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To: Councillor Wheeler, Convener; Councillor Malik, Vice Convener; Councillor Jennifer Stewart, the Depute Provost; Councillors Alphonse, Bell, Cameron, Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, MacGregor and Mennie; and Ms Tracey Blackie (Parent Representative - Primary / ASN), Mrs Stephanie Brock (Third Religious Representative), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Rick Sansom (Parent Representative - Secondary / ASN) and Miss Pamela Scott (Teacher Representative - Primary Schools).

Town House,
ABERDEEN, 8 January 2020

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Committee Room 2 - Town House** on **THURSDAY, 16 JANUARY 2020 at 10.00am.**

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

NOTIFICATION OF URGENT BUSINESS

1.1 There are no items of urgent business at this time

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST

3.1 Members are requested to declare any interests (Pages 3 - 4)

DEPUTATIONS

- 4.1 There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

- 5.1 Minute of Previous Meeting of 12 November 2019 (Pages 5 - 12)

NOTICES OF MOTION

- 6.1 There are no Notices of Motion at this time

COMMITTEE PLANNER

- 7.1 Committee Business Planner (Pages 13 - 16)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

- 8.1 There are no referrals at this time

GENERAL BUSINESS

- 9.1 Proposed consultation on changes to school zoning for Grandhome - RES/20/003 (Pages 17 - 28)
- 9.2 Empowering the System - OPE/20/004 (Pages 29 - 40)
- 9.3 Erasmus+ Overseas Travel - OPE/20/005 (Pages 41 - 48)
- 9.4 Children and Young People (Scotland) Act 2014 - OPE/20/006 (Pages 49 - 54)

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

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, tel 01224 522503 or email sdunsmuir@aberdeencity.gov.uk

DECLARATIONS OF INTEREST

You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether reports for meetings raise any issue of declaration of interest. Your declaration of interest must be made under the standing item on the agenda, however if you do identify the need for a declaration of interest only when a particular matter is being discussed then you must declare the interest as soon as you realise it is necessary. The following wording may be helpful for you in making your declaration.

I declare an interest in item (x) for the following reasons

For example, I know the applicant / I am a member of the Board of X / I am employed by...

and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

I have considered whether I require to declare an interest in item (x) for the following reasons however, having applied the objective test, I consider that my interest is so remote / insignificant that it does not require me to remove myself from consideration of the item.

OR

I declare an interest in item (x) for the following reasons however I consider that a specific exclusion applies as my interest is as a member of xxxx, which is

- (a) a devolved public body as defined in Schedule 3 to the Act;
- (b) a public body established by enactment or in pursuance of statutory powers or by the authority of statute or a statutory scheme;
- (c) a body with whom there is in force an agreement which has been made in pursuance of Section 19 of the Enterprise and New Towns (Scotland) Act 1990 by Scottish Enterprise or Highlands and Islands Enterprise for the discharge by that body of any of the functions of Scottish Enterprise or, as the case may be, Highlands and Islands Enterprise; or
- (d) a body being a company:-
 - i. established wholly or mainly for the purpose of providing services to the Councillor's local authority; and
 - ii. which has entered into a contractual arrangement with that local authority for the supply of goods and/or services to that local authority.

OR

I declare an interest in item (x) for the following reasons.....and although the body is covered by a specific exclusion, the matter before the Committee is one that is quasi-judicial / regulatory in nature where the body I am a member of:

- is applying for a licence, a consent or an approval
- is making an objection or representation
- has a material interest concerning a licence consent or approval
- is the subject of a statutory order of a regulatory nature made or proposed to be made by the local authority.... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 12 November 2019. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Wheeler, Convener; Councillor Malik, Vice-Convener; Councillor Jennifer Stewart (to article 9), Depute Provost; and Councillors Alphonse, Boulton (as substitute for Councillor Stewart from article 10), Cameron, Cooke, Donnelly, Graham (as substitute for Councillor Lesley Dunbar), Greig, Hutchison, Imrie, Macdonald and MacGregor. External Members:- Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Anthony Rafferty (Parent Representative - Secondary Schools) and Miss Pamela Scott (Teacher Representative - Primary Schools).

The agenda and reports associated with this minute can be found [here](#).

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

WELCOME

1. The Convener welcomed Councillor MacGregor, who had replaced Councillor Nicoll, to the Committee.

DECLARATIONS OF INTEREST

2. The Committee noted the following declaration of interest intimated at this stage:-

Mrs Stephanie Brock declared an interest in item 10.5 (Orchard Brae) as she had a child who attended Orchard Brae School, but did not consider that the nature of her interest required her to leave the meeting during consideration of that item.

MINUTE OF PREVIOUS MEETING

3. The Committee had before it the minute of its previous meeting of 17 September 2019 for approval.

The Committee resolved:-

- (i) in respect of article 7 (Statutory Consultation Reports – Countesswells / Milltimber Schools), to note that it had subsequently been clarified following the previous meeting that the responsibility for the business cases sat with the Chief Officer – Capital, rather than the Chief Officer – Corporate Landlord, and as such, there was now no requirement for the business cases to be reported to the City Growth and Resources Committee as advised at the last meeting, as the Chief Officer – Capital had been given delegated authority to proceed with the business cases at the Council Budget meeting in March 2019; and

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- (ii) to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

4. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance.

The Committee resolved:-
to note the updates provided.

DEPUTATION

5. In relation to item 10.3 on the agenda (Supporting Children's Learning in an Empowered System) the Committee heard from Dr Alison Murray, who advised that she helped to run a parent/carer support group; Autism and Other Conditions Aberdeen. She noted that she had previously attended Committee in January 2019 to give a deputation in respect of the previous report 'The Inclusion Review and Out of Authority Placements' where Committee had requested the report that was before Members for consideration.

Dr Murray advised that she had felt it important to gather evidence on how inclusion was working in schools in Aberdeen from the perspective of parents and carers of children with additional support needs. She noted that the officer report presented to Committee did not reflect the view of parents/carers or children. The survey report had been circulated to Members.

Dr Murray stated that the Council had a duty to secure that the education of children and young people was directed to the development of the personality, talents and mental and physical abilities to their fullest potential. There was a presumption that this education should be provided in a mainstream setting and Dr Murray noted that this must be delivered within an inclusive approach. She added that the Council also had a public sector duty to proactively ensure that pupils with disabilities were not treated less favourably and the Council should take reasonable steps to avoid putting those children at a disadvantage and to ensure equality of opportunity in learning. Furthermore, she stated that the Council should consider the promotion of wellbeing of children. Since January, Dr Murray advised that the Scottish Government had produced their final guidance on the presumption to provide education in a mainstream setting. The guidance gave four key features of inclusion, namely Present, Participating, Achieving and Supported, and suggested that they could be used to evaluate whether inclusive practices were in place.

Dr Murray explained that, in consultation with the Autism and Other Conditions Aberdeen members, she had developed an anonymous survey in order to assess the success of inclusion from a parent/carer perspective. The survey had been advertised by various means and had run from 2 to 31 October 2019. The survey asked respondents to

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consider how their child had managed in school over the last year. Dr Murray advised that a total of 147 responses had been received from parents of children with additional support needs in mainstream schools in Aberdeen. Autism spectrum disorder had been the most common cause of additional support need with 95 responses, which represented almost 20% of children with autism in mainstream schools in Aberdeen. This had been followed by ADHD, learning disability and dyslexia. Over half of the children had more than one condition.

Dr Murray advised that of those surveyed, more than 27% of children did not attend school full time, with over 12% attending half time or less, with reasons given including part-time timetables. Dr Murray noted that part-time timetables should not be used for more than six weeks and should always have a plan to get the child back to full-time education, however the survey responses had stated that part-time attendance was reported as lasting up to seven years with a median time of 14 months in primary school and 1 year in secondary schools. Dr Murray added that if a child was unable to attend school, they were still entitled to receive a full education. However, when asked what alternatives were provided for when children were not in school, 87% of respondents had stated that no alternative was provided. The maximum input reported had been two and a half hours per week. Dr Murray further noted that all exclusions from school required to be formally recorded, and that children should not be sent home informally, as that was unlawful exclusion. However Dr Murray stated that the responses showed that 30% of pupils had experienced that, with 10% being unlawfully excluded most weeks, and a few most days. 17% of respondents had reported that their children had been formally excluded from school in the last year, often multiple times.

Dr Murray advised that of the responses given, nearly two thirds of children spent time away from their mainstream class, with 23% spending half their time or less with their class. She added that this was most commonly to attend a support room or for a targeted activity such as therapy or 1:1 time with a Pupil Support Assistant. However, Dr Murray explained that of those who had responded, a quarter of pupils spent time out of class for non-specific activities, such as sitting in the corridor, foyer, office or running around the school. 7% of children also needed the relief of a quiet area. She noted that the time out of class came at a cost as they were not fully participating in class activities. The survey respondents stated that the school environment was considered poor or very poor at meeting their child's needs in 36% of cases. In 28% of cases, spaces that children accessed away from their class due to their additional support need did not meet their needs either, and Dr Murray advised that size, noise, distractions, isolation, and embarrassment were given as reasons why these spaces were unsuitable. Dr Murray stated that the Council was required to have, and implement, an accessibility strategy to increase the extent pupils with disabilities can participate in a school's curriculum. However, she stated that a Freedom of Information request in April 2019 had received the reply that Aberdeen City Council did not have an accessibility strategy in place.

Dr Murray stated that friendships were important for the wellbeing of children. A quarter of children whose parents/carers had responded were reported not to have friends in school and over half did not meet with school friends outside school. 46% of respondents

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reported that their children never or only occasionally joined in with peer activities at break and lunchtime, and over 55% of responses stated that their child had experienced bullying within the last year.

