

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	17 February 2026
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Action to Reduce Incidents in Schools
REPORT NUMBER	F&C/26/013
EXECUTIVE DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
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TERMS OF REFERENCE	1.1.2,1.1.3,1.1.5

1. PURPOSE OF REPORT

- 1.1 This report outlines the approach taken to managing incidents with offensive weapons in schools and provides an analysis of both Council and Police Scotland data. (as instructed by the Communities, Housing and Infrastructure Committee in August 2025).
- 1.2 The report then updates Members on learning from generic incident data held and provides an overview of how the education service is working with partners to reduce the number of incidents in schools.
- 1.3 Finally, the report shares learning from changes made at school level regarding mobile phone use. (as per the instruction from Committee in November 2025).

2. RECOMMENDATIONS

It is recommended that the Committee:

- 2.1 Note the refreshed Anti-Weapon / Knife Crime guidance and acknowledge the work done by schools, central officers and partners results in robust multiagency responses to incidents;
- 2.2 Note that there are strong systems in place which are informing effective preventative strategies;
- 2.3 Note that the data shows incidents are clearly linked to developmental delays and wellbeing needs;
- 2.4 Note that the number of incidents is in line with comparable local authorities; and
- 2.5 Instruct the Chief Officer – Education and Lifelong Learning to consider the learning from this report when updating school Lockdown Guidance.

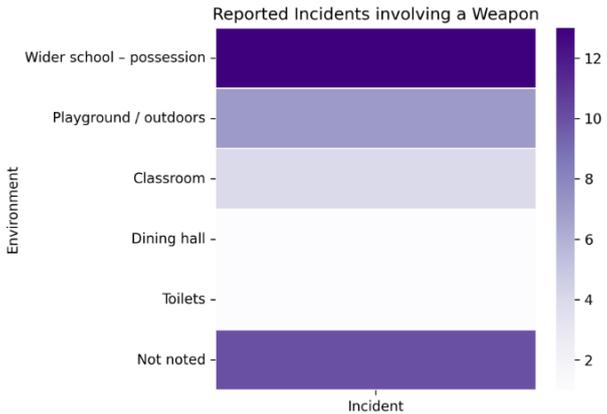
3.1 CURRENT SITUATION – ANTI- WEAPON GUIDANCE

- 3.1 The Council's Anti-Weapon Policy, which incorporated the recommendations of the independent Review carried out by Andrew Lowe, was first approved for educational establishments in 2017 by the Education Operational Delivery Committee. Guidance is provided to staff on how they should react, who they should involve, who needs to be informed, what they should record and the follow-up actions which are necessary in the event of a weapon being found or used in an incident.
- 3.2 The focus of the guidance is on prevention, and the service mitigates the risk of weapons being taken into / used in schools by working with parents, pupils and staff to educate and build a culture for young people, which signals the unacceptability of carrying weapons.
- 3.3 Schools are provided with an Anti-Weapon School Pack, which contains educational and promotional materials for use in individual settings. All schools are expected to comply with and implement the guidance, key features of which are:
- Anti-Weapon training is provided regularly for all staff e.g. through in-service day training, support from partner agencies e.g. Police Scotland and signposting to sources of support such as *No Knives, Better Lives*.
 - A table-top exercise is provided for schools to test their weapons incident procedures.
 - Anti-Weapon resources are provided to be displayed throughout schools.
 - Pupil training delivered jointly by school staff and Police Scotland is provided at the P7, S1 and S5 stages.
 - School Pupil Councils discuss and give feedback on Anti-Weapon strategy / resources.
 - Copies of the Anti-Weapons guidance and guidance leaflets are distributed to parents/carers.
 - Pupils and Parents are issued with Anti-Weapon Agreements to read, sign and return.
 - SEEMIS is updated to record that Anti-Weapon Agreements have been returned. No – returns are followed up by school staff.
 - Weapons incidents are recorded in SEEMIS Pastoral Notes and, in a database, managed by the central education team.
 - Quality Improvement Managers, the Chief Officer Education and Lifelong Learning and Corporate Health & Safety are notified of all weapons incidents.
- 3.4 Confirmation of the return of signed Anti-Weapon Agreements is recorded for each pupil in SEEMIS. This marks the completion of a process which begins with Anti-Weapon guidance training and information sessions for pupils. In these sessions, pupils are given the Anti-Weapon Agreement with guidance leaflets for reading and discussion with parents and both are expected to sign the Agreement and return it to the school.
- 3.5 Management assurance over schools' compliance with the Anti-Weapon guidance is provided through checks of SEEMIS records undertaken on an annual basis.

- 3.6 Where a weapons incident occurs, detail of this is recorded in the relevant pupils' pastoral notes in SEEMIS and in the Corporate Health and Safety system.
- 3.7 In the event of a weapons incident in a school or setting, a report is submitted to the central education team detailing the incident, background, age and gender of pupil, information surrounding the incident, involvement of Police Scotland, date for Multi Agency Meeting, and confirming that all reasonable steps are being taken to mitigate any further incidents. The Quality Improvement Manager, Chief Officer - Education and Lifelong Learning and Media teams are also updated on receipt of a report.
- 3.8 The effectiveness of the guidance is kept under routine review, with clarifying changes made under delegation and in agreement with Police Scotland. The most recent review was conducted in May 2025 and involved central officers, Headteachers and Police Scotland. The review determined that the guidance continued to provide a robust response to weapon incidents and that the clearly articulated procedure is consistently applied. The only update required was a change to contact details for our mental health provider and additional resource sign posting. The current version of the guidance is available in Appendix A.

3.9 Reporting and Monitoring Offensive Weapons

Complete and consistent management information is vital to ensure that school security strategy keeps pace with changing circumstances and emerging security threats. Having a clear categoric overview of the location, nature, and level of threat posed by security incidents can highlight the significance of contributing and mitigating factors. It can expose trends which need to be addressed and help identify where additional controls could strengthen school and pupil security further and inform school procedures, such as Lockdown arrangements. The heatmap below provides insight into the location of incidents.



