

**Argyll and Bute Council**  
**Comhairle Earra-Ghàidheal Agus Bhòid**

*Executive Director: Douglas Hendry*



*Kilmory, Lochgilphead, PA31 8RT*  
*Tel: 01546 602127 Fax: 01546 604435*  
*DX 599700 LOCHGILPHEAD*

4 March 2021

**NOTICE OF MEETING**

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held **BY SKYPE** on **THURSDAY, 11 MARCH 2021 at 10:30 AM**, which you are requested to attend.

Douglas Hendry  
Executive Director

**BUSINESS**

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST**
3. **MINUTE**  
Community Services Committee 8 December 2020 (Pages 3 – 10)
4. **ARGYLL & BUTE LOCAL POLICING PLAN (2020 - 2023) QUARTERLY REPORT (QTR 3 - 2020/21)**  
Report by Divisional Commander for Argyll and West Dunbartonshire Division, Police Scotland (Pages 11 – 12)
5. **SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q3 - 1 OCTOBER 2020 - 31 DECEMBER 2020**  
Report by Local Senior Officer, Scottish Fire and Rescue Service (Pages 13 – 22)
6. **ARGYLL & BUTE HSCP - PERFORMANCE REPORT FEBRUARY 2021**  
Report by Head of Strategic Planning and Performance (Pages 23 – 34)
7. **EDUCATION SERVICE FQ3 2020/21 PERFORMANCE REPORT**  
Report by Executive Director with responsibility for Education (Pages 35 – 46)
8. **ARGYLL AND BUTE COMMUNITY LEARNING AND DEVELOPMENT PLAN (2021 - 2024) - UPDATE**  
Report by Executive Director with responsibility for Education (Pages 47 – 52)

**9. COUNSELLING IN SCHOOLS**

Report by Executive Director with responsibility for Education (Pages 53 – 64)

**10. SCHOOL LEAVING DATE EXCEPTIONAL CIRCUMSTANCES**

Report by Executive Director with responsibility for Education (Pages 65 – 98)

**11. ARGYLL AND BUTE CHILDREN'S RIGHTS REPORT 2020 - 2023**

Report by Executive Director with responsibility for Education (Pages 99 – 146)

**12. EDUCATION - ADDITIONAL RESOURCES 2021/22**

Report by Executive Director with responsibility for Education (Pages 147 – 148)

**REPORT FOR NOTING**

**13. COMMUNITY SERVICES COMMITTEE WORK PLAN 2021 - 2022 (Pages 149 - 152)**

**Community Services Committee**

Councillor Jim Anderson  
Councillor Mary-Jean Devon  
Councillor Audrey Forrest  
Councillor Graham Hardie  
Councillor Donald MacMillan BEM  
Councillor Barbara Morgan  
Councillor Alastair Redman  
Councillor Elaine Robertson  
Margaret Anderson  
William Hamilton  
Wendy Brownlie

Councillor Gordon Blair  
Councillor Lorna Douglas  
Councillor Kieron Green (Vice-Chair)  
Councillor Julie McKenzie  
Councillor Yvonne McNeilly (Chair)  
Councillor Iain Paterson  
Councillor Alan Reid  
Councillor Andrew Vennard  
William Shaw  
Alison Palmer

Contact: Fiona McCallum Tel: 01546 604392

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held BY SKYPE  
on TUESDAY, 8 DECEMBER 2020**

**Present:** Councillor Yvonne McNeilly (Chair)

Councillor Jim Anderson	Councillor Iain Paterson
Councillor Gordon Blair	Councillor Alan Reid
Councillor Mary-Jean Devon	Councillor Elaine Robertson
Councillor Lorna Douglas	Councillor Andrew Vennard
Councillor Audrey Forrest	Margaret Anderson
Councillor Kieron Green	William Hamilton
Councillor Graham Hardie	Alison Palmer
Councillor Donald MacMillan BEM	

**Attending:** Anne Paterson, Head of Education: Lifelong Learning and Support  
 Louise Connor, Head of Education: Learning and Teaching  
 Simon Easton, Acting Head of Education: Lifelong Learning and Support  
 Wendy Brownlie, Acting Head of Education: Learning and Teaching  
 Stuart McLean, Committee Manager  
 Mike Nicol, Solicitor  
 Jayne Jones, Commercial Manager  
 Chief Superintendent John Paterson, Police Scotland  
 Joe McKay, Area Commander, Scottish Fire and Rescue Service  
 Joanne MacDonald, Chief Officer, Argyll & Bute HSCP  
 Douglas Hunter, Senior Performance & Improvement Manager, Argyll & Bute HSCP  
 Kevin Anderson, General Manager, Live Argyll

The Chair paid tribute to the Council's Chief Education Officer, Anne Paterson, who would be retiring from the Council at the end of December 2020. She outlined Anne's achievements over the years and thanked her for her commitment to the children and young people of Argyll and Bute and wider afield. On behalf of the Council, she wished Anne all the very best in her retirement.