Dr Murray added that respondents stated that one in five children had missed out on school trips due to lack of support or planning or because the school had asked them not to attend, and a further 7% were only able to go because parents had accompanied them.

Over a quarter of parents who had responded reported that their child struggled to follow lessons in class; only 17% were confident that they were able to follow all their lessons. Only 5% of parents had felt their child received enough support to prepare for life outside school, and 40% had not received enough communication from school to be able to answer this question.

Dr Murray added that Councils were required to identify and provide support to enable children with additional support needs to overcome barriers to learning. However, of those who had responded, 34% of children did not have an education plan in place, and a further 8% of parents did not know if they did. The majority of those with a plan had had a review within the last six months. Dr Murray explained that two-thirds of parents were happy with school communication, however 21% of parents did not feel listened to by the school or included in decisions about their child and only 29% said the schools asked them for their views. 45% of parents who had responded were not satisfied that their child received the correct support in school. Nearly three-quarters of parents who had responded felt they did not have enough information about their child's rights or where to go for support. Dr Murray stated that this information was not clearly publicised by the Council, despite a duty to do so. She added that the education of children with ASN must be directed towards them reaching their fullest potential, yet only 21% parents thought they were achieving that potential. Nearly two thirds of parents who had responded did not feel their child was reaching their full potential in school. When the survey had asked parents to describe their experience of their child's education, Dr Murray noted that the most commonly used words were frustrating, stressful and poor.

Dr Murray suggested that the results of the survey showed that Aberdeen City Council had a lot of work to do to develop an inclusive practice in schools. She acknowledged that the report "Supporting Children's Learning in an Empowered System" recognised some of these difficulties, including the lack of capacity to deliver inclusion. However, she stated that it did not consider child outcomes or engage with parents during its production, and did not propose doing so moving forward, despite the direction from the Mainstreaming guidelines that 'families should be consulted in a meaningful way when staff are looking at progression from their services'.

Dr Murray noted that the ability to provide an inclusive service, and meet the needs of children, was also hampered by the apparent problems with staff retention within the Educational Psychology service which had led to a halving of numbers of posts in just a couple of years, and suggested that the high rate departure of staff would also impact of attracting new staff. She added that the Support Group felt that there should be a rapid

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external investigation into the causes of that, and concluded that the Council urgently needed to develop, implement and monitor an Additional Support for Learning policy that ensured children with additional support needs received education in a manner conducive to the child achieving the fullest possible social integration and individual development.

Members asked a number of questions of Dr Murray.

The Committee resolved:-

to thank Dr Murray for her deputation.

CLUSTER RISK REGISTER - INTEGRATED CHILDREN'S AND FAMILY SERVICES - OPE/19/410

6. With reference to article 7 of the minute of its meeting of 6 November 2018, the Committee had before it a report by the Chief Officer – Integrated Children’s and Family Services which presented the Cluster Risk Register and Assurance Maps in accordance with the Committee Terms of Reference.

The report recommended:-

that Committee –

note the Cluster Risk Register and Assurance Maps set out in Appendix A to the report.

The Committee resolved:-

to approve the recommendation.

EDUCATIONAL IMPROVEMENT JOURNEY - 2018/19 KEY PERFORMANCE INDICATOR TRACKING REPORT - COM/19/411

7. With reference to article 5 of the minute of its meeting of 16 May 2019, the Committee had before it a report by the Chief Officer – Business Intelligence and Performance Management which provided an interim tracking report for the 2018-19 academic year against the suite of performance indicator measures which supported the Excellence and Equity agenda within the ACC National Improvement Framework Plan.

The report recommended:-

that the Committee –

(a) note the content of the report; and

(b) endorse the approach taken to data presentation as captured in Appendices A and B.

The Committee resolved:-

to approve the recommendations.

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SCHOOL HOLIDAY PATTERN 2020 TO 2025 - OPE/19/395

8. With reference to article 6 of the minute of its meeting of 16 May 2019, the Committee had before it a report by the Chief Education Officer which presented the outcome of the further consultation exercise which had been undertaken to ascertain if the summer holiday period should be brought forward by a week in future years.

The report recommended:-

that Committee –

- (a) note the consultation approach and subsequent feedback on the summer holiday pattern 2020-21 to 2024-25;
- (b) agree to maintain the current holiday pattern for the next five years with no change to the timing of the summer school holiday; and
- (c) instruct the Chief Operating Officer to publish details of the holiday pattern up to 2025 as detailed in Appendix A.

The Committee resolved:-

- (i) to approve the recommendations; and
- (ii) to agree that officers would commence the consultation on the next school holiday dates in three years' time.

STRATEGIES TO MANAGE OUT OF AUTHORITY RESIDENTIAL PLACEMENTS - OPE/19/414

9. With reference to article 6 of the minute of its meeting of 17 January 2019, the Committee had before it a report by the Chief Education Officer which set out Aberdeen City Council's strategies to manage Out of Authority residential places.

The report recommended:-

that Committee –

- (a) endorse the work being progressed across Integrated Children and Family Services to mitigate against the use of Out of Authority residential placements; and
- (b) note the changes made to service delivery to support a rebalancing of the care profile of the City's looked after children.

The Committee resolved:-

to approve the recommendations.

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SUPPORTING CHILDREN'S LEARNING IN AN EMPOWERED SYSTEM - OPE/19/415

10. With reference to article 6 of the minute of its meeting of 17 January 2019, the Committee had before it a report by the Chief Education Officer which provided an overview of a consultation which had been undertaken with staff to determine the effectiveness of current approaches in meeting the needs of those with Additional Support Needs, and made recommendations on how to further strengthen the system as the Council worked towards an empowered system.

The report recommended:-

that Committee –

- (a) note the consultation undertaken with staff and the broad messages fed back as part of this consultation exercise, and instruct the Chief Operating Officer to work with staff in schools and Trade Unions to address the key themes emerging from the consultation in order to build a stronger universal, targeted and specialist provision; and
- (b) as part of the above engagement with colleagues, instruct the Chief Operating Officer to review the current provision of targeted and specialist support to ensure that it is reshaped to meet current and future demand; and report on progress at the March meeting of this Committee.

The Committee resolved:-

- (i) in response to questions around a breakdown of the figures available for children with Additional Support Needs who were registered as having a disability, to note that officers would circulate information that was currently available to Members outwith the meeting; and
- (ii) to approve the recommendations.

EARLY LEARNING AND CHILDCARE ADMISSIONS POLICY 2020 - OPE/19/416

11. The Committee had before it a report by the Chief Officer – Integrated Children's and Family Services which sought approval of the new Early Learning and Childcare (ELC) Admissions Policy, which took account of the Early Learning and Childcare Expansion and Aberdeen City Council's commitment to deliver the increased entitlement of up to 1140 hours of funded ELC provision by August 2020.

The report recommended:-

that Committee –

approve the revised Aberdeen City Council Early Learning and Childcare Admissions Policy 2020, and instruct the Chief Operating Officer to implement the policy with effect from 1 December 2019.

The Committee resolved:-

to approve the recommendation.

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ORCHARD BRAE - OPE/19/426

12. The Committee had before it a report by the Chief Officer – Integrated Children’s and Family Services which provided information on the range of support being afforded to Orchard Brae School following the inspection by Education Scotland and the Care Inspectorate which had been published on 2 July 2019.

The report recommended:-

that Committee –

- (a) note the contents of this report; and
- (b) instruct the Chief Operating Officer to continue to support the school to address the recommendations made by Education Scotland.

The Committee resolved:-

- (i) to note that officers would circulate the follow-up report from Education Scotland to Members outwith the meeting when it was available;
- (ii) to thank Caroline Stirton and her staff and officers for the work that had gone in to addressing the original recommendations and to commend them for the improvement in the follow up inspection; and
- (iii) to approve the recommendations.