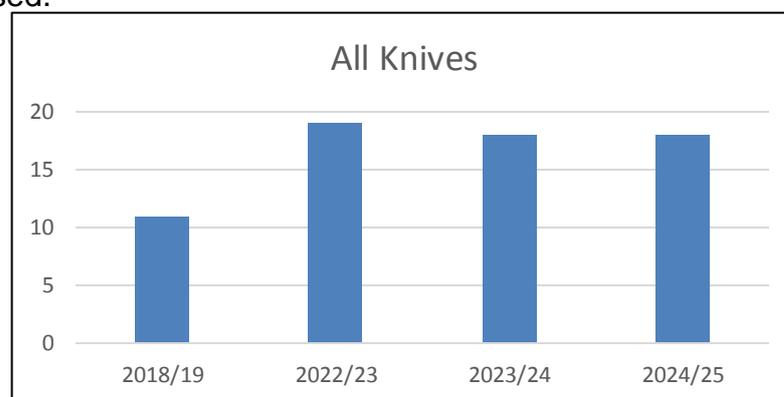
- 3.10 As can be seen in the visual above, incidents tend to occur away from the classroom and in communal areas such as corridors and general-purpose rooms. This insight will form part of the evidence base for a review of school lock down arrangements now that all schools have completed scheduled testing of arrangements. Schools will also be reminded of the importance of recording the location of incidents accurately to ensure that learning from the data reported is maximised.

3.11 All pupil-related security incidents are recorded in pupils' pastoral notes in SEEMIS and in the Council's Health and Safety records via the Core HR system. The Service (through schools) informs the police of all weapon incidents and in addition to the corporate recording described above also hold information in a spreadsheet to enable ongoing review of the data. The spreadsheet is also used to record information received from the police of pupil-related weapon incidents which have occurred out with school hours. Holding full information about incidents across a community helps the Service fully consider all information available as they undertake periodic reviews of the guidance.

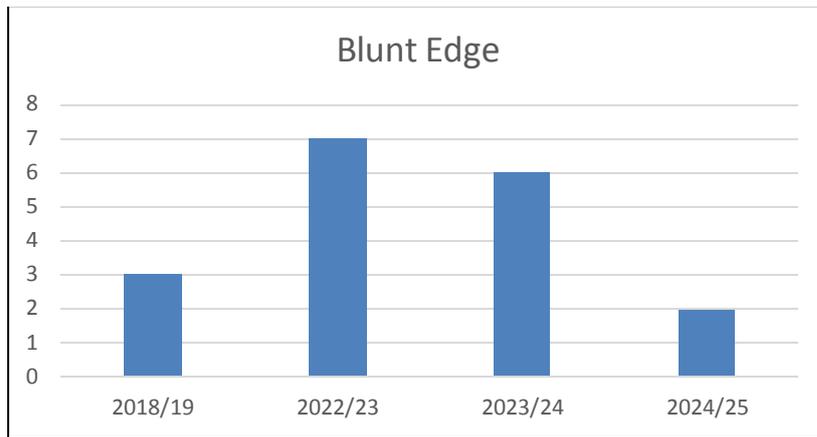
3.12 The Education Service ensures that it can demonstrate that the ongoing requirements of the Anti-Weapons guidance are being met by each school by checking SEEMiS annually in October to ensure that all Anti-Weapon Agreements have been signed and returned to confirm compliance with the Anti-Weapon guidance.

3.13 **Aberdeen City Council Data Reporting (Weapons)**

Aberdeen City Council Education Service data shows that the number of weapons incidents, whether these be sharp or blunt over the last three academic sessions, is relatively stable. All incidents are responded in line with guidance which includes reporting to Police Scotland and holding a Multi-Agency Meeting. All of the incidents triggered the establishment of a package of support for the young person. Scrutiny of pastoral notes evidence that the reported incidents provided an indication that the wellbeing of the child was compromised.



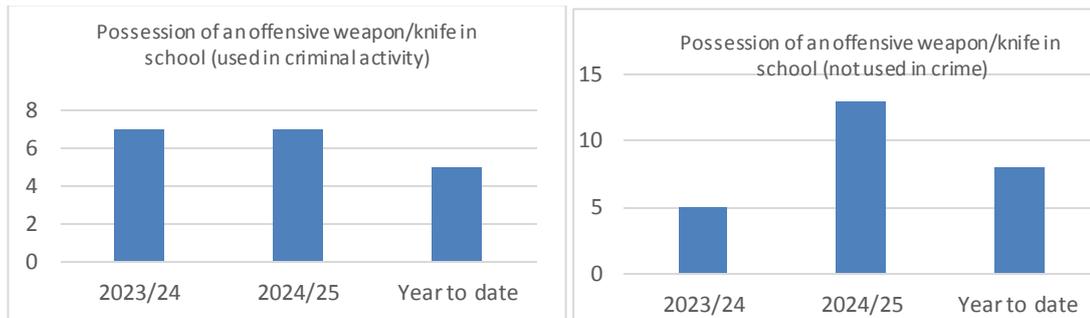
3.14 Some of the recorded weapon incidents are minor with the information shared showing little intention or planning behind actions. These include incidents such as a child having the blade from a pencil sharpener, butter knives from the canteen, scissors from the classroom craft area etc. Almost all incidents reported involving a weapon in our schools involve pupil dysregulation and, in some cases, a stated purpose of self-harm.



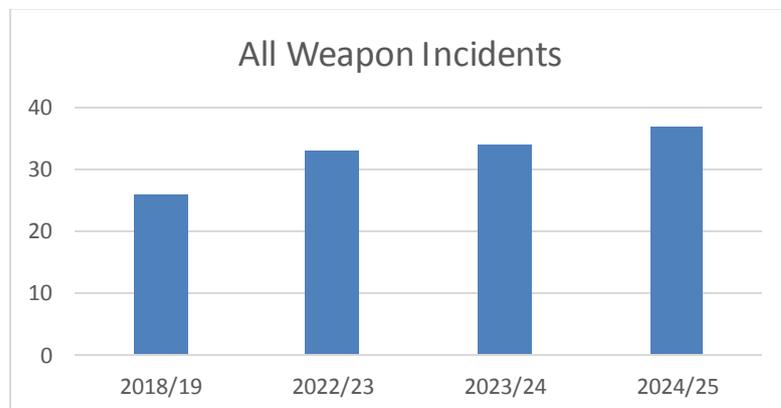
3.15 There is clear evidence that the guidance is helping prevent an escalation of knife incidents, despite rises being reported nationally, and helping to reduce the number of minor incidents through increased awareness of the risks.

3.16 Police Scotland Data Reporting

Data held by Police Scotland is for children who can be held criminally responsible, those aged 12 – 17.