Anne thanked the Chair for her kind words and lovely flowers. She advised that Argyll and Bute was always at the heart of everything she did and that it had been a pleasure to have had an influence in the lives of the children and young people. She expressed her enjoyment of working in a multi-agency forum and stressed the importance of this approach and to not work in isolation.

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors Julie McKenzie and Alastair Redman.

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**3. MINUTE**

The Minutes of the Community Services Committee held on 27 August 2020 were approved as a correct record.

**4. ARGYLL & BUTE LOCAL POLICING PLAN (2020 - 2023) - QUARTERLY REPORT (QTR2 2020/21)**

Before presenting his report Chief Superintendent Paterson echoed the sentiments of the Chair to Anne Paterson. He advised that over the last 18 months in post, he had found the work of Anne and the rest of Argyll and Bute Council's Senior Management Team to be outstanding in respect of everything they did for children and young people.

He then presented the FQ2 – 2020/21 update in relation to the Argyll and Bute Local Policing Plan 2020-2023 and drew out some key points in relation to road safety and road crime; anti-social behaviour and disorder; concerns around the use of mobile devices by young people in terms of indecent images in communications; Cyber Strategy; online and banking fraud; domestic abuse; and that a feasibility study was underway to identify the best way forward for building new Police offices in the Oban area.

Chief Superintendent then paid tribute to his Operational Partner Superintendent Brian Gibson who would be retiring from the Police Force at the end of January 2021.

**Decision**

The Committee reviewed and noted the content of the report.

(Reference: Report for FQ2 2020/21 by Divisional Commander for Argyll and Bute West Dunbartonshire Division, Police Scotland, submitted)

**5. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q2 - 1 JULY - 30 SEPTEMBER 2020**

The Area Commander, Joe McKay for Scottish Fire and Rescue presented a report highlighting Scottish Fire and Rescue Service's review of local performance within Argyll and Bute for FQ2 2020-2021.

**Decision**

The Committee reviewed and noted the content of the report.

(Reference: Q2 2020/23 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

**6. ARGYLL & BUTE HSCP ANNUAL PERFORMANCE REPORT 2019/2020**

Consideration was given to the Argyll & Bute Health and Social Care Partnership (HSCP) Performance Report for 2019/20.



## **Decision**

The Committee considered and noted the Argyll & Bute HSCP Annual Report for 2019/20.

(Reference: Argyll & Bute HSCP Annual Performance Report 2019/20, submitted)

## **7. CHILDREN AND YOUNG PEOPLE'S SERVICES PLAN 2020 - 2023**

Part 3 of the Children and Young People (Scotland) Act 2014 introduced the requirement for Argyll and Bute Council and NHS Highland to prepare a Children and Young People's Services Plan to cover the period 2020 – 2023. This Plan replaces the 2017-20 Plan and was before the Committee for consideration.

## **Decision**

The Committee agreed to:

1. note that both NHS Highland and Argyll and Bute Council were jointly and equally responsible for children's services planning;
2. note the Argyll and Bute Children and Young People's Services Plan 2020-23 was considered and approved at the Full Council meeting on 26 November 2020, subject to further scrutiny by the Community Services Committee;
3. undertake further scrutiny of the Argyll and Bute Children and Young People's Services Plan 2020-23;
4. note that the Full Council agreed to delegate any amendments that were required to the Executive Director with responsibility for Education in consultation with the Leader, Leader of the largest Opposition Group and the Chair of the Community Services Committee;
5. note that the Council and the Integration Joint Board approved that the Children and Young People's Services Plan be submitted to the Scottish Government; and
6. note that Argyll and Bute's Children's Strategic Group would oversee the delivery of the outcomes and actions identified in the Plan with annual performance and progress reports to be presented to future meetings of the Community Services Committee and the Integration Joint Board.

(Reference: Report by Chief Officer, Argyll & Bute HSCP dated 7 October 2020, submitted)

## **8. LIVE ARGYLL**

### **(a) Live Argyll - Monitoring and Performance Reporting - Update**

A report providing the Committee with an update on the performance and monitoring arrangements between Live Argyll and the Council as set out in the various agreements between the Council and the Trust was considered.