- **COUNCILLOR JOHN WHEELER, Convener**

	A	B	C	D	E	F	G	H	I
1	EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
3	16 January 2020								
4	Empowering the System	To seek approval for the long term direction of travel to realise an empowered system		Gael Ross	Integrated Children's and Family Services	Operations	4 and 5		
5	Proposed consultation on changes to school zoning for Grandhome	To seek committee approval to launch a statutory consultation on proposed changes to school zones, so that the new housing development at Grandhome is included within the Oldmachar Academy catchment zone, prior to the construction of new schools at Grandhome.		Andrew Jones	Corporate Landlord	Resources	Purpose 1, Remit 2, 5		
6	Erasmus+ Travel	To seek approval of overseas travel for an upcoming Erasmus+ mobilities project in April 2020		Elizabeth Henderson / Louise Beaton	Integrated Children's and Family Services	Operations	5		
7	Children & Young People (Scotland) Act 2014	To provide an update on ACC's policy and practice in light of the proposed repeal of Parts 4 and 5 of the Children and Young People Scotland Act.		Lesley Stopani	Integrated Children's and Family Services	Operations	5		
8	12 March 2020								
9	Development of Leadership Capacity	To seek approval for a proposed approach to developing leadership capacity across our schools		Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		
10	Supporting Children's Learning in an Empowered System	EODC 12/11/19 - As part of engagement with colleagues, to instruct the Chief Operating Officer to review the current provision of targeted and specialist support to ensure that it is reshaped to meet current and future demand; and report on progress at the March meeting of EODC		Eleanor Sheppard	Integrated Children's and Family Services	Operations	1, 5 and 6		
11	28 May 2020								
12	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.		Rob Polkinghorne	Operations	Operations	GD 7.5		
13	Devolved School Management	To seek approval of the Devolved School Management Guidelines which will form part of the developing suite of advice in support of empowerment		Caroline Johnstone	Integrated Children's and Family Services	Operations	5		
14	Improvement Journey Tracking Report	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.		Reyna Stewart	Business Intelligence and Performance Management	Commissioning	3.1, 3.2 and 6		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
15	School Estate Strategy - Review	Council 6/3/18 - to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee. Now to be submitted to City Growth and Resources Committee in line with the changes to the Terms of Reference agreed by Council in March 2019.	Delayed until after the Council budget meeting in March 2020 to allow the estate plan to be aligned to support the delivery of budget decisions made at that meeting.	Andrew Jones	Corporate Landlord	Resources	Purpose 1; Remit 3.1, 5 and 6		
16	Senior Phase	To seek approval for a more holistic partnership approach to the senior phase offering		Alex Duncan	Integrated Children's and Family Services	Operations	Purpose 1		
17	Free School Meals Annual Update	EOD Committee 19/04/18 - to instruct the Chief Officer Integrated Children's and Family Services to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new workstreams and detailing any required adjustments for the following school year (Due May 2020) EOD Committee 16/05/19 - (i) to instruct the Chief Operating Officer to investigate whether the Council should develop a free school meals policy to address anomalies in legislation as part of the wider Universal Credit impact report due to be presented to Operational Delivery Committee and now EODC in November 2019 and to report back to Committee with details of any proposed policy and indicative costs involved; and (ii) to instruct the Chief Operating Officer to devise and implement a system to ensure that children and young people transitioning from Primary School to Secondary School continue to benefit from the entitlement to free school meals where the entitlement exists and ACC is unaware of any change in family financial circumstances and to report back to Committee with the outcome. (Due November 2019)	The decision from 16/5/19 is delayed to enable cognisance to be taken of the recently approved Child Poverty Action Plan and whether any changes to Universal Credit are required. This will enable the report to provide the awaited information to Education Operational Delivery Committee regarding school meals, closer to the end of the school year as per the initial EODC instruction.	Graeme Simpson / Derek McGowan	Integrated Children's and Family Services / Early Intervention and Community Empowerment	Operations	Purpose 1		
18	United Nations Convention on Rights of the Child	Every three years as per the Children and Young People (Scotland) Act 2014 - Part 1 (section 2) of the Children and Young People (Scotland) Act 2014 (the "Act") places a duty on a range of public bodies (including all local authorities and health boards) to report, as soon as practicable after the end of each three-year period, on the steps they have taken to secure better or further effect within their areas of responsibility of the United Nations Convention on the Rights of the Child (UNCRC) requirements.		Graeme Simpson	Integrated Children's and Family Services	Operations	Purpose 1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
19	Lochside Academy - Transport & Safe Routes to Schools Annual Update	E&CS Committee - 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year).		Chris Cormack	Place	Place	Purpose 1		
20	17 September 2020								
21	ACC National Improvement Framework	EOD Committee 17/09/19 - to instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the Council's National Improvement Framework Plan through a service update in January 2020 and formally report on progress to the Education Operational Delivery Committee in September 2020		Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		
22	26 November 2020								
23	Cluster Risk Register - Integrated Children's & Family Services	To report on the cluster risk register		Graeme Simpson	Integrated Children's and Family Services	Operations	GD 7.4		
24									
25									

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 January 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Proposed consultation on changes to school zoning for Grandhome
REPORT NUMBER	RES/20/003
DIRECTOR	Steve Whyte
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Andrew Jones
TERMS OF REFERENCE	Purpose 1 Remit 2, 5

1. PURPOSE OF REPORT

To seek committee approval to launch a statutory consultation on proposals to make changes to the Bucksburn Academy and Oldmachar Academy school zones, to accommodate the new housing development at Grandhome.

2. RECOMMENDATIONS

That the Committee :-

- 2.1 instructs the Chief Officer, Integrated Children's and Family Services to undertake a statutory public consultation on proposals to make changes to the Bucksburn Academy and Oldmachar Academy school catchment zones, so that the new housing development at Grandhome is included entirely within the Oldmachar Academy catchment zone with effect from 1 August 2020, and to report back to the Committee on the outcomes of this consultation at its meeting in May 2020; and
- 2.2 notes that temporary primary education provision for children living within the Grandhome development, prior to any new schools being constructed at Grandhome, will be moved from Danestone School to Forehill School, with effect from 1 August 2020.

3. BACKGROUND

- 3.1 The masterplan for the housing development at Grandhome includes provision for up to 7000 new homes, along with supporting infrastructure including new primary and secondary schools. The first phase of the development is under way, and families have begun to move in to the first of the newly constructed houses.
- 3.2 A Section 75 Agreement has been entered into between the Council and the landowners, which ensures that allocations of land and financial contributions from developers will be available for the provision of the additional school capacity, which will be required to serve the new development.
- 3.3 The payment of developer contributions and the trigger date for the delivery of new school provision will be dependent on the number of completed housing units, and the number of pupils living within the development. It is therefore anticipated that the first new primary school provision will not be available until after 2023, depending on progress with the development. New secondary school provision is expected to follow a number of years after the opening of the primary school.
- 3.4 There is therefore a requirement to ensure that there is adequate and appropriate education provision in place, to serve the needs of the families moving in to the development, prior to any new school provision being available.

Secondary School Zone

- 3.5 Currently, the Grandhome development falls partly within the catchment zone for Bucksburn Academy, and partly within the catchment zone for Oldmachar Academy. This is illustrated in the map at Appendix 1, which shows the existing school zone boundaries, along with the planned extent of the Grandhome development shaded in yellow. The current zoning arrangement means that, as the development continues to grow, children living within the eastern side of the development will be entitled to attend Oldmachar Academy, whilst those living to the west of the development will be entitled to attend Bucksburn Academy.
- 3.6 Whilst the development lies in close proximity to Oldmachar Academy, with relatively easy and safe walking routes to school available, travelling to Bucksburn Academy is likely to be more difficult for pupils living in the part of Grandhome which falls within the Bucksburn Academy zone.
- 3.7 The River Don runs between Grandhome and Bucksburn, and with limited roads and footpaths directly connecting these communities, walking to school for many pupils would involve a journey of over 3 miles, and could take over an hour. Any pupils aged over eight and living more than three miles' walking distance from their zoned school would be entitled to free school transport.
- 3.8 In order to ensure that there are safe and appropriate walking routes to school for all pupils living in the Grandhome development, it is proposed that changes should be made to the school zone boundaries for Bucksburn Academy and Oldmachar Academy, so that the whole of the Grandhome development is

contained within the Oldmachar Academy zone. This would mean that all secondary aged pupils living within the new Grandhome development would be entitled to attend Oldmachar Academy.

- 3.9 The proposed change would involve adjusting the zone boundary between the Odmachar Academy zone and the Bucksburn Academy zone, so that it follows the line of the River Don. This would mean that following the change, all of the land to the East of the river, including the whole of the Grandhome development, would be zoned to Oldmachar Academy, whilst land to the West of the river would remain zoned to Bucksburn Academy. The proposed change is illustrated in the map at Appendix 2.
- 3.10 The proposed changes would also help to maintain manageable pupil numbers at the schools. Bucksburn Academy's pupil roll is expected to continue to increase over the foreseeable future, as new housing developments within Newhills and Bucksburn continue to grow. Ensuring that part of the Grandhome development is not also zoned to Bucksburn Academy will help to avoid further pressure on available space at this school.
- 3.11 School roll forecasts for Oldmachar Academy indicate that there is sufficient space at the school to accommodate the initial numbers of pupils expected to be generated by the Grandhome development, prior to new secondary school provision for Grandhome becoming available.
- 3.12 The Schools (Consultation) (Scotland) Act 2010 as amended requires that proposals to make changes to school catchment zones are subject to public consultation. It is therefore recommended that the Committee instructs officers to undertake a statutory public consultation on proposals to make changes to the Bucksburn Academy and Oldmachar Academy school catchment zones, with the changes to take effect from 1 August 2020, and for officers to report back to the Committee on the outcomes of the consultation at its meeting in May 2020.
- 3.13 The Committee would then have an opportunity to review the responses made to the proposals by members of the public and other key stakeholders, before making a decision on whether to implement the proposed changes.
- 3.14 If the changes are approved, it is envisaged that the new school zoning arrangements would remain until new secondary school provision for Grandhome is in place, at which point it may be necessary to make further school zone changes, such as the creation of a new school catchment zone for Grandhome, which would be subject to further statutory consultation.

Primary School Zone

- 3.15 At its meeting on 11 March 2015, the Education and Children's Services Committee agreed to the creation of a new primary school catchment zone for the Grandhome development, prior to the construction of a new primary school for Grandhome. This new zone took effect from August 2015, and prior to the construction of a new school, a temporary arrangement was put in place for

primary aged children living within the new Grandhome zone to be entitled to a place at Danestone School.

- 3.16 School roll forecasts now indicate that pupil numbers at Danestone School are expected to exceed available capacity at the school, and so the Committee is asked to note that the temporary arrangements for primary school provision for Grandhome are to be changed, with effect from August 2020.
- 3.17 Under the planned new temporary arrangements, children living within the Grandhome development will instead be entitled to a place at Forehill School, prior to new primary school provision for Grandhome becoming available.
- 3.18 School roll forecasts show that there is sufficient capacity at Forehill School to accommodate the initial numbers of pupils expected to be generated by the Grandhome development, prior to the first new primary school provision for Grandhome becoming available.
- 3.19 Those children living within the new Grandhome primary zone who are already attending Danestone School will be entitled to remain there, and any children living within the Grandhome primary zone who have not yet reached primary school age but who have older siblings attending Danestone School prior to August 2020, will also be entitled to attend Danestone School, in order to keep family groups together. The changes to the temporary arrangements will therefore only apply to new families living in Grandhome who do not currently have children attending Danestone School.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report. The creation of new school provision for the Grandhome development will be subject to separate budget approval, which will be presented to the relevant committee(s) when the timescales for requiring the new provision are known.

