support services Expand partner provision of Activity Agreements Increase Employability Fund provision Expand Keen4Work programme Improve and expand achievement award uptake Support young people from regeneration areas to have more opportunities to enter higher education	<ul style="list-style-type: none"> • Increase % school leavers entering a positive destination • Increase % school leavers entering a positive destination from 20% most and least deprived areas • Increase % of young people progressing into a positive destination on completion of an activity agreement • Increase number of young people completing achievement awards 	ACC ACVO SDS The Foyer RGU North East College

ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services Committee
DATE	01 June 2017
REPORT TITLE	Payment Controls within Children's Social Work - Update
REPORT NUMBER	ECS/17/024
DIRECTOR	Gayle Gorman
REPORT AUTHOR	David Bliss

1. PURPOSE OF REPORT

- 1.1 This report provides a further update on the implementation of the recommendations within the Audit, Risk & Scrutiny report on Payment Controls within Children's Social Work. The previous update was considered by the Committee on 17 November 2016.
- 1.2 This further update report specifically focusses on the progress made towards the implementation of the first two areas of service to be commissioned under the 'Together for Children in Aberdeen' Public Social Partnership (PSP).

2. RECOMMENDATION(S)

- 2.1 It is recommended that Committee:
 - (i) note the progress made in the implementation of Phases One & Two of the PSP; and
 - (ii) request the Head of Children's Social Work to submit a Service Update to the Committee in early 2018, to provide assurance about the development of Phases Three & Four and the consideration of a Phase Five.

3. BACKGROUND / MAIN ISSUES

- 3.1 As noted in the previous report, Children's Social Work provides statutory services to children, families and young people in need of care and protection, including child protection investigation and assessment, services for children who are disabled and family support, as well as providing respite care, residential care, fostering, adoption and kinship care. Some of these are delivered by the Service itself whilst others are purchased from external providers.
- 3.2 Following a report to and approval by this Committee in September 2016, Children's Services have adopted the PSP model for the recommissioning of the majority of the services that it purchases from external providers in order to ensure a robust approach to commissioning and procurement.
- 3.3 The Service developed a Commissioning Framework, underpinned by a Strategic Needs Analysis, which has been used to drive the PSP forward. This led to the re-commissioning being sub-divided into a number of phases. Initially these were:
 - Phase One: Early help for families, children and young people
 - Phase Two: Intensive support for families, children and young people

- 3.4 Subsequently, the PSP model has been extended to two additional phases. These are:
- Phase Three: Services for children who are disabled and their families.
 - Phase Four: Services for children & young people in need of specialist assessments
- with the possibility of a subsequent Phase Five covering commissioned Residential Services.
- 3.5 As is implicit within the PSP approach, service specifications for Phases One & Two were developed during 2016 following extensive consultations with existing service providers and other representatives of the third sector along with similar engagement with Children's Services staff. Significantly, independent consultation was also commissioned with children and families who used the existing services.
- 3.6 The resulting service specifications were then central to the tendering process which was launched in November 2016 and closed in early January 2017. The subsequent procurement process, as required by current EU legislation, was followed including independent evaluation of the bids that were received by a number of Service Managers and importantly by a panel of three care experienced young people.
- 3.7 Following due process, the successful bidders for Phases One & Two have recently been announced and they are:
- Phase One: A consortium of four independent organisations, led by Barnardos Scotland
 - Phase Two: Includem
- 3.8 Implementation Groups have been established with the successful bidders and clear plans for the new providers to take over the running of the services from July 2017.
- 3.9 Contracts for the resulting services will be for five year periods with the anticipated overall savings, compared to the range of individual services that were previously provided and which have been incorporated into Phases One & Two, contributing to that required from Children's Social Work as a result of the investment in Reclaiming Social Work.
- 3.10 Planning for Phases Three & Four will see a similar tendering process being launched in September 2016 with the new services anticipated to be implemented before March 2018.

4. FINANCIAL IMPLICATIONS

- 4.1 In response to concerns raised by the Service in respect of contracts in place and payment controls within Children's Social Work, Internal Audit reviewed the effectiveness of controls in this area. Their report focussed on two key areas of contract management and payment systems.
- 4.2 A project management approach was adopted to address the resulting recommendations. These have now been successfully resolved and reported to Internal Audit.
- 4.3 The re-commissioning of externally provided services through the PSP model was deemed essential in order to provide the level of financial rigour required.