3.17 Schools report all incidents to Police Scotland and these are the incidents which are allocated a police incident number. The number of incidents of a weapon used in criminal activity remained consistent between 2023/24 and 2024/25, however the number of incidents of young people in possession of an offensive weapon (but not one used in crime) with the offensive implement most likely to be sharp scissors, kitchen knives, butter knives or wooden knives used for craft activities, has increased.



3.18 When the increase in school roll is taken into account, we can conclude the number of weapon incidents has remained fairly consistent. Offensive

weapons in a school can take many forms. Service data shows the number of incidents involving an offensive weapon has increased, however, when this is considered alongside the Police Scotland Data there is no increase in criminal activity.

3.19 Looking holistically across both data sets, we can conclude that there is a need to continue to educate children and young people about the risks and continue to implement the guidance.

3.20 Reduction Strategies

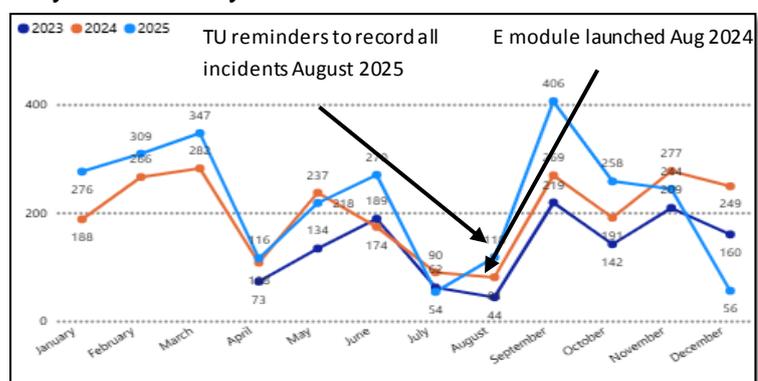
Both primary and secondary schools in the city are currently using a range of strategies to reduce the number of weapons incidents within schools and mitigate against the risk of incidents. These include but are not limited to: staff on duty rotas over the school day; a programme of special assemblies focussing on weapons; training for staff and pupil from external agencies such as Police Scotland; having positive relationships policies and participation in national programmes such as No Knives, Better Lives, Equally Safe at School and Mentors in Violence Prevention.

3.21 It is important that we continue to review our arrangements with Police Scotland, monitor emerging data, and reflect on trends to ensure they inform and strengthen our school security measures

3.22 Wider analysis of all incidents in schools

The current system for recording all incidents in schools has been in place since April 2023. It should be noted that the incidents being reported cover a range of scenarios including those that impact on the wellbeing of pupils (such as slips in the playground, medical situations, disagreements between pupils etc.), situations that risk business as usual delivery (flooding, near misses around security, misuse of property/contact with machinery etc.) and those that might impact on the wider school community/others such as dysregulated behaviours and weapons incidents.

3.23 Over 2024 there was a total of 156 incidents reported in ELC and 2256 reported by our schools. In 2025 there were 159 incidents reported in ELC and 2514 reported by our schools. Members should be aware that the school roll has increased by 1200 children since 2024, and this will account for a proportion of the rise. With around 30,000 children in our education system, this equates to one report in a year for every 11 children.

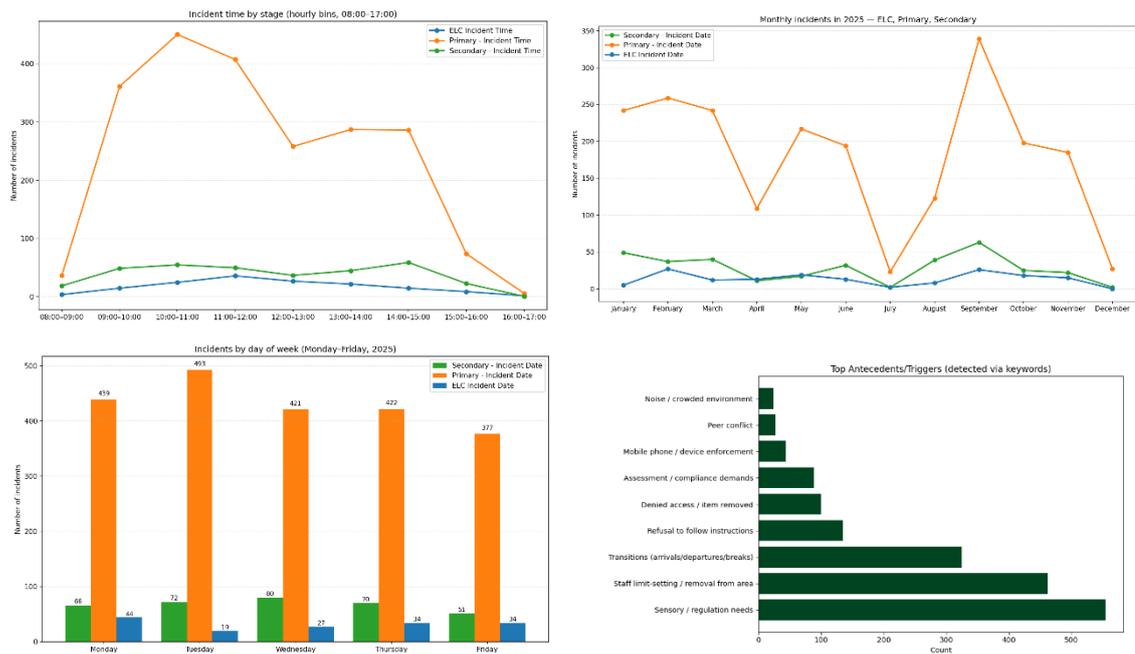


Encouragingly, the data identifies spikes in reported incidents following:

- school staff completing mandatory training
- reminders to report all incidents from Trade Unions.
- holiday periods.