5. LEGAL IMPLICATIONS

- 5.1 The Schools (Consultation) (Scotland) Act 2010 as amended requires local authorities to carry out a public consultation on proposals to make permanent changes to school zones, and for the outcomes of that consultation to be considered, before making a final decision on whether to implement the proposals. If the recommendation within this report is accepted, the consultation on changes to the Bucksburn Academy and Oldmachar Academy zones will be carried out in full compliance with the legislation.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	No risks identified		
Legal	Risk that the Council is seen to make significant changes to schools without considering the views of stakeholders	L	All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended will be complied with.
Employee	No risks identified		
Customer	<p>Risk of negative impact on pupils and on learning and teaching if the proposed changes are not implemented and schools become overcrowded</p> <p>Risk that the new Grandhome community will not grow and develop as one single community, if children living within it are attending two different secondary schools.</p>	<p>H</p> <p>M</p>	<p>If the proposed changes are implemented following consultation, there will be sufficient school capacity in the schools concerned to accommodate forecast pupil numbers</p> <p>If the proposed changes are implemented following consultation, the whole of the Grandhome community would be zoned to the same secondary school, which will help ensure Grandhome can develop as a single community</p>
Environment	Requiring some pupils to travel each day from Grandhome to Bucksburn Academy would lead to an increase in car / bus journeys to school and would make it more difficult to encourage walking to school	H	If the proposed changes are implemented following consultation, secondary aged pupils within the Grandhome development would be better able to walk to school.
Technology	No risks identified		
Reputational	No risks identified		

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous People	The proposals within this report support the delivery of the Children & Young People Stretch Outcomes 3 to 5 in the LOIP. Ensuring that pupil rolls at the schools concerned are maintained at manageable levels will assist in the delivery of quality learning and teaching, which will ultimately lead to improved outcomes for young people.
Prosperous Place	The proposals within this report support the delivery of Stretch Outcomes 14 and 15 in the LOIP. Ensuring pupils have safe and appropriate routes to school will help to encourage walking or cycling to school and reduce Aberdeen's carbon emissions.

The proposals in this report have no impact on the Target Operating Model.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Completed
Data Protection Impact Assessment	Not required
Duty of Due Regard / Fairer Scotland Duty	Not applicable

9. BACKGROUND PAPERS

Education and Children's Services Committee, 11 March 2015 : *Statutory Consultation – Rezoning of Schools* (ECS/15/018)

10. APPENDICES

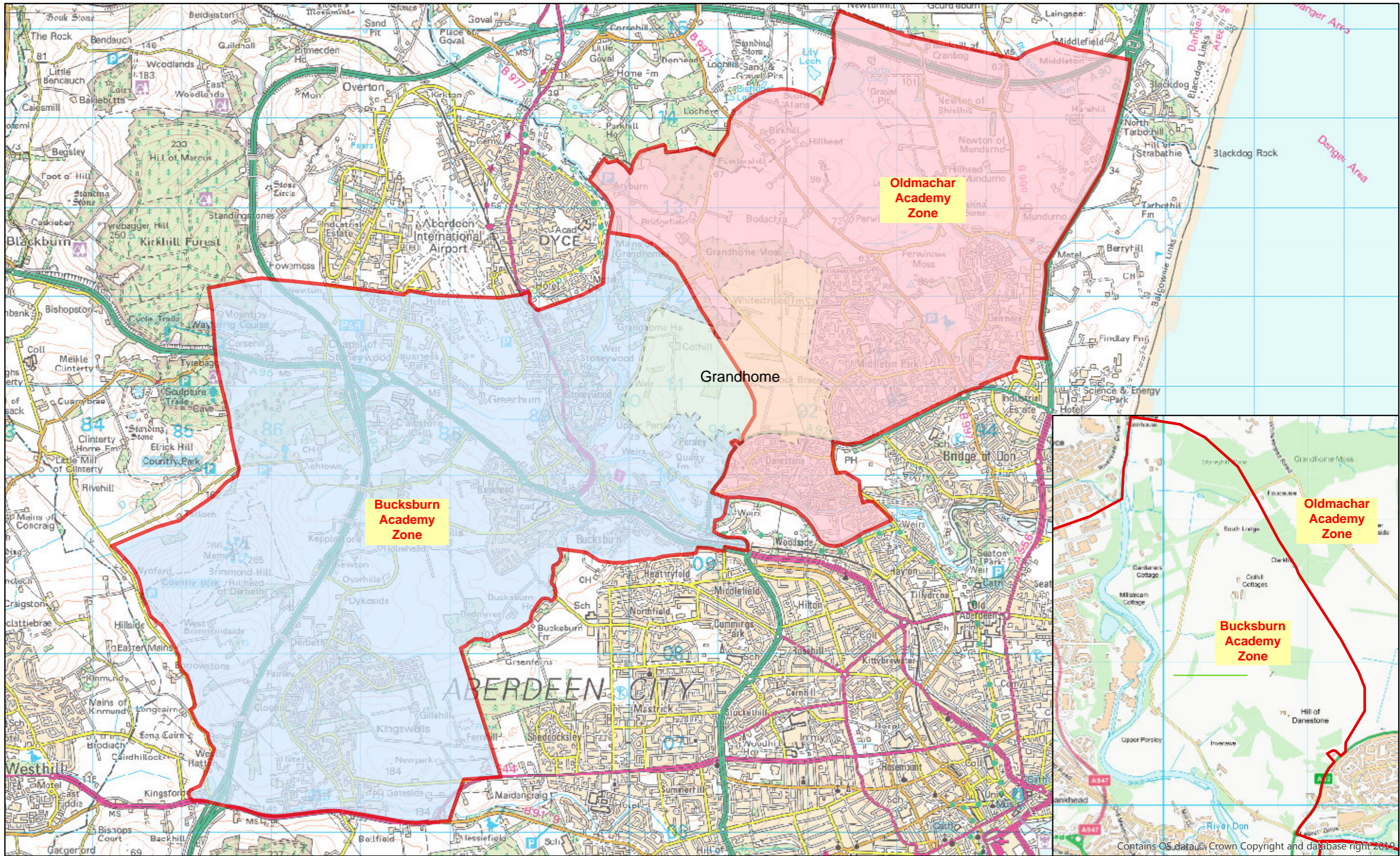
Appendix 1 : Existing School Zones

Appendix 2 : Proposed Changes to School Zones

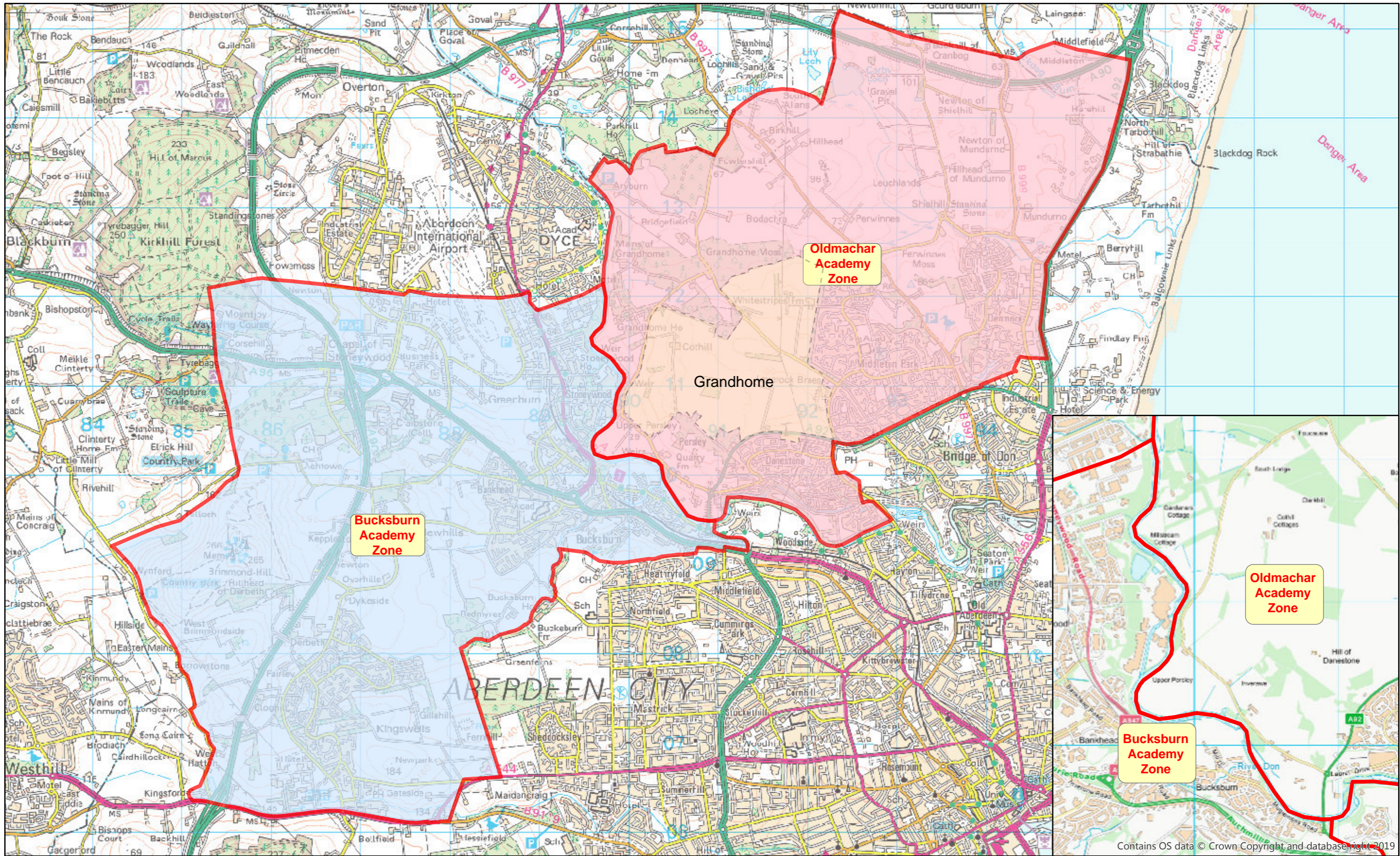
11. REPORT AUTHOR CONTACT DETAILS

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Appendix 2 : Proposed Bucksburn Academy and Oldmachar Academy catchment zones