5. LEGAL IMPLICATIONS

- 5.1 Children's Services are working closely with Commissioning & Procurement to ensure that the tendering and procurement process conforms with current EU requirements. The adoption of the PSP approach though means that the process is as transparent as possible and potential bidders have opportunity to influence the

process and contribute to the development of the resulting service specifications. This reduces the likelihood of subsequent challenge to the outcome of the process.

- 5.2 Consultation with service users, as well as providers, should also ensure that there is evidence that the specifications reflect the needs and interests of the families who are likely to be affected by any change in the configuration of the services, again reducing the risk of subsequent challenge.

6. MANAGEMENT OF RISK

- 6.1 The original Internal Audit report identified a number of actions required to improve Payment Controls within Children's Social Work. To mitigate the associated risks, these have been managed by a Project Team actively supported by a Programme Manager from Corporate Governance, including maintaining and reviewing a Risk Log at bi-monthly project team meetings.

Financial

- 6.2 The use of the PSP model in the re-commissioning of externally provided services has itself been designed to reduce many of the financial risks identified by the Internal Audit report, through the co-production and procurement processes, as well as with the resulting clear and transparent contracts that are being established with the successful bidders.

Employee

- 6.3 There are none.

Customer / citizen

- 6.4 Strict adherence to the development and implementation process should ensure that there is no 'gap in service' for existing service users as they transition from one provider to another. However, there are inevitable risks when re-commissioning services which means that this risk cannot be reduced to zero. In the event that new services are delayed for example, Children's Social Work will work closely with the existing provider to ensure as far as possible a continuation of service.

Environmental

- 6.5 There are none.

Technological

- 6.6 There are none.

Legal

- 6.7 Strict adherence to the Public Contracts Scotland process for tenders for the re-commissioned services will further reduce the risk of subsequent legal challenge.

Reputational

- 6.8 Aside from the financial and legal risks, that existed as a result of the previous commissioning arrangements, there was also a reputational risk for the organisation. The Commissioning Framework that has been put in place and is designed to evolve with the changing landscape over the next five years, should ensure that these risks are further managed. It is accepted though that the process of re-commissioning will itself de-stabilise the delivery of services, particularly where there is a change of provider. Clear and transparent management of this process, particularly in relation to the implementation of the new services will aim to control and reduce these risks as far as can be anticipated.

7. IMPACT SECTION

Economy

- 7.1 The re-commissioning of externally provided services within Children's Social Work will provide more effective controls over payments and will improve the use of resources, including budgets. In particular, it will ensure that they are targeted most effectively on behalf of vulnerable children and families within the city, as well as continuing to provide economic stimulus to third sector organisations working within the city who will in turn be able to draw on other funding streams to the advantage of such families.

People

- 7.2 As noted in previous reports, Children's Social Work services work with children and young people and their families who are amongst the most vulnerable and disadvantaged in the city. The recommissioning of externally provided services and the tightening of payment controls in relation to these should help to ensure that these contribute to improving outcomes for them.
- 7.3 An EHRIA was previously completed for the report presented in September 2016. It did not identify any required actions

Place

- 7.4 The commissioning of a proportion of services required by Children's Social Work to support vulnerable children and their families is in part designed to stimulate community empowerment and resilience, through the encouragement of organisations to come together to pool their knowledge, experience and resources and to work together with their own service users. The performance of the recommissioned services in improving outcomes for individuals and the communities that they serve will be closely monitored and managed against an agreed set of indicators, that not only ensures their contractual compliance but also demonstrates the overall benefit that they are delivering.

Technology

- 7.5 The procurement process for the recommissioned services encouraged prospective bidders to identify how they will take advantage of digital technology to develop their services in terms of both communication and interaction with service users. This will be closely monitored as the new services progress.

8. BACKGROUND PAPERS

- 8.1 Report to Education & Children's Services Committee (24.03.16) – "Payment Controls in Children's Social Work"
- Report to Education & Children's Services Committee (08.09.16) – ECS/16/036
"Children's Social Work Commissioning Framework"
- Report to Education & Children's Services Committee (17.11.16) – ECS/16/067
"Payment Controls within Children's Social Work"

9. APPENDICES

- 9.1 There are none.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	1 June 2017
REPORT TITLE	Allocation of Work in Children's Social Work
REPORT NUMBER	ECS/17/031
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Graeme Simpson

1. PURPOSE OF REPORT:-

At the 26 January 2017, meeting of the Education & Children's Services Committee the Service was asked to report to committee on the allocation of work to individual social workers and on the challenges faced by the service to delivery on it statutory obligations.