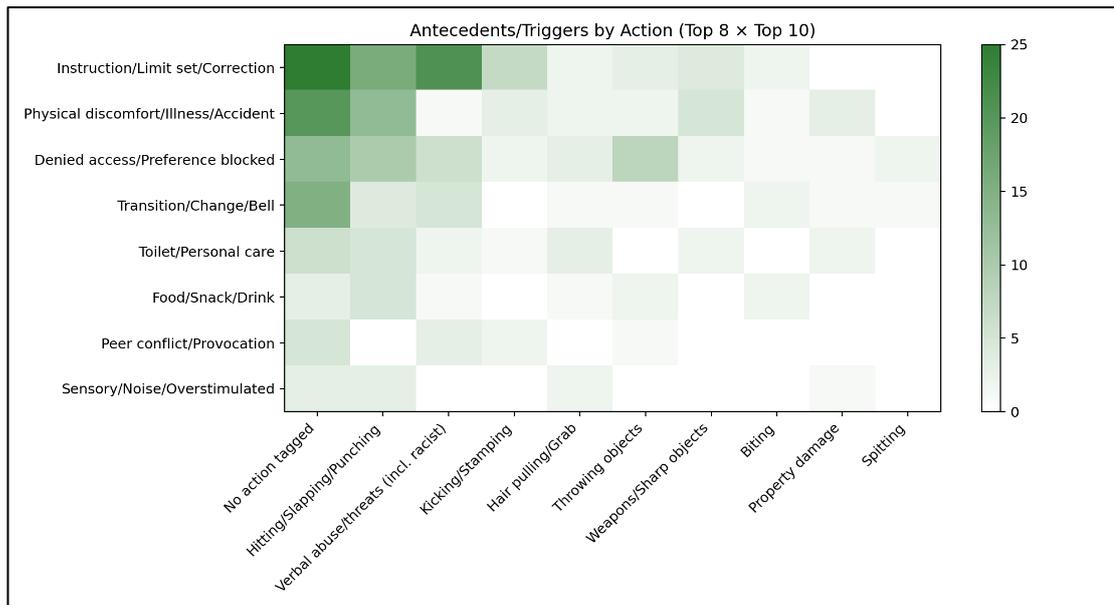
3.24 This suggests that the arrangements for training and consistent messaging with Trade Unions is helping ensure more consistent reporting. Officers have invested time in looking at the data in a range of different ways to determine what can be gleaned from it to inform our collective work to reduce incidents. The insights are outlined below by stage as there are some significant differences evident.

3.25 Data for all sectors (ELC, Primary and Secondary) is outlined below.



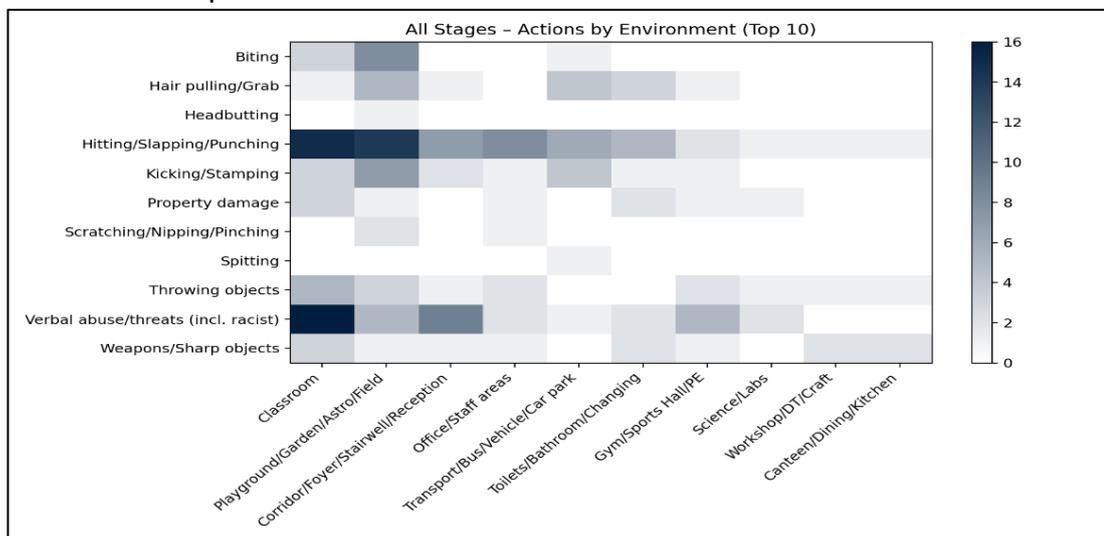
3.26 Considerable work has been undertaken to ensure that the data can be presented in a way that affords easy identification of risk factors so that action can be taken to address emerging trends. An example of insight now available is that most antecedents (triggers to behaviours being reported) result from transitions, the constraints of the school day and sensory or regulation needs.

3.27 The heat map below shows how the antecedents most often manifest in resultant action (which is then reported as an incident).



3.28 There is evidence that consistently applied behaviour and relationship policies which articulate school expectations are important. It is also clear that poor pupil wellbeing impacts on pupil behaviour and how important positive transitions are for children and young people.

3.29 The heat map below provides some further insight into the environment where incidents take place.

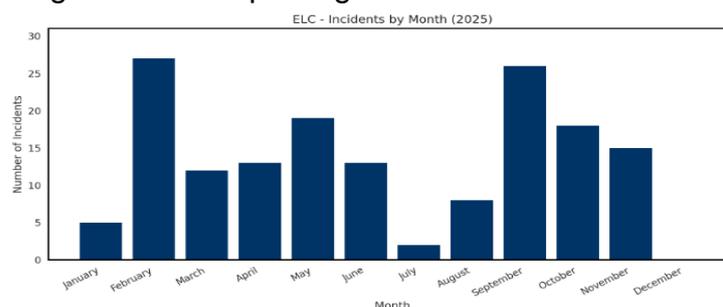


3.30 The information is more easily made sense of by looking by sector.

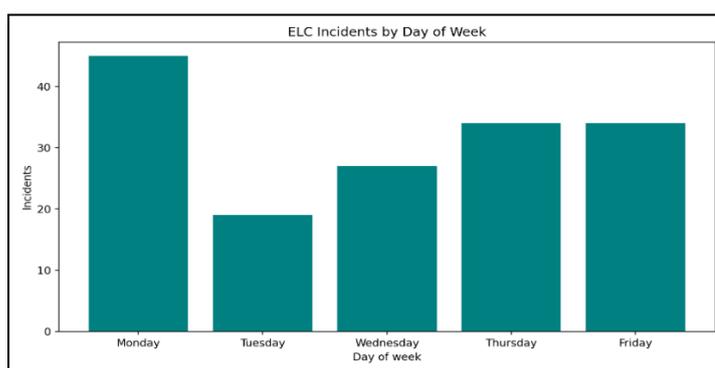
3.31 Incidents reported in Early Learning and Childcare settings

There were 156 incidents reported over 2024, compared to 159 reported over 2025. February saw the highest number of reported incidents. This could be partially attributed to the change in routine resulting from the in-service days and Monday holiday. The rise in September will likely be due to the number of new children entering their Early Learning & Childcare setting for the first time