Scale: 1:40,000

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 January 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Empowering the System
REPORT NUMBER	OPE/20/004
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Gael Ross
TERMS OF REFERENCE	4 and 5

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide Elected Members with an update in relation to the direction of travel, self-evaluation and future planning which will ensure that the Aberdeen City Council Education Service continues to work towards an Empowered System.
- 1.2 The report seeks Committee approval to submit the Aberdeen City self-evaluation (Improving School Empowerment through self-evaluation: A Framework for Local Authorities) when requested and continue to develop working practices in response to these findings.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 approve the draft Self-Evaluation based on the document 'Improving School Empowerment through self-evaluation: A Framework for Local Authorities' as contained in Appendix A; in preparation for submission to Education Scotland; and
- 2.2 instruct the Chief Education Officer to submit the Self-Evaluation document when requested to do so by Education Scotland and make this available to Members through the circulation of a Service Update.

3. BACKGROUND

3.1 National Direction of Travel

- 3.1.1 In 2018 The Education Reform Joint Agreement between Scottish Government and Local Government made a commitment to develop guidance, without the requirement for legislation, on the context of empowerment and how the headteachers' charter was to be supported. This Agreement was founded on the understanding that everyone involved in the education system would require to work together to create a system which promotes collaboration and professional judgement at school level and beyond.
- 3.1.2 A Joint Agreement Steering Group was developed to oversee the delivery, in partnership with Local Government and the education sector, of the empowerment reforms. Key work streams involving a range of partners were also established to lead on the co-production of the Headteachers' Charter and associated guidance on school empowerment; on developing a Local Government self-evaluation framework for measuring and promoting school empowerment; and on formulating a strategy to measure the extent and impact of school empowerment across the system.
- 3.1.3 A self-evaluation resource was designed for local authority staff to use to engage in an evidence-based analysis of what is working well in relation to school empowerment and what needs to improve to have greater positive impact on outcomes for learners. It is anticipated that Education Scotland will in the future, request an update in relation to this.
- 3.1.4 As part of the developing suite of advice in support of empowerment are the new Devolved School Management Guidelines which were published in June 2019. The guidelines promote transparency, consistency and equity in funding for schools. The Education Service anticipates that these will be presented to Committee in May 2020.

3.2 WHAT IS EMPOWERMENT?

In an empowered system, head teachers are able to:

- 3.2.1 Lead collaborative, evidence-based decision-making while recognising that they are part of a wider Integrated Children and Family Service and open to constructive support and challenge by the Local Authority and their colleagues.
- 3.2.2 Lead learning communities to determine the most appropriate approach to leading change and improvement, making decisions in partnership with their learning community about the improvement priorities and plan for their school, reflecting and informing the local improvement plan and the National Improvement Framework.
- 3.2.3 Actively participate in the wider corporate work of the Local Authority, consistent with their role as leaders of learning and contribute to the Regional

Improvement Collaborative – accessing support and working collaboratively to lead improvement.

- 3.2.4 Empower staff to continually improve practice, encouraging professional dialogue, supporting career-long professional learning and collaborative enquiry, and the use of research and evidence-informed practice. Head teachers should model a commitment to lifelong learning through their own practice.
- 3.2.5 Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the wider Authority.
- 3.2.6 Design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and SNCT/LNCT in terms of agreements and guidance.
- 3.2.7 Play an integral part in the appointment of staff in accordance with the best interests of children and young people and work in partnership with the Local Authority to ensure good practice in recruitment and appointment, in line with SNCT/LNCT agreements and guidance.
- 3.2.8 Work within the Local Authority structure, within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the school's learning community.

3.3 THE ABERDEEN CITY RESPONSE

- 3.3.1 The new Education Service structure has been designed to enable and support empowerment. There are early signs that this has impacted positively on the development of a more collaborative culture between the central team and school Leadership Teams.
- 3.3.2 The Aberdeen City National Improvement Framework Plan was developed in collaboration with Head Teachers with a key focus on addressing barriers to empowerment. The Plan is structured around the 4 National Improvement Framework Priorities and an additional Leadership of Change priority to ensure the Local Authority proactively works towards an empowered system.
- 3.3.3 Considerable work has been undertaken to address the levels of vacancy in schools as the need for school senior leaders to cover classes impacts on how effectively school Senior leaders can work towards an empowered system. This work is continuing.
- 3.3.4 All Leadership Groups who oversee the delivery of the Aberdeen City Council National Improvement Framework Plan, including The Leadership of Change Group, are predominantly comprised of Senior Leaders from schools. The remit of the groups is to drive forward the areas for improvement detailed in the National Improvement Framework Plan on behalf of the Service. This approach

is maximising the impact of our collective resource and ensuring that we move to more collaborative decision making.

- 3.3.5 The Headteachers' Charter raised expectations of Senior Leaders and The Leadership of Change Group are considering how we can better support the leadership development of school senior leaders in an Empowered system.
- 3.3.6 A considerable barrier to empowerment is the overly complex improvement planning formats used in schools. The Leadership of Change Group is currently liaising with head teacher colleagues on a refreshed and simplified format for the next improvement planning cycle.
- 3.3.7 Unnecessary and hampering bureaucracy can severely impact on the time available for school staff to drive improvement and as a result, a range of actions are being taken to address this. Work to date includes the development of a draft education service digital strategy.
- 3.3.8 Ineffective communication hampers empowerment. The Service have developed a SharePoint site for the education service. The site acts as a single point of contact for all communications from the central team, for agreed policy and guidance and offers an opportunity to utilise Microsoft TEAMS, part of the Office 365 package to support collaborative working practices. The Sharepoint site is currently being rolled out and initial feedback is positive.
- 3.3.9 Shared standards and expectations are crucial within an empowered system and the refreshed approach to Quality Improvement and current development of a Learning and Teaching Standard will impact positively. It is anticipated that this standard will be agreed by the Raising Attainment Leadership Group early in 2020 and will help clarify standards in the classroom and develop more consistent approaches to tracking and monitoring.
- 3.3.10 Professional Learning to support a shared standard helps to drive both empowerment and improvement. The first of three professional learning events for practitioners was held in November. Evaluations have been extremely positive. After the two further events in February, 900 practitioners will have accessed high quality professional learning supporting them to use feedback to drive improvement in the classroom.
- 3.3.11 A working group including Head Teachers is currently reviewing Aberdeen's Devolved School Management Scheme in line with national guidance and will ensure ongoing collaboration with school representatives continue as this develops.
- 3.3.12 The empowerment agenda relies on senior leaders having the skills to enable others. In order to build capacity, 2 Improvement Events led by GTCS have taken place to support Senior Leaders in developing their knowledge and skill within a coaching role. A coaching culture ensures we empower staff to reflect on their own practice and develop professionally.
- 3.3.13 Building an empowered system requires a relentless focus on self-evaluation for improvement. The new approach to quality improvement requests more

frequent self-evaluation practices from schools and the central team are keen to model this approach by agreeing key learning with senior leaders at a range of points over the year. This will ensure that we work together and build a self-improving system.

3.3.14 The Leadership of Change Group has drafted the self-evaluation contained in Appendix A. The self-evaluation is based on the national guidance *Improving School Empowerment through Self-evaluation: A Framework for Local Authorities*. The group intend to keep the self-evaluation under constant review so that we continue to drive empowerment.

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 of this report.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Increase in financial responsibility for Head Teachers	Medium	Procedures will be drafted to support Devolved School Management Scheme
Legal	N/A		
Employee	Employees feeling overwhelmed with additional responsibility and decision making powers	Low	Clear Devolved School Management Scheme is being developed to support clarity of expectation
Customer	N/A		
Environment	N/A		
Technology	N/A		
Reputational	N/A		

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
<p>Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.</p>	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 1 in the LOIP.</p> <p>The paper seeks approval the ongoing self evaluation and actions related to this in response to Improving School Empowerment through self-evaluation: A Framework for Local Authorities will support a number of the improvement projects within the LOIP including to;</p> <ul style="list-style-type: none"> • Increase the number of people employed in growth sectors (digital/ creative; food and drink; life sciences; tourism; social care and health and construction) by 5% by 2021.
<p>Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p> <p>90% of children and young people will report that they feel mentally well by 2026.</p> <p>95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 8. 25% fewer young people (under 18) charged with an offence by 2026.</p>	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 3 to 7 in the LOIP.</p> <p>These include the following:</p> <ul style="list-style-type: none"> • Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021. • Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022. • Reduce number of requests for specialist support because demand has been diverted from children’s social work in partnership forums by 5% by 2020. • Reduce number of requests for specialist support because demand has been diverted from children’s social work in partnership forums by 5% by 2020. • Increase the number of young people who effectively transition from primary school to secondary school by 2021 • Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021. • Increase the number of young people taking up foundation apprenticeships to 142 by 2021.