2. RECOMMENDATION(S)

It is recommended that the Committee -

- (i) note how the allocation of work is being managed by the social work service; and
- (ii) Instruct the Head of Children's Services to submit a Service Update on the Implementation of Reclaiming Social Work by the end of 2017.

3. BACKGROUND

3.1 In 2015 the Council agreed to the implementation of the Reclaiming Social Work (RSW) model for Children's Social Work. This model moved away from the traditional structure where each social worker in a team was allocated a number of cases (usually between 15-20+) which they worked, more often than not, on their own. Under this model individual social workers were responsible for assessing risk which ultimately contributed to decisions around whether it was safe for children to remain at home or not. Experience of this model would suggest that staff at times felt isolated and burdened by a fear of getting it wrong. As a consequence practice was more risk adverse, contributing to increasing numbers of children in local authority care. Additionally if a worker left or was on leave, while other members of the team would oversee their cases and respond to crises, cases would not be worked. This resulted in drift in the plans for children being advanced.

3.2 The move to RSW sees cases being allocated to a Unit. (A unit consists of 4.5 staff – 1 x Consultant Social Worker; 0.5 x Clinical Practitioner; 1 x Social Worker; 1 x Children's Practitioner and 1 x Unit Coordinator.) The Consultant Social worker has responsibility for managing the work, delegating tasks to other members of the Unit according to their skills and experience. As a result all members of the Unit contribute

to the assessment of risk. Even if one member of the Unit is on leave the other members of the Unit still ensure plans for children are advanced.

- 3.3 The experience of other local authorities who have implemented RSW mirrors an emerging picture locally whereby staff feel supported and better able to manage situations of risk and support families to affect change without the need for the child to be accommodated. (This acknowledges that there will still be a need for children to be accommodated in situations where unacceptable levels of risk exist.) These decisions draw on the perspectives of all Unit members not simply on one staff member.
- 3.4 The professional supervision of staff is fundamental to ensuring safe service delivery. Social work staff are supervised minimally monthly. For staff working in a team model supervision has more of a case management dynamic to it whereby staff update the team manager on case developments and together they plan future intervention. Within the Unit model, given the Consultant Social Worker is actively involved in the service delivery, this more naturally lends itself to discussions within supervision which focus directly on the workers practice and professional development.

CURRENT WORKLOAD MANAGEMENT STRATEGIES

- 3.5 Children's Social Work is a targeted statutory service. Consequently there must be a clear legal basis for the service to intervene in the lives of children and families. The main referring agencies to the Social Work service are Police Scotland; Health; Education Services and the Scottish Children's Reporters Association.
- 3.6 For the past 3 years, in the lead up to and following the implementation of RSW, the service has carried out twice yearly Case File Audits. This has enabled the service to accurately determine the number of open cases as well as the complexity of the workload. These audits have enabled a growing understanding of the workload of each team/Unit as well as the whole service. It has also assisted in identifying where potential pressure points exist. While there will always be limitations to the data, the growing richness of it, is allowing for more informed service planning as to how Aberdeen City Council is choosing to implement RSW to fit its own needs.
- 3.7 The last case file audit carried out in December 2016 evidenced that Children's Social Work were working with approximately 1800 children/1250 families. The "weight" of this work is determined by the complexity of the case as well as other key factors such as travel implications and the volume of additional pieces of work associated with each case.
- 3.8 There is a growing body of research including Inspection Reports which highlight that social work intervention is most effective when social workers have manageable caseloads. Given that the time demands of cases vary significantly in accordance with their complexity, the allocation of work cannot be based purely on numbers. It is for this reason we have planned for each Unit to hold approximately 450 points of work. Feedback from staff in the Units would suggest that this level of work is manageable.
- 3.9 For staff still to transition into Units, work is allocated in accordance with the experience of each staff member and would vary between 150 – 200 points. The regular audits allow the management team to monitor this allocation.
- 3.10 Performance reports submitted to Committee over the past two years have evidenced that in all but 2 quarters 100% of children on the Child Protection Register had an allocated social worker. In the two other quarters the figure was 97% and 98%.) In January 2017 95% of looked after and accommodated children had an

allocated social worker, this figure rose to 97% in February 2017. This data highlights very favourably on the services ability to manage high profile cases.