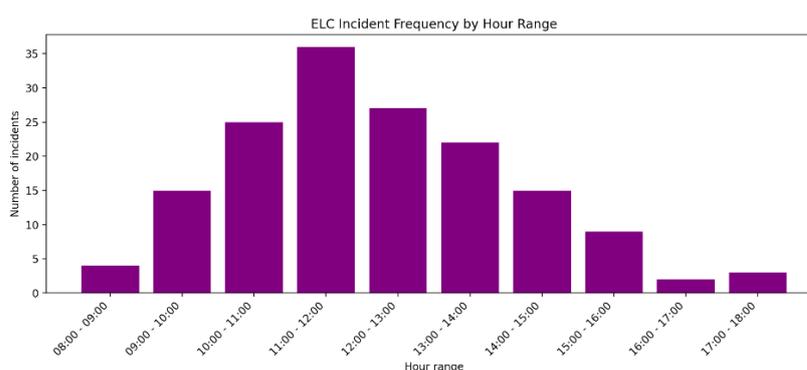
and becoming familiar with new routines and constraints, and then the September long weekend impacting on their establishment of learning routines.



3.32 When we analyse incident data by the days of the week, Monday has the greatest number of incidents.



3.33 This would support what we know about some very young children finding the transition from home to Early Learning & Childcare challenging. Children in Early Learning & Childcare could be in various stages of development (typical, atypical, or delayed) including responding with behaviour not words, not understanding language, casting things away, and cause and effect exploration as would be expected for this age group.

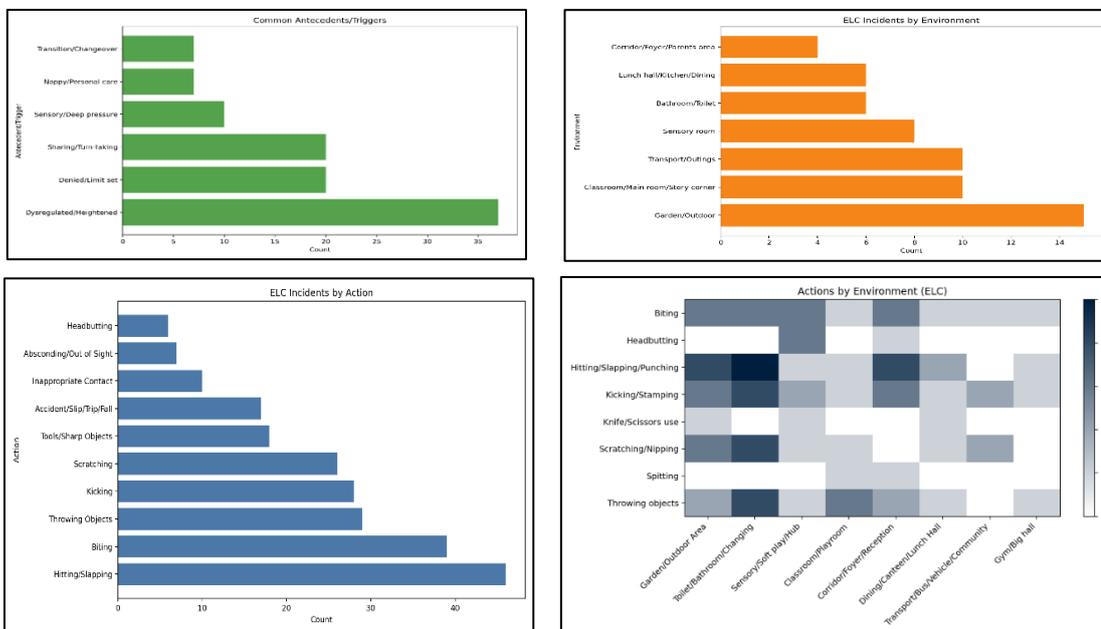


3.34 When we drill down to the time incidents have taken place, we can see that 36% of incidents occur between 10am and noon. This is when ELC settings are in transition from free play into structured snack or lunch activities. Some children could be hungry and this may motivate anger responses, and some others may find transitions and endings, or busy environments, a challenge or overly stimulating.

3.35 As can be seen below, most incidents occur in the outdoor or garden areas of ELC provisions. This is not unexpected as this is where children engage in free play and explore risk most fully, again transitions can be a factor for learners

not wanting to leave this space and move back indoors for snack, toileting, or other activities.

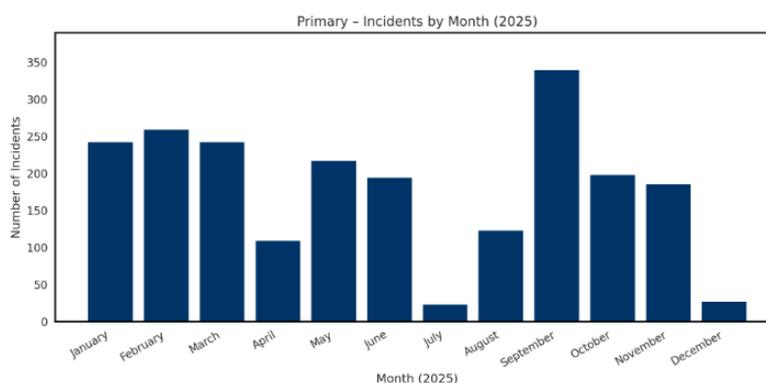
3.36 Our youngest learners are most likely to hit out. This is not unexpected given the age range and what is known about child development. As can be seen below in the heatmap, toileting/changing children can drive a number of behaviours, with our youngest learners most likely keen to stay in the playroom rather than have toileting needs met by staff.



3.37 Transitions cannot be completely removed, however, we can look to minimise the impact of these and share strategies to support learners in different stages of child development. The Educational Psychology Service developed the Spotlight Resource to help Early Learning and Childcare and early stages of Primary with this and other key areas [Educational Psychology Service - The Spotlight Resource](#). Transitions are the focus of professional learning for session 25/26 and the impact of this training will be evaluated.

3.38 Incidents reported in Primary Schools

There were 1858 incidents reported over 2024, compared to the 2170 reported over 2025. The rise in incidents reported in September will be due to children settling back into routines and establishing relationships with new staff, and the impact of the long September weekend on this. Generally, we can see that incidents reduce as the school term progresses.