	<ul style="list-style-type: none"> • Reduce the number of winter leavers with no positive destination by 50% by 2021. • Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021 • Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022. • Increase the number of curricular offerings shaped by school communities by 20%, by 2021. • Increase the number of opportunities for parents and carers to gain an insight into how to meaningfully contribute to the educational progress of their children and young people by 30% by 2021. • Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021. • Increase children, young people and families' awareness and understanding of future skill requirements by June 2021.
Prosperous Place	<p>The proposals within this report support the delivery of LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026.</p> <p>These include the following:</p> <ul style="list-style-type: none"> • Increase the number of people with autism who are supported to be in education, employment or training by 2021. • Increase number of people in local communities promoting wellbeing and good health choices by 2021. • 100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.
Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	This report promotes the development of an Empowered System and understanding of the opportunities and impact this will have on our service.
Organisational Design	An Empowered System ensures the best use of resource in the system and will be developed based on

	data analysis and demand management information at a local level.
Governance	The impact of an Empowered System is overseen by Chief Officers and by the Education Operational Delivery Committee. Decision making processes will include all stakeholders through the provision of Quality Improvement Teams led by Quality Improvement Managers.
Workforce	An Empowered System ensures that colleagues in schools and the central teams have clarity around their roles and responsibilities and feel empowered to support developments within local contexts and plan the appropriate workforce in relation to the local demand.
Process Design	An Empowered System provides schools with flexibility to plan staffing, lead collaborative work to co-design and develop the curriculum and learner pathways, including transitions, which best meet the needs of all children and young people within their local context
Partnerships and Alliances	An Empowered System will promote engagement with partners and stakeholders and allows us to work towards a common goal in relation to local schools and community needs.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Required
Data Protection Impact Assessment	Not applicable
Duty of Due Regard / Fairer Scotland Duty	Not applicable

9. BACKGROUND PAPERS

[Improving School Empowerment through self-evaluation: A Framework for Local Authorities](#)

10. APPENDICES

Appendix A - Aberdeen City Council Empowerment Self-Evaluation

11. REPORT AUTHOR CONTACT DETAILS

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IMPROVEMENT

To what extent do local authorities empower headteachers and schools to lead change and improvement, making decisions in partnership with their learning community within their schools?

Recent changes in approaches to developing strategic Local Authority plans and decision making have the potential to promote autonomy and improvement. Some Staff report that they feel more engaged in decision making although this does not extend beyond school senior leaders. School Improvement Plans are aligned with Local Authority Plans in almost all cases although the impact of this alignment is not consistently maximised.

Ineffective communication hampers empowerment. The Service have developed a SharePoint site for the education service. The site acts as a single point of contact for almost all communication from the central team, for agreed policy and guidance. This also offers an opportunity to utilise Microsoft TEAMS, part of the Office 365 package to support collaborative working practices. The Sharepoint site is currently being rolled out and initial feedback is positive.

Local Authority improvement is now led by 5 leadership groups predominantly comprised of senior school leaders and focused on the improvements contained in the ACC National Improvement Framework Plan. There is clear evidence that this approach has quickened decision making and is leading to an improvement in performance and culture.

The School Improvement Planning format is overly bureaucratic and hampers effective self-evaluation for improvement. An agreed refreshed and streamlined format focused on a realistic number of improvements, improved collaborative quality assurance processes and sharing of best practice will help us build greater consistency of practice.

Some schools effectively utilise all of the capacity for improvement through the use of staff working groups, very real pupil participation and positive engagement with parents and community to drive improvement and take decisions. Governance arrangements around school improvement plans will be clarified further to maximise capacity for improvement and subsequent impact on outcomes for children and young people.

Some schools confidently use self-evaluation to effectively drive improvement across their learning community but not all. In the best cases, all stakeholders are engaged in planning for improvement but this is not consistently in place in every community.

There is a need to further clarify expectations with regard to working with stakeholders to ensure that the capacity of pupils, parents and community is fully utilised to support improvement. This has been hampered by shortages in staffing levels but should now be driven to ensure the collective capacity for improvement in a school community is harnessed.

Some schools use quantitative and qualitative data to inform improvement plans although schools can find the volume of data difficult to navigate. The lack of minimum expectations in terms of tracking and monitoring is negatively impacting on the measurement of improvement and this will be addressed early in 2020. Use of Power BI and SEEMiS BI will support senior leaders to effectively identify emerging trends, this will be taken forward from January 2020.

Approaches to Local Authority professional learning have been refreshed in collaboration with school leaders. Evaluations evidence the positive impact of these changes on classroom practice.

The ACC National Improvement Framework Plan has a clear focus on tackling bureaucracy. Two colleagues in schools have worked with Microsoft to improve approaches to planning for children and this will be launched in early 2020 and we anticipate a positive response.

The Local Authority empowers school leaders to make an active contribution to local, regional and national education policy to support improvement. Contributions to our Regional Improvement Collaborative are limited due in part to school teams seeing limited impact on their children and young

people. The refined Regional Improvement Collaborative Plan and drive to digitise support whenever possible should help address this area. Approaches will continue to be kept under review to inform next steps.

Some Associated Schools Groups already work very effectively together as part of a wider Partnership Forum and this approach is being used well by Early Learning and Childcare Locality Leads. There is a need to share best practice to ensure that school staff see local colleagues as a source of support. This will be supported through our refreshed approach to quality improvement which utilises peers to support evaluation.

All Senior Leaders have had the opportunity to participate in professional learning activities related to Coaching with a focus on Professional Review and Development. 2 Improvement events, led by GTCS has provided Senior Leaders with a consistent understanding of coaching conversations and how to support staff through coaching approaches to identify next steps in professional learning and leadership. This approach has been encouraged for all staff including support staff through the use of the Local Authority Continual Review and Development Process.

CURRICULUM LEADERSHIP

To what extent do Local Authorities empower headteachers and schools to lead collaborative work to co-design and develop the curriculum and learner pathways, including transitions, which best meet the needs of all children and young people within their local context?

Our headteachers and schools have the autonomy to design and deliver a curriculum which meets their own school's context. In some cases a very good and impactful curriculum has been put in place. The flexibility that exists has not been fully utilised in all cases and is an indication that guidance has been unclear and inconsistent. Very few schools have worked with their local communities and with key partners such as SDS to help develop their curriculum and Local Authority expectation has not been explicitly clear. A recent workshop on the refreshed narrative has been well received and will now be rolled out more fully across the system and be accompanied with clear guidance for staff. Work will continue to refresh our Senior Phase offering to ensure that it effectively feeds the local employability pipeline.

Low staff confidence levels can limit creative and innovative practice. As an agreed learning and teaching standard is put in place there is an opportunity to exemplify innovative practice to ensure that strength across the system supports the development of strength in others, this will be complemented by continuing to provide high quality professional learning for practitioners. This standard will help to clarify expectations and empower practitioners to delivery consistent learning, teaching and assessment practices and will help determine how best to utilise the skills of our assessment leaders.

There is some evidence of recent collaboration across schools, helping to drive improved practice. This will be further developed over coming years.

Strengthening partnerships are evident with key partners to the Senior Phase offering and these will enable schools to offer greater breadth of offering from August 2020. At times, support for those in need of a very different learning pathway can be complex to source and this will be addressed as we review our provision of serves for those with additional support and wellbeing needs. Work being undertaken as part of the LOIP will support our development of more consistently strong transition arrangements.

Existing networks were not effective in driving improvement. The use of networks is currently under review to ensure that subject specialists help drive a strong curricular offering. Work is currently progressing on a strategy to support leadership development more effectively. We anticipate that this work will be concluded...

STAFFING

To what extent do Local Authorities provide schools with flexibility to make decisions about staffing and leadership structures in their schools to best support improving outcomes for learners?

Our head teachers have the flexibility to design structures to meet the needs of their local community within their delegated staffing budget and supported by SCNT/SNCT agreements and guidance. This flexibility has been limited by how Devolved School Management (DSM) allocations have been made but this will be rectified as new DSM guidance is agreed in May. Our recruitment and appointment processes are clear and the process to advertise has been recently improved resulting in posts being advertised more swiftly and reducing unnecessary workload to free up head teacher time to prioritise improving their school.

The level of vacancy has been dramatically reduced over the last year and work continues to focus on how best to attract hard to fill posts such as leadership posts and some particular subject specialisms in secondary schools. Data is collected on a monthly basis to inform next steps and allow us to be proactive in approach.

We have a range of effective policies and supportive guidance in place that clearly outlines roles and responsibilities in relation to developing and sustaining a professional school team to meet the needs of the learning community. Head teachers are supported by the central team and by HT professionals.

Head teachers are fully responsible for the recruitment of staff and can appoint those with the skills most likely to support the school community. They do this with due regard to employment law and Local Authority contractual obligations.

Together with head teachers, we have regard to supporting guidance developed by SNCT and LNCT on the processes that should be observed when resolving disagreements about staffing matters between headteacher and the local authority.

FUNDING

To what extent do Local Authorities support and challenge schools to manage their delegated budgets in a fair, transparent and equitable way to improve outcomes for all children and young people.

The education service is responsible for the devolved local authority education budget to our schools and for the delegation of funding to schools in line with statutory guidance. A refreshed DSM scheme, anticipated to be approved by Committee in May, will clarify expectations of head teachers, be fair and equitable whilst clarifying the level of flexibility within the scheme.

As well as being monitored by head teachers, Quality Improvement Officers have access to school budgets to enable any concerns with spending to be discussed with budget holders. This approach is helping the service track the use of some grants, such as Pupil Equity Funding, more effectively.

From May 2020, appropriate support and guidance will be available to aid staff to understand expectations around best value and local authority procurement regulations. Regular opportunities for training will also be available. It is thought that the new DSM scheme will help ensure that headteachers can prioritise their focus on leading school improvement, and being leaders of learning and the curriculum. We encourage and support schools in engaging with staff, learners, parents and partners in decisions about how funding is used.