- 3.11 Children's Social Work will always have a small number of cases which are not allocated to a specific worker. This reflects the time taken to fill staff vacancies; long term absences as well as operational demands. Where cases cannot be allocated to a specific Unit/worker these cases are still worked on a duty basis and overseen by the Team Manager/Consultant Social Worker. This ensures that the welfare of children is always given paramount consideration and decisions around allocation take account of emerging priority.
- 3.12 Recruitment of new Consultant Social Workers to the RSW structure has been challenging. This has determined the pace at which new Units have been able to go live. As a consequence services to children and families are being delivered by staff working in Unit and Teams. Over the course of the coming year it is anticipated that the number of teams will slowly diminish as more Units go live.
- 3.13 At present there are 16 operational Units. Once full implementation has been achieved there will initially be 26 Units rising to 34. (Full implementation of this model is based on a five year plan.)
- 3.14 To ensure the safety of service delivery it has been necessary to engage a number of agency social work staff to cover critical vacancies. (At present the service has engaged 3.5 agency team managers and 11 agency social workers.) Efforts to fill these vacancies are actively being progressed. In addition, along with HR colleagues, a workforce development plan is being taken forward to support existing staff who are interested and identified as having potential to take on the role of Consultant Social Worker. This will further assist the implementation of more Units and reduce our need to engage agency staff.

4. FINANCIAL IMPLICATIONS

- 4.1 The cost pressure of engaging agency social work staff is off-set by the vacant Consultant social workers posts while being actively managed. In addition ongoing recruitment activities will lessen the need for agency staff. Recent recruitment activities have resulted in a small number of agency staff applying for and being appointed to permanent positions with the Council. Without the use of agency staff at this time the ability of the service to ensure a high quality and safe service would be seriously compromised.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of this report.

6. MANAGEMENT OF RISK

- 6.1 Financial – As noted in order to ensure a safe service, Children's Social Work has had to engage a number of agency staff to offset vacancies which have been hard to fill. Agency staff are more expensive to engage than permanent employees and consequently efforts to fill these vacancies through recruitment and workforce development are actively being progressed. Level of risk - medium.
- 6.2 Employee – For staff who have been matched and are now working in their new Unit or Team there is a real sense of purpose and positivity to their role. It is however recognised that the difficulties in being able to roll out all Units has left some staff

feeling frustrated and uncertain about when they will move. Evidence of caseload management activity highlights that the work is effectively being managed and our staffing resources are being deployed effectively. Level of risk medium.

- 6.3 Customer / citizen – Social work intervention is most effective when staff have manageable caseloads. Feedback from service users has to date been positive and encouraging. The Service has engaged external evaluators to report on the impact of the implementation. In their final year they will engage directly with a number of service users to independently assess the impact of Reclaiming Social Work. Level of risk low.
- 6.4 Environmental – There are not environmental risks associated with this report.
- 6.5 Technological – The service is continuing to explore ways in which technology can assist in freeing social workers time to allow for direct work with children and families. Level of risk low.
- 6.6 Legal – There are no legal risk associated with this report.
- 6.7 Reputational – Aberdeen City Council is the first authority in Scotland to implement the RSW model. Considerable interest has been shown in the model by the Scottish Government and other local authorities. In addition service users and local stakeholders are also interested in the impact this model has to service delivery. Success of the model will enhance the City's reputation. Level of risk low.

7. IMPACT SECTION

7.1 Economy

- 7.1.1 Effective management of the work across Children's Social Work is critical to ensuring that resources are being deployed to greatest effect. The successful implementation of RSW is a stated objective of the Councils' Strategic Business Plan and will deliver a transformational change as to how Children's Social Work engages with and delivers services ensuring children are safe and responsible. This vision is fully consistent with "children are our future" priority of Local Authority Outcome Improvement Plan.
- 7.1.2 The model is intended to be cost neutral by the end of the five year implementation period. Achieving this cost neutral position is contingent on recommissioning services from Third Sector partners as well as reducing the numbers of children placed in out of authority residential placements. Work is well underway to deliver on the first of these priorities however our ability to deliver on the second element has been affected by the recruitment challenges. With increasing Units and a new model of Intensive Support services it is anticipated delivery on the second element will be significantly advanced in the coming year.

7.2 People

- 7.2.1 The Council's decision to support the implementation of RSW model is aimed at delivering improved outcomes for those children, and their families, assessed as being at risk of harm and in need of statutory intervention. The model seeks to free social work staff up from bureaucratic processes to deploy their knowledge and skills in direct work with children and families. In addition the model is intended to support more children to remain in their families resulting in a rebalancing the profile of the

population of looked after children. An EHRIA was completed in respect of this report and additional measures were identified.