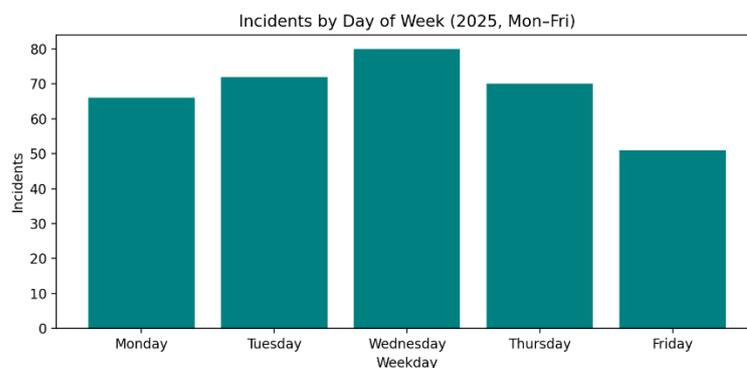
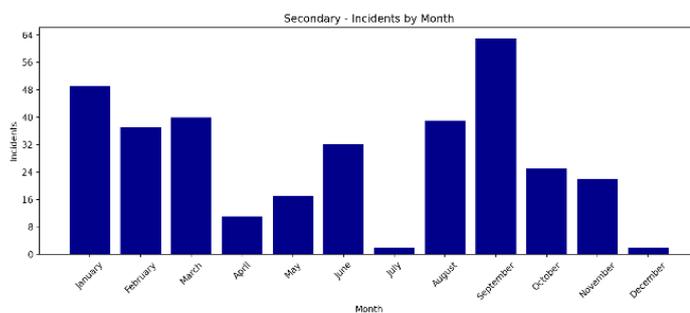


3.42 The majority of incidents take place in the classroom with the antecedent being transitioning from one activity to another or removing a preference. Toileting and intimate personal care triggers remain prevalent with higher numbers of children requiring this support than would have been the case previously.

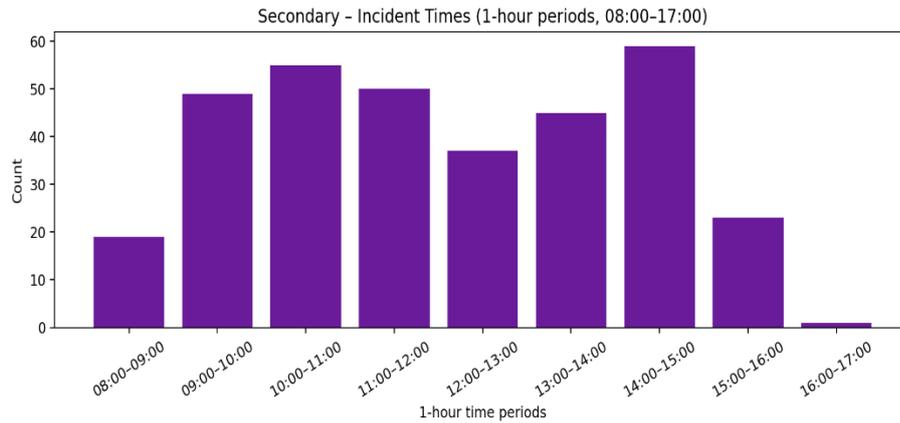
3.43 Children at this stage of development need to be clear about routines and understand what is happening next, but can find this challenging. Work being undertaken to routinely update school relationships policies, continued training and implementation of relational approaches, and the provision of clear class charters will support greater consistency of expectations in classrooms. However, even with clear known expectations, there will continue to be examples of children struggling to come to terms with constraints due to biological and developmental factors. There is evidence that *Maybo* training has helped to build knowledge and understanding in staff and this should enable more prompt and appropriate intervention.

3.44 Incidents reported in Secondary Sector

There were 398 incidents reported over 2024, compared to 343 reported over 2025. When we analyse data by days of the week, Wednesday has the greatest number of incidents (almost 25% of all incidents).



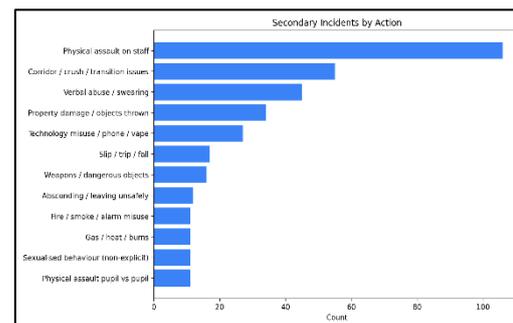
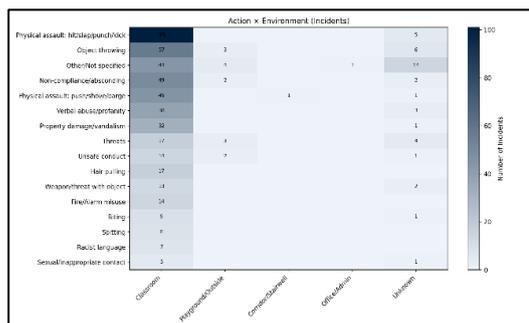
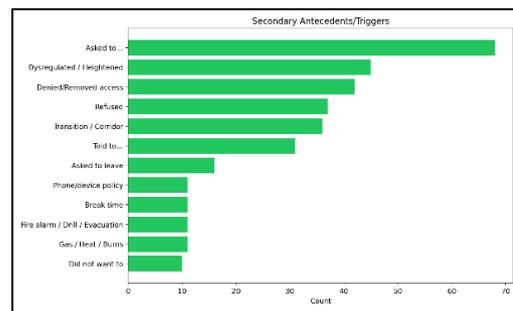
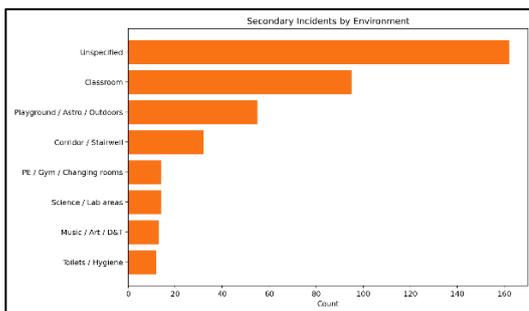
3.45 We know that in young adults and adults, Wednesday is regarded as the “hump day”, where many people find it the most difficult day to overcome, with tiredness and frustration being common. For some of our learners there will be building anxiety around weekend and changes to routines.