Decisions about education spending at local authority are made in an increasingly collegiate way and most schools involve staff in taking decisions on budget. Budgets across Integrated Children and Family Services are currently being aligned to ensure that we are better able to fulfil our commitments in terms of Getting it right for Every Child (GIRFEC) and the local authority's role as Corporate Parents.

We support elected members so that they are well informed about education policy and practice. Elected members provide appropriate support and challenge on decisions about education spend to ensure that these decisions are democratically accountable.

PARENTAL AND COMMUNITY ENGAGEMENT

To what extent do local authorities support and promote parental and community engagement?

PUPIL PARTICIPATION

To what extent do local authorities promote and support pupil participation?

DRAFT

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 January 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	ERASMUS+ programme Travel Outwith UK – April 2020
REPORT NUMBER	OPE/20/005
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Louise Beaton and Elizabeth Henderson
TERMS OF REFERENCE	5

1. PURPOSE OF REPORT

- 1.1 This report seeks Committee approval, in line with Aberdeen City Council's Staff Travel Policy (April 2019), for travel outwith the UK to Early Learning and Childcare settings in North Germany.
- 1.2 This report highlights the purpose of travel to North Germany, part of an ERASMUS+ programme. The study visit will enable Early Learning and Childcare (ELC) professionals to experience outdoor settings based in North Germany and to receive high quality training from those responsible for initiating and developing these services.

2. RECOMMENDATION

That the Committee:-

- 2.1 approve travel outwith the UK for the study visit for 20 participants to North Germany and instruct the Chief Operating Officer to sanction this travel with immediate effect.

3. BACKGROUND

The National Context

- 3.1 The Scottish Government and the Care Inspectorate have promoted outdoor provision in ELC settings through several recent documents such as: *A Blueprint for 2020: The Expansion of ELC in Scotland (2018)*; *My World Outdoors (2016)*; *Space to Grow (2017)*; *the Health and Social Care Standards (2017)*; *Out to Play (2018)*; *Space to Grow indoor/outdoor settings (2019)*. These documents uphold *Article 31 of the UNCRC* that states: children have the right to rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts.
- 3.2 Consequent to the recommendations in *A Blueprint for 2020: the expansion of early learning and childcare in Scotland*, sub criteria 3.2 - Children should have daily access to outdoor play and regularly experience outdoor play in a natural environment as part of their funded ELC offer – this has implications for additional training to support our extended outdoor service.

The Local Context

- 3.3 The Aberdeen City: Early Learning and Childcare Delivery Plan was approved by Aberdeen City Council Education and Children's Services Committee on 16 November 2017. This set out the Council's plan to extend local, flexible ELC which is accessible, affordable and of high quality.
- 3.4 Previous experience at expanding our outdoor provision in Aberdeen has had limited impact, highlighting several systemic challenges, namely: practitioner insecurity about new practices; lack of knowledge; too few experienced staff to accompany and role-model new practices for others; lack of opportunity for immersion in outdoor settings to engage with enthusiastic, informed and motivated others; lack of understanding of outdoor child-centred pedagogies, lack of understanding of the importance of outdoor practices for children's development.
- 3.5 This ERASMUS+ project aims to close the gap on these known issues by engaging with groups of motivated practitioners in European settings to deepen our practitioners' understanding and experience of outdoor practices and philosophies, thereby enabling participants to feel confident enough to work outdoors and become engaged in new innovative projects in our city.
- 3.6 The ERASMUS+ project creates the possibility for a strong peer-group to emerge that go on to become our Champions of Practice, with enhanced skills, knowledge and understanding of outdoor nursery pedagogies. The study-visit in April 2020 will incorporate an outstanding and world-class outdoor kindergarten. Both training and shadowing opportunities are intended at the kindergarten in North Germany with full immersion in practice, by our course participants.

- 3.7 Enabling participants to become more familiar with new pedagogies affords them the possibility of developing their own capabilities, ideas and agency, together, which is ultimately more empowering and sustainable in the long run.
- 3.8 The proposed study-visit in April 2020 builds on the successful study-visit to Saltamontes Kindergarten, Madrid, Spain in October 2019. Also attended by 20 participants.
- 3.9 Dissemination of findings will take place locally, in Aberdeen, but there may also be the possibility of sharing nationally at conferences and in education publications.

Early Learning and Childcare Outdoor Development

- 3.10 Research clearly indicates the need for young children to be allowed to play outdoors. There is an increase in obesity rates in young children across Scotland, linked to a lack of physical activity. Coupled with a resurgence in rickets and an increase in myopia (short sightedness), both consequent to limited times outdoors in children's lives, the outdoor context has become critical to the wellbeing of our youngest children.
- 3.11 Outdoor play is essential to holistic child development as it affords young children the opportunity to develop physically through movement, emotionally by becoming more independent through learning to take considered risk, socially through engaging in problem-solving activities in real-time with friends and peers, cognitively by engaging with their environment and learning through it and spiritually through the opportunity to develop awe and wonder by being immersed in the seasonal changes and the beauty of their surroundings. Active learning can take place through play, exploration, real-life experiences and learning and teaching enhancing children's agency in their learning.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report as **all** costs for the study visit are covered by the ERASMUS+ Grant, secured in July 2019: travel, accommodation, subsistence and training.
- 4.2 An application was submitted to ERASMUS+ in February 2019. ERASMUS+ is a strategic arm of the European Union (EU) that provides finance for mobility projects that encourages practitioners to engage with their European counterparts.
- 4.3 Aberdeen City Council Early Years Team was successfully awarded a grant of 83,800 Euros in July 2019. This covers **all** costs for both study visits: to Madrid in October 2019; and to North Germany in April 2020.

5. LEGAL IMPLICATIONS

- 5.1 The guidelines and recommendations outlined in current government documents necessitate engaging with children in outdoor practices. All new

settings must comply with 'A Blueprint for 2020: the expansion of early learning and childcare in Scotland' which stipulates that children must play outdoors every day and play in a natural outdoor context at least once a week.

5.2 Aberdeen City Council has the statutory responsibility for ensuring that funded ELC entitlement is available to all eligible children in the city and complies with national guidelines.

5.3 Aberdeen City Council will continue to be the primary guarantor of quality and key enabler of flexibility and choice, ensuring that there is a range of options for families in the city.

6. MANAGEMENT OF RISK

6.1 This report is brought to the January meeting of the Education Operational Delivery Committee in order to have the travel out-with UK approved in time for the commencement of the study visit to North Germany in April 2020.

6.2 Any delay in this process could cause risks to the functioning of the study visit as it must be taken within the Easter holiday dates of all applicants. Without approval, applicants cannot take part in the study visit.

6.3 The following risks have been considered as part of the ERASMUS+ project and the need to travel outwith the UK:

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	There are no financial risks to ACC, however, failure to sanction the travel out-with the UK results in loss of training opportunities for ELC professionals	Low	Care has been taken to create a study visit that enhances the skills and understanding of ELC professionals at no cost to ACC.
Legal	Risk of not meeting statutory obligations around the outdoor provision for ELC settings through failure to implement ERASMUS+ project.	Medium	Mitigated to a degree by on-going training but ultimately would incur further costs to ACC for trainers to deliver additional training that would otherwise have been met by the ERASMUS+ project.
Employee	Risk of not building capacity in the ELC	Medium	Mitigated by training offered in study visit

	workforce for the delivery of outdoor ELC provision		
Customer	Risk of not delivering outdoor ELC services	Medium	Mitigated by offer of in-depth training in ERASMUS+ study visit.
Environment	Risk of not utilising and benefitting from the high quality outdoor environments in Aberdeen for ELC services.	Medium	Mitigated by training on ERASMUS+ project.
Technology	N/A		
Reputational	Risk of not delivering on legal obligations with expansion of ELC services, complying with guidelines on outdoors.	Medium	Mitigated by the work of the ERASMUS+ project within the delivery of the wider ELC expansion programme.

7. OUTCOMES

- 7.1 Early Learning and Childcare can make a significant positive contribution to a child's development. Research indicates better health and wellbeing outcomes for children who have participated in outdoor ELC. Outdoor ELC can reduce the poverty-related attainment gap and improve long term outcomes for children and families. Research indicates that children who have been allowed to develop holistically in outdoor settings have better literacy and numeracy outcomes later and improved health and wellbeing.
- 7.2 The delivery of Early Learning and Childcare is one of the main drivers in ensuring that all children have the best start in life, delivering on the ambitions set out in the Local Outcome Improvement Plan (LOIP), the Children's Services Plan (CSP) and our National Improvement Framework (NIF). High quality outdoor ELC further enhances better outcomes for all children but especially those from poorer backgrounds, and those who have experienced adverse childhood experiences and trauma.
- 7.3 The ERASMUS+ study visit is of benefit to all ELC professionals and to the children and their parents and carers in our ELC settings.
- 7.4 The aims of the ERASMUS+ project are compatible with ACC's LOIP aims of ensuring our youngest children receive the best start in life; that they are safe, healthy, active, nurtured, responsible, respected and included. These aims also

embrace ACC's desire to be a UNCRC friendly city, through upholding and promoting UNCRC article 31 (1) the right to play, by supporting ELC professionals to develop their skills and understanding of innovative pedagogies that facilitate this.