- 7.2.2 Evidence and direct feedback from children and families who have experienced this new model of delivery is encouraging and highlights that families feel more empowered to contribute to finding solutions to their own difficulties. These changes will diminish the reliance for some families on social work intervention and reduce the instances of children and families being re-referred. The impact of these changes will be incremental as more and more Units go live.

7.3 Place

- 7.3.1 The vast majority of social work services are delivered to families who experience economic deprivation. By supporting families to find solutions to their own difficulties and enhancing their resilience the effective delivery of social work services has an important role to play to positively improving the experience of living in Aberdeen.

7.4 Technology

- 7.4.1 A key driver within the RSW model is to free social work staff up from unnecessary bureaucratic processes. Modern technology has a valuable contribution to play and while some significant progress has been made there is still more to be achieved. Working with colleagues in ICT we are continuing to look at how professional social work time can be maximised to direct work with families.

8. BACKGROUND PAPERS

None

9. APPENDICES (if applicable)

None

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	1 June 2017
REPORT TITLE	Continuing Care
REPORT NUMBER	ECS/17/035
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Anne Donaldson

1. PURPOSE OF REPORT:-

The report requested by Committee on the cost of continuing care in residential, fostering and kinship placement.

2. RECOMMENDATION(S)

The Committee is asked to:

- i to note the steps taken to implement continuing care for young people who are looked after and accommodated on their 16th birthday should they request to remain in their placement; and
- ii to request the Head of Children's Services to submit a report to the Committee in March 2018 detailing the costs of continuing care during the first full year of implementation of Part 11 of the Children and Young People (Scotland) Act 2014.

3. BACKGROUND/MAIN ISSUES / OTHER HEADINGS AS APPROPRIATE

3.1 In October 2013 the Scottish Government published the "**Staying Put Scotland**" guidance, which gave a clear message that young people should not be forced to leave local authority care before the age of 18. The guidance highlighted the positive impact maintaining relationships had for care leavers on improving their long term outcomes. It also drew upon practice experience that showed longer, carefully planned transitions at a point when the young person was ready, as opposed to a defined age, delivered improved outcomes.

3.1.2 The Children & Young People (Scotland) Act 2014 imposes a new duty on local authorities to provide "continuing care". Young people who are 16 years of age and are accommodated by the local authority can now request to

remain in their existing placement up to the age of 21. This will apply to children placed in kinship; foster and residential care placements (excluding young people placed in secure care).

3.1.3 There is a presumption that the local authority will provide continuing care unless to do so would not be in the child's interests. Should the carer indicate that they are unable or unwilling to provide a continuing care placement then the duty will not apply. This would not remove the responsibility on the local authority to provide Aftercare support to the young person. This can include the provision of an alternative suitable placement but this would not be deemed a continuing care placement.

3.1.4 Although a young person in a continuing care placement would no longer be deemed to be a looked after child they would be entitled to the same support as if they were looked after.

3.2 Numbers of young people who are eligible for continued care in 2017 / 18 are

	18 year olds	17 year olds	16 year olds
Children's Homes		2	6
Foster Care		5	6
Kinship Care		1	1
External Children's Homes / Residential Schools		4	8
Locally Commissioned Children's Homes & Throughcare		2	2
External Foster Agency Care	1	4	16
	2	18	39

3.2.1 It is unclear at this stage how many of the organisations with whom purchased placement are provided will offer continuing care however it is stated in the National Fostering Contract that placements and rates would be negotiated with individual agencies.

3.2.2 Aberdeen City Council foster care and kinship care placements cost £226.75 per week and a placements in a children's home is £3,500.00 per week.

3.2.3 If continuing care is not offered or requested by a young person beyond the age of 16 years Aftercare Services will continue to be provided.

3.2.4 Aberdeen City Council Foster Carers will be supported to offer continuing care although the option of offering supported lodging continues to be available to carers.