**Decision**

The Committee considered and noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Commercial Services and Legal and Regulatory Support dated November 2020, submitted)

(b) **Live Argyll Annual Report 2019/2020**

Consideration was given to Live Argyll's Annual Report for 2019/2020.

**Decision**

The Committee considered and noted the contents of the report.

(Reference: Live Argyll Annual Report 2019/2020, submitted)

During consideration of the foregoing item, Councillor Jim Anderson advised that he had omitted to declare a non-financial interest in the Live Argyll reports as he represented the Council on the Live Argyll Board.

The Committee Manager advised Councillor Anderson that he would not have been required to leave the meeting during consideration of these reports as this was a Council appointment.

**9. EDUCATION SERVICE PERFORMANCE REPORT FQ2 2020/21**

A paper presenting the Committee with the FQ2 2020/21 performance report for the Education Service was considered.

**Decision**

The Committee reviewed and scrutinised the FQ2 2020/21 performance report as presented.

(Reference: Report by Executive Director with responsibility for Education dated 9 November 2020, submitted)

**10. DRAFT EDUCATION SERVICE PLAN 2021-22**

A report presenting the Draft Education Service Plan 2021-22 prior to budget allocation was considered.

**Decision**

The Committee approved the Draft Education Service Plan 2021-22 (no finance) as presented prior to referral to the Policy and Resources Committee on 18 February 2021 and full Council on 25 February 2021 for the budget allocation.

(Reference: Report by Executive Director with responsibility for Education dated 10 November 2020, submitted)

William Hamilton, Teacher Representative, joined the meeting during consideration of the foregoing item.

## **11. EDUCATION PERFORMANCE DATA ANALYSIS 2020**

A report providing an overview of key performance data and outcomes for all pupils across each of the ten secondary schools for session 2019-2020 using the local authority data available was considered.

Due to a delay in the release of Insight data this report does not include statistical analysis usually available at this time of year which would normally provide an overview of authority data and allow further comparison with virtual comparator and national data.

### **Decision**

The Committee agreed:

1. to note the contents of the report and appendices attached;
2. to note that pupil performance and outcomes were based on teacher estimates and not through examination performance as in previous years; and
3. that local authority and school performance would be considered further when the data from Insight was made available and that this tool continues to be used by all secondary schools and teaching staff in Argyll and Bute to support improvement in educational outcomes for our young people.

(Reference: Report by Executive Director with responsibility for Education dated 5 November 2020, submitted)

## **12. ANNUAL PARTICIPATION MEASURE 2020**

The Annual Participation Measure (APM) is published in September each year and used to inform policy, planning and service delivery, and also to assess progress in the delivery of Opportunities for All, the Scottish Government's commitment to offer a place in learning or training to every 16 to 19 year old in Scotland not already in employment, education or training.

A report providing the Committee with information on the most recent Annual Participation Measure was considered.

### **Decision**

The Committee considered and noted the publication of the 2020 Annual Participation Measure.

(Reference: Report by Executive Director with responsibility for Education dated 8 December 2020, submitted)

### 13. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

#### (a) **Skipness Primary School**

In response to the current Coronavirus (Covid-19) pandemic a report setting out proposals to further extend the statutory consultation exercise with regard to the proposal to close Skipness Primary School was considered.

#### **Decision**

The Committee agreed:

1. to a further extension of the current consultation period, due to end on 18 December 2020, to 31 May 2021; and
2. that a new date for the public meeting is established once the UK/Scottish Government restrictions on public assemblies allow it to proceed.

(Reference: Report by Executive Director with responsibility for Education dated 2 November 2020, submitted)

#### (b) **Minard Primary School**

In response to the current Coronavirus (Covid-19) pandemic a report setting out proposals to further extend the mothballing of Minard Primary school and to reschedule the community pre consultation meeting was considered.

#### **Decision**

The Committee agreed that:

1. the mothballing of Minard Primary School be continued on a temporary basis until May 2021, and that the School premises be retained during this time on a care and maintenance basis; and
2. in the intervening period, Education Services would undertake a pre consultation meeting as part of the preliminary work and options appraisal process when it is permissible under the Regulations relating to public gatherings.

(Reference: Report by Executive Director with responsibility for Education dated 4 November 2020, submitted)

#### (c) **Luing Primary School**

A report updating the Committee on the current situation of Luing Primary School was considered.