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	<p>The Expansion of Early Learning and Childcare will have an extremely positive impact on this priority theme and will help to deliver the LOIP Improvement Project Aim 'to increase the number of people employed in growth sectors by 5% by 2021.</p> <p>The workforce needs to increase significantly in order to deliver the increase in ELC provision consequent to our expansion project, including those who have trained on delivering outdoor ELC services.</p>
Prosperous People	<p>The provision of high quality ELC will have an extremely positive impact on this priority theme. Equity of access to universal provision, including outdoor learning, will support families to provide the best care they can for their children.</p> <p>The provision of universally accessible and high quality ELC will play a vital role in helping to close the poverty-related attainment gap and outdoor provision aids this.</p>
Prosperous Place	<p>The provision of high quality ELC will have a positive impact on this priority theme.</p> <p>A healthier workforce will grow from a healthier population of children given access to outdoor ELC provision.</p>

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	<p>The proposed ERASMUS+ programme is designed around the needs of our ELC service, the needs of ELC professionals and the needs of our youngest customers.</p>
Governance	<p>Clear governance arrangements for Early Learning and Childcare Expansion are in place through the Programme Board.</p>

Workforce	Aberdeen City Council is investing in and empowering the current and future workforce in line with the Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare approved by Education Operational Delivery Committee on 6 September 2018. This programme contributes to that aspiration.
Technology	Aberdeen City Council will implement a new national Management Information System for Early Learning and Childcare Admissions in August 2020.
Partnerships and Alliances	The model of delivery is founded on effective GIRFEC practice which requires close partnership working to improve outcomes for children and families.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Not required.
Data Protection Impact Assessment	Not required.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

9. BACKGROUND PAPERS

Aberdeen City Council Travel Policy (April 2019)

10. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	16 January 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Children & Young People (Scotland) Act 2014
REPORT NUMBER	OPE/19/395
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Lesley Stopani
TERMS OF REFERENCE	5

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide Elected Members with a proposed direction of travel following the Scottish Government's proposal to repeal Parts 4 & 5 of The Children and Young People (Scotland) Act 2014 and to seek approval to remove reference to the term 'Named Person' from Council and multi-agency documentation.

2. RECOMMENDATION

That the Committee:

- 2.1 note the proposed repeal of Parts 4 & 5 of The Children and Young People (Scotland) Act 2014 and instruct the Chief Officer Integrated Children and Family Services to remove reference to the Named Person from single and multi-agency guidance; and
- 2.2 agree that the key point of contact in schools be referred to as the Establishment Contact.

3. BACKGROUND

- 3.1.1 'Getting it right for every child' (GIRFEC) is the approach which has been adopted across Scotland over the last fifteen years in order to promote and improve the wellbeing of every child, specifically those in need of additional

supports to reach their full potential. The GIRFEC approach recognises that some children require support from a range of partners to support wellbeing and that access to supports from across the multi-agency should be coordinated and aligned to support children and families as soon as needs become apparent.

- 3.1.2 The Children and Young People (Scotland) Act 2014 Part 4 outlined the requirements in relation to the Provision of a Named Person to help enable effective multi-agency working including sharing information; and Part 5 the requirements of a Child's Plan to record information and approaches to address need.
- 3.1.3 The Children and Young People (Information Sharing) (Scotland) Bill (the "Bill") in 2017 proposed changes to the information sharing provisions in Parts 4 and 5 of the 2014 Act in order to address the Supreme Court decision that operation of the information-sharing provisions would result in interferences with rights protected by article 8 of the European Convention on Human Rights and further were not "in accordance with the law", and were therefore not within the legislative competence of the Scottish parliament and could not be brought into force as they stood.
- 3.1.4 In February 2018 the GIRFEC Practice Development Panel was convened. Membership included experts from education, health, the third sector and the legal profession. The remit of the Panel was to develop a draft Code of Practice for information sharing and to make recommendations on Statutory Guidance in relation to Parts 4 and 5 of the 2014 Act. The Panel, supported by a Legal Focus group, considered the following challenges:
 - The role of consent
 - The interaction between different areas of law, including human rights law
 - The challenges facing front line staff
- 3.1.5 The Panel's prime recommendation was that Ministers should not pursue a binding Code for Information Sharing in relation to information sharing under Part 4 (Provision of Named persons) of the Children and Young People (Scotland) Act 2014.
- 3.1.6 On the 19th September 2019 the Scottish Government published its response to the GIRFEC Practice Development Panel's recommendations, stating: their agreement that: "It would be challenging to produce an authoritative draft Code of Practice for Information Sharing that properly reflects the relevant legal requirements, is workable, comprehensive and user-friendly for children and young people, parents and practitioners.
- 3.1.7 Professional codes, policies, procedures and guidance on the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA) can, in the Panel's view, provide the legal framework and safeguards that are needed to support proportionate and necessary information sharing within a GIRFEC approach."
- 3.1.8 The Scottish Government accepted the Panel's recommendation that a binding statutory Code of Practice for Information Sharing should not be pursued at this time and that GDPR and DPA 2018 provide an appropriate legal framework

and safeguards which, combined with practice guidance, could support good information sharing practice within the GIRFEC approach.

4. STEPS BEING TAKEN NATIONALLY

- 4.1.1 The Scottish Government has indicated it will take forward suggestions made by the Panel. The Scottish Government GIRFEC team plan to hold a series of engagement events, inviting partners to participate in developing a suite of resources to support and promote the delivery of GIRFEC. The resources will be designed to support good information sharing practice within the context of effective multi-agency working.
- 4.1.2 It has been decided that GIRFEC information sharing will be supported through policy and practice guidance rather than further legislation. As a result The Children and Young People Information Sharing (Scotland) Bill will be withdrawn, with Parts 4 and 5 of the Children and Young People (Scotland) Act 2014 being repealed in due course.

5. LOCAL RESPONSE

- 5.1.1 The Community Planning Partnership has agreed and published GIRFEC Operational Guidance which guides the working practices of all agencies supporting children and families in the City.
- 5.1.2 The GIRFEC Group oversees the development and refresh of the Operational Guidance on behalf of The Integrated Children's Services Board. Strong and agreed multi-agency approaches are well established across Aberdeen City and the recent Joint Inspection noted the strength of our relationships and how this helps us collectively support children and young people.
- 5.1.2 Information sharing guidance across the Community Planning Partnership has always been developed in collaboration with the Aberdeen City Council legal services. Agreed approaches to information have been communicated both within the Operational Guidance and also through briefings and professional learning events for practitioners across the partnerships. Information sharing across Aberdeen City has, and continues to be, in keeping with enacted legislation.
- 5.1.3 On publication of the Scottish Government announcement in September, Community Planning Partners were keen to ensure that staff continued to confidently work together to support children and families. In order to provide assurance, the GIRFEC Group came together with the ACC legal service to develop a statement for practitioners:
- 5.1.4 'Aberdeen City Council and its partners continue to be fully committed to embedding GIRFEC values, principles and practice in our approach to multi-agency working. This approach supports and promotes the wellbeing of all children and young people in Aberdeen City and will remain a priority for all practitioners. In particular we must protect our most vulnerable children and young people and those with the most severe and complex needs.

Staff working with children and their families in Aberdeen City, are skilled at effectively supporting children, young people and their families, as evidenced in the recent Care Inspectorate inspection report, and it is important that this continues as we await further guidance from The Scottish Government.

Once the anticipated updated guidance has been received, we will review our policy, guidance and practice for professionals working with children, young people and their families. In the meantime, we would remind colleagues:

That the well-established information sharing practice based on enacted legislation should continue in order to support positive wellbeing.

- Practitioners may offer to share information with other agencies to support the wellbeing of a child or young person. Practitioners should be open and transparent with families about how information will be shared with these other agencies
- Families have no obligation to accept help offered to support wellbeing
- However, if a child is considered to be at risk of significant harm, then information may be shared without consent and immediately. This has not and will not change.

Aberdeen City Integrated Children’s Services remains committed to keeping children, young people and families at the centre of care.”

- 5.1.5 The GIRFEC Group continues to engage with colleagues nationally in order to keep abreast of developments and be well placed to make any amendments to the agreed partnership GIRFEC Operational Guidance following publication of resources.
- 5.1.6 The press coverage around the Supreme Court Judgement and Repeal of Parts 4 and 5 have in part contributed to a negative association with the term Named Person. It is crucially important that children, young people and families are able to approach a key contact in school to seek help if required so that wellbeing needs can be addressed quickly.
- 5.1.7 The risk of a negative association could be significant for some so it is proposed that Aberdeen City Council gradually phase out use of the term ‘Named Person’ and use the term ‘Establishment Contact’. This will ensure that families still feel they can approach schools for support where appropriate.
- 5.1.8 The resources due to be published by The Scottish Government are unlikely to require a need for significant change to local guidance. The GIRFEC Group will review materials when published and continue to update our Operational Guidance to ensure it supports effective multi-agency working.

6 FINANCIAL IMPLICATIONS

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

7 LEGAL IMPLICATIONS

7.1 Actions planned are to ensure legal compliance following the repeal of Parts 4 and 5 of the Children and Young People (Scotland) Act 2014.

8. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	None		
Legal	Potential non-compliance with the law on information-sharing.		Steps taken and to be taken as set out in this report.
Employee	Potential concern from those who will act as Establishment Contacts regarding their roles.	L	Clear advice to all colleagues.
Customer	Potential concern from parents who may not wish to access the support.	L	Clear advice to all parents.
Environment	None		
Technology	None		
Reputational	Potential that parties are not seen to be consistent in their message.	L	Clear statements and consistency of response.

9. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous People	To ensure that our children, young people and their families are protected from unlawful, potentially harmful, sharing of their data.

Design Principles of Target Operating Model	
	Impact of Report
Partnerships and Alliances	Provision of an agreed protocol.

10. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Not required
Data Protection Impact Assessment	Not required
Duty of Due Regard / Fairer Scotland Duty	Not applicable

11. BACKGROUND PAPERS

The Children and Young People (Scotland) Act 2014
The Children and Young People Information Sharing (Scotland) Bill 2017
Getting it right for every child (GIRFEC) Practice Development Panel: Final Report

12. REPORT AUTHOR CONTACT DETAILS

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