- 3.2.5 Continuing care placement will limit the numbers of available placements for younger children and young people who need to be looked after and accommodated.
- 3.3 The services that assess and support kinship carers are under review so that aspects of the services can be refocused to support children and young people to remain within families.
 - 3.3.1 The drive to recruit staffing to children's homes continues so that all available placements can be offered in the city, accessing the full capacity we can provide.
 - 3.3.2 The PSP for Intensive Support will be operational later this year and the focus will be, where appropriate, to support children and young people to return safely to the care of their family. This should have a positive impact on reducing the number of throughcare requests.
- 3.4 At present only one eligible young person has requested continuing care in a local resource, however it is anticipated that this number will increase. At the present time these numbers cannot be predicted.
 - 3.4.1 Children and young people are being made aware of their right to request continuing care during the Looked After Child (LAC) Review.
 - 3.4.2 When a young person requests continuing care a welfare assessment will be undertaken to ensure that the placement will continue to meet their needs.
- 3.5 Work with the Financial Inclusion Team has begun to look at income maximisation for young people and carers.

4. FINANCIAL IMPLICATIONS

- 4.1 The full financial implications of implementing continuing care are not yet known given the stage of implementation and the number of variables that will be considered with regard to the young person's circumstance for e.g. employment, further education.
 - 4.1.1 The numbers of young people who can request a continuing care placement is known for the years 2017 / 18 however given that young people remain in the placement while aged 16 there are no certainties about the potential demand beyond this age. The number of 14 and 15 year olds currently in care does indicate potential demand for services increasing in future years.
 - 4.1.2 There is no agreed payment rate for continuing care as part of the National Fostering Contract and this will be negotiated on an individual basis.
 - 4.1.3 All placements, both local and external placements will take account of the young person's rights to receive benefit payments and / or employment status.

5. LEGAL IMPLICATIONS

- 5.1** The Children and Young People (Scotland) Act 2014 places a duty on the Authority to offer continuing care when requested and assessed as meeting the young person's needs

6. MANAGEMENT OF RISK

- 6.1** Potential for financial risks of delivering continued care cannot be quantified at this time. This is a low risk as only one young person has requested continuing care from a local resource however the risk will increase should more young people request to "stay put".

- 6.1.2** There may be a reduction of local resources (places) available in children's homes and fostering placements. This is a high risk given that the recruitment challenges in the city for residential and foster carers, mean that we cannot currently extend this offer.

- 6.1.3** There will likely be an increase cost for external fostering and residential placements. Unable to identify the risk level at this time however given the commercial nature of external providers the risk will be monitored.

7. IMPACT SECTION

- 7.1.1** The risk of not implementing Section 11 of the Children and Young People (Scotland) Act could lead to a legal challenge by the Young person and reputational challenge to the Council. An EHRIA was completed in respect of this report.

- 7.1.2** Continuing care promotes better outcomes for young people who request and are supported to remain in their current care placement.

- 7.1.3** Continuing care supports young people make a positive transition in to adulthood including maintaining good mental health and wellbeing, to maintain relationships with family and community and engaging with education, learning and employment.

7.2 Economy

The recruitment of residential and foster carers increases employment opportunities for local people.

The stability of the care to children and young people significantly improves outcomes and life opportunities. Young people in continuing care placements will also be supported into engage with education and learning opportunities and into employment.

7.3 People

Young people will be involved in developing resources to be shared with others about how to request continuing care

“Young people leaving care continue to have poor outcomes despite the efforts and investment by services. Research clearly shows us that the transition period towards interdependence is when young people are most vulnerable. This is the time when responsible corporate parenting can make a difference to a care leavers lives.

Key Principles

Delaying the exit out of care for young people until they are sufficiently skilled and emotionally ready is not a new phenomena. The Staying Put approach takes this idea further. It demands needs led assessment and promotes the importance of consistent positive relations.

1. Young people are encouraged, enabled and empowered to remain in positive care settings until they are ready to move on.

[Aberdeen City Council] will ensure that young people are aware of their right to remain in their placement and give them the opportunity to exercise that right.

2. No looked after young person leaves care without the skills and support necessary for success. As is done with their own children, individuals with Corporate Parenting responsibilities will ensure that a looked after young person leaves their care placement with the practical skills and positive support networks that underpin successful adult life.

3. Local Authorities and their Corporate Parenting Partners will have made explicit their commitment to the Staying Put Scotland approach.

[Aberdeen City Council's] children's service plans and other relevant planning documents will be clear about the commitment to care leavers and support for the Stay-ing Put approach.” Scottish Throughcare and Aftercare Forum (STAF)

8. BACKGROUND PAPERS

The report is in response to a request made by the Sept 2016 committee report on the Children and Young People (Scotland) Act 2014

9. APPENDICES (if applicable)

None.

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