3.46 Drilling down to the time incidents have taken place, we can see that the majority of incidents occur in the morning, with an outlier spike of 17% happening between 2-3pm. We know from research into the teenage brain that mornings are a difficult time for learners over the age of 12, as they need more sleep in the morning than any other age group. The 2pm spike coincides with post lunch adrenaline crashes, and learners struggling to maintain focus and regulation till the end of the school day.

3.47 Exploring when incidents occur in the week and during the day provides further evidence that transitions are a trigger for some children and young people with increases in incidents following break and lunchtime. Reviewing school relationship policies to have clear routines following break and lunch should help to reduce triggers and incidents.

3.48 There has been a reduction in the number of incidents reported in secondary schools. The majority of incidents are reported as being in an unspecified location. In order to reduce the number of unspecified environments recorded the safeguarding group have developed a new recording format. This is being rolled out at the supporting learners festival in February 2026 and will help us glean further learning from the data.



3.49 The majority of incidents involving physical contact happen in classrooms and are related to young people being asked to do something. In the majority of these cases reported, the exit is blocked and the young person has no opportunity to leave the classroom causing the situation to quickly escalate. This learning was shared with schools. Schools regularly review class routines and there has been a reduction in the number of incidents over the last 12 months.

3.50 There has been a shift in incident causes over the last 12 months with the number being described as externalising behaviour increasing and the number of violent incidents reducing slightly. *Maybo* training is helping staff have a better understanding of the factors that can drive pupil behaviours.

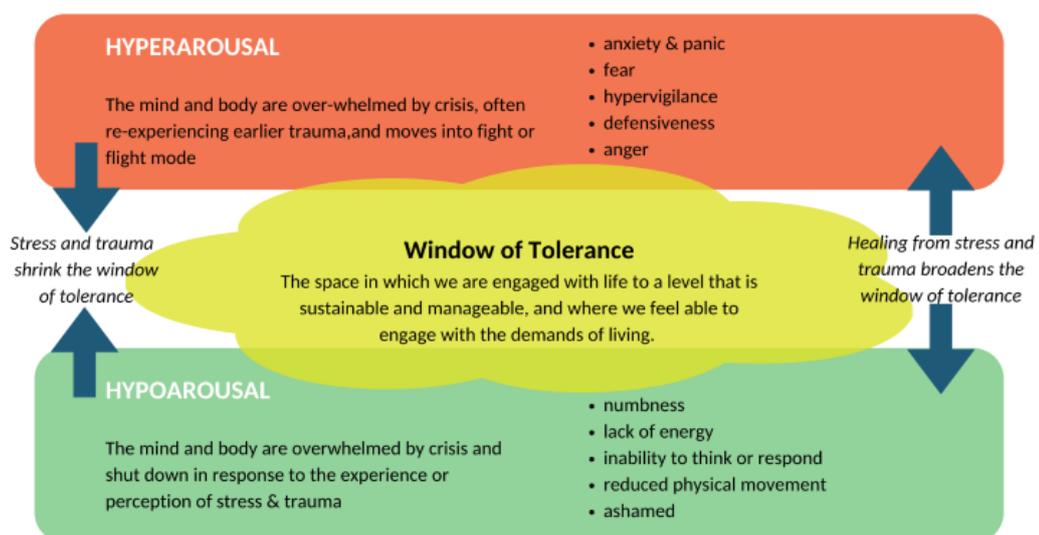
3.51 **What does the Research Tell Us?**

We know that high numbers of young people have experienced trauma of some description during childhood. Scotland’s trauma transformation programme research tells us that:

- 31% of a sample of >2000 18yr olds in the UK had been exposed to at least one significant traumatic event by the age of 18
- Almost 1 in 5 adults experienced physical or sexual abuse as children (was 1 in 9 in 2017) (higher still in economically deprived areas)
- More than 25% of women experienced domestic abuse
- 49% *increase* in emotional disorders since 2004

3.52 Our data shows increasing numbers of young people have delayed communication development which can result in an inability to make sense of or communicate feelings verbally, resulting in exaggerated physical, emotional or sensory responses e.g. tantrums, emotional outbursts. Trauma diverts attention away from learning to protection.

3.53 For these children the window of tolerance is narrowed and they often require the support of an adult to regulate behaviour and emotion.



- 3.54 There is a clear link between trauma & risk-taking/anti-social behaviours e.g. vaping, substances, criminality, unhealthy choices. Learners spend 190 days in school a year and schools and teaching staff have a significant impact on learners and their life outcomes.
- 3.55 Relational approaches (such as Emotion Coaching [Educational Psychology Service - Emotion Coaching](#), delivered to and supported with schools by the Educational Psychology Service) are an essential part of helping learners feel safe, reducing escalation & challenging behaviours, giving them the best chance for success post school. Routines, boundaries and structure are essential parts of trauma-informed approaches. Research tells us learners who have experienced significant trauma may take time to accept, or reaccept (after a holiday period) these essential boundaries of school life.
- 3.56 Throughout 2024/25 professional learning has focused on trauma informed practice. The shift in incident reporting categories from violence to recognising externalising behaviour demonstrates the training is having positive impact on practice in our schools. This focus remains for session 2025/26 along with a focus on supporting and managing transitions.

3.57 How are we doing compared to our Family Group?

Caution should be applied when considering this data as we do not have an understanding of how other local authorities gather or report incidents.

- 3.58 Data from our comparator local authorities can help us understand if issues are local or part of wider national picture. The most recent information available to us suggest that we are mid-table when considering the number of incidents per 10,000 pupils.

	2020/21	2021/22	2022/23	2023/24	2024/25 (to date)	Incidents per 10,000 pupils 2024/25
Aberdeen	401	807	491	441	401	1.5
Aberdeenshire	223	196	852	1099	1186	3.3
East Dunbartonshire	99	258	321	381	251	1.5
Edinburgh	408	799	2454	2908	1843	3.5
East Renfrewshire			467	390	185	1.0
Orkney	64	42	113	7	113	4.1
Perth and Kinross	442	595	1003	1080	467	2.6
Shetland	68	144		537	501	15.7
Family Group Average						2.8
All local authorities						3.6

- 3.59 As well as considering our family group it is important we consider our position in relation to other urban local authorities. We remain mid-table for this group too.

	2020/21	2021/22	2022/23	2023/24	2024/25 (to date)	Incidents per 10,000 pupils 2024/25
Aberdeen	401	807	491	441	401	1.5
Dundee City	794	914	1237	1645	225	1.2
East Dunbartonshire	99	258	321	381	251	1.5
Edinburgh	408	799	2454	2908	1843	3.5
Glasgow			2300	4049	2790	4.0
North Lanarkshire	261	423	969	697	296	0.6
Renfrewshire	191	342	576	1208	712	3.0
West Dunbartonshire				1518	1286	11.1
Family Group Average						2.9
All local authorities						3.6

3.60 What can we conclude?

Having considered all of the evidence available to us, we can conclude that:

- there is now more consistent reporting of incidents
- work done to improve how data is presented is helping officers identify risk factors and take proactive action
- professional learning is positively impacting upon staff understanding of behaviour and the use of language used to describe a trauma response
- there is no evidence that the situation in Aberdeen is more acute than in other Local Authorities, with Aberdeen City sitting mid-table in comparator data.
- there is evidence that the data insights are helping to reduce common risk factors (especially in secondary schools)
- there is evidence that many of the incidents being reported result from:
 - child development;
 - transitions;
 - hunger; and
 - intimate care needs.

3.61 Professional learning on managing transitions and supporting regulation are the main focus of our supporting learners' festival planned for February 2026.

3.62 The Safeguarding Group (a collaboration with Trade Unions) will continue to meet fortnightly and focus on providing targeted support to schools where there are an increasing number of incidents as well as identifying good practice in schools where incidents are decreasing.

3.63 Induction arrangements for new staff will now increasingly focus on strategies to support dysregulation in young people and transitions into and within school.

3.64 Updated Professional learning

Building on existing mandatory courses, officers have developed a programme of de-escalation training for all staff to strengthen preventative, relational practice; build confidence in recognising and responding to escalating behaviour; and ensure staff apply legally sound, proportionate, and rights-based approaches. It is designed for all practitioners working with children and young people, including teachers, support staff, leadership teams, early years practitioners, and ASN specialists.

3.65 The learning pathway is delivered across **four phases**:

1. **Consolidation of Maybo Level 1 (moving to bespoke ACC learn offer)** – reinforcing early intervention strategies, low arousal approaches, and understanding of triggers and escalation. Mandatory for all school staff
2. **Introduction to CALM Theory** – developing knowledge of crisis stages, dynamic risk assessment, communication under pressure, and organisational responsibilities.
3. **Integrated Application** – embedding learning into personalised plans, coordinating team responses, and improving environments to reduce risk.
4. **Post Incident Learning** – establishing reflective practices, restorative conversations, and service wide improvement cycles.

supports the approach being taken across Aberdeen City. Key learning from the research suggests the need for policies to:

- be consistent and transparent,
- reflect local context,
- be developed collaboratively with school communities, and
- sit within wider strategies on digital literacy, wellbeing and positive school culture.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report. All costs are being met from existing service budgets.

5. LEGAL IMPLICATIONS

The Children (Scotland) Act 1995 places a duty on Local Authorities to protect children and young people. The Anti-Weapon/Knife Crime guidance gives direction to schools in sharing the main messages of weapon crime. The guidance outlines effective practice in safeguarding children and young people to ensure that the Council fully complies with legal duties.

6. ENVIRONMENTAL IMPLICATIONS

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

7. RISK

The assessment of risk contained within the table below is considered to be consistent with the Council's Risk Appetite Statement.

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	<p>Risk of not having appropriate response protocols to weapons incidents</p> <p>Risk of not having an appropriate response to incidents in school</p>	<p>Having robust protocol in place which is quality assured and matches those of Police Scotland</p> <p>Safeguarding and data groups looking at data regularly to identify best practice</p>	M	Yes

Compliance	Risk of not complying with Health and Safety legislation.	Implementing this guidance and reviewing it at relevant times will limit the risk of legal challenge. Adhering to this guidance will ensure that legal risks remain low.	L	Yes
Operational	Not being able to safeguard children and young people can present a risk to the wellbeing of employees	This guidance will provide employees with clarity on the authorities' expectations about what constitutes a weapon and how to report weapon incidents. The Guidance will help reduce the risk as the procedural steps and responsibilities are clear.	H	Yes
Financial	There are no financial risks associated with this guidance or its implementation.	None	L	Yes
Reputational	The Anti-Weapon/Knife Crime Guidance requires a consistent and centralised approach to the education of weapons and the recording of weapon incidents. This will result in the information about weapon incidents across our service to be more accessible and visible.	This is seen as a positive impact allowing Aberdeen City Council to work in close partnership with Police Scotland and in providing schools with immediate response and support to any weapon incident. Aberdeen City Council will continue to evaluate the provision and	M	Yes

		support provided by actions contained in the Anti Weapon guidance. This will be reviewed at relevant times ensuring that mitigating circumstances relating to any incident regarding weapon/knife crime is reduced as far as possible.		
Environment / Climate	There are no environmental risks identified with this guidance.	None	L	Yes

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN 2025-26</u>	
Impact of Report	
<p>Aberdeen City Council Policy Statement</p> <p><u>Working in Partnership for Aberdeen</u></p> <p>Creating better learning environments</p> <p>Caring for young people</p>	<p>This report supports the following key Council priorities</p> <p>Work to ensure that every school community provides a safe and respectful environment for young people and staff.</p> <p>Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems.</p> <p>Ensure local education services identify young people with mental health problems and help them get early support and help, where appropriate, to transfer to adult services</p>
<u>Local Outcome Improvement Plan</u>	
Prosperous People Stretch Outcomes	The proposals within this report support the delivery of Children & Young People Stretch Outcomes 4: 90% of children and young people report they feel

	<p>listened to all of the time and 7: 83.5% fewer young people (under 18) charged with an offence in the LOIP.</p> <p>The paper seeks approval for the refreshed Anti Weapons Guidance which will support schools and services to continue to promote responsibility and a culture of safety in children and young people with regard to weapons.</p>
<p>Regional and City Strategies <u>City Strategies and Strategic Plans</u> Children's Services Plan</p>	<p>The proposals within this report support the outcomes within the Children's Services plan and will continue to be reviewed locally with partners as part of the Chief Officers Group (COG)</p>

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	No assessment required. I confirm this has been discussed and agreed - Shona Milne Chief Officer Education and Lifelong Learning on 08/01/2026.
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

None

11. APPENDICES

11.1 Appendix A Current Anti-Weapons Guidance

11.2 Appendix B HDRC Research

12. REPORT AUTHOR CONTACT DETAILS

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