### **Decision**

The Committee agreed that:

1. Luig Primary School be mothballed on a temporary basis until June 2022, and that the School premises be retained during this time on a care and maintenance basis;
2. in the intervening period, Education Service would gather the necessary information, identify all reasonable options and assess those options in order to consider the future of Luig Primary School in accordance with the preliminary requirements of the Schools (Consultation) (Scotland) Act 2010, and present these findings to the Committee in the form of an Options Appraisal at the June 2022 meeting; and
3. the community would have pre-arranged access to the building to promote community functions.

(Reference: Report by Executive Director with responsibility for Education dated 2 November 2020, submitted)

## **14. COMMUNITY LEARNING AND DEVELOPMENT PLAN 2021 - 2024**

The Requirements for Community Learning and Development (Scotland) Regulations were introduced in 2013. They place a duty on local authorities in partnership with Community Planning Partnerships, other Community Learning and Development (CLD) providers and communities to secure the delivery of CLD through the production and implementation of a three year CLD plan.

A report updating the Committee on proposals to produce a new Argyll and Bute Community Learning and Development Plan for 2021-2024 was considered.

### **Decision**

The Committee agreed to:

1. note the legal requirement to produce an Argyll and Bute CLD Plan for 2021-2024; and
2. endorse the actions and timeline suggested for the production of the Argyll and Bute CLD Plan for 2021-2024.

(Reference: Report by Executive Director with responsibility for Education dated 8 December 2020, submitted)

## **15. CHANGES TO THE NUTRITIONAL REQUIREMENTS FOR FOOD AND DRINK IN SCHOOLS**

The Scottish Government has reviewed the regulations that govern food and drinks currently provided in schools. Following consultation, the outcome of this and the

proposed changes to the current food and drink standards were published by the Scottish Government in June 2019, with an implementation date of 8 April 2021.

A report was presented to the Community Services Committee in December 2019 which outlined the wide ranging impact of these changes and mitigation measures being explored by both the Catering Service and Education Service. Officers were asked to bring forward another report to update on progress with mitigation measures, outline options around secondary pupils leaving school grounds, and outline options for the provision of soft drinks to pupils in secondary schools.

This report was before the Committee for consideration.

### **Decision**

The Committee agreed:

1. to note the proposed changes to the food and drink in schools developed by the Scottish Government;
2. to note the potential impacts that these proposals were likely to have;
3. to pursue the mitigating actions further with colleagues both locally and nationally;
4. to selling flavoured water in Secondary Schools from April 2021 but not selling well known branded soft drinks, with the detail outlined at section 3.2.8 of the Executive Director's report; and
5. that the model in Dunoon Grammar which focusses on working with parents to encourage pupils to remain on site at lunch time be promoted across Secondary schools as good practice.

(Reference: Report by Executive Director with responsibility for Commercial Services and Legal and Regulatory Support dated 5 October 2020, submitted)

### **16. COMMUNITY SERVICES COMMITTEE WORK PLAN 2020 - 2021**

The Community Services Committee work plan for 2020 – 2021 was before the Committee for information.

### **Decision**

The Committee noted the contents of the work plan.

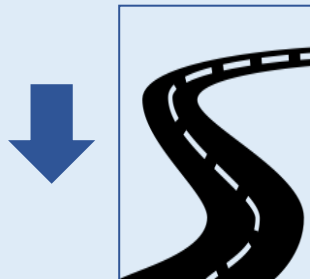
(Reference: Community Services Committee Work Plan 2020 – 2021, submitted)

# Keeping People Safe in Argyll & Bute

Our Purpose:- To improve the safety and wellbeing of people, places and communities in Scotland

## Road Safety & Road Crime


DRPU activity continues to focus on the priority routes; A82, A83 and A85.



Compared to figures recorded at the end of Qtr 3 last year, the total number of road casualties recorded YTD has reduced significantly from 175 to 68. Fatal road collisions have reduced from 8 to 4 and both serious and slight injuries have decreased from 77 to 28 and 89 to 35, respectively.

The significant reduction in road casualties has afforded officers the opportunity to be more proactive which has resulted in significant increases in the detection of insurance offences (+91) and careless driving offences (+61) while speeding offences continue to see a 13.6% reduction (-96) and dangerous driving offences have reduced by 45.6% (-36). Overall number of road traffic offences recorded has increased by 3.5% compared to Qtr 3 last year.

## Violence & Antisocial Behaviour



Overall violent crime is down 17.8% YTD. There has been a marginal increase in Group 1 crimes of violence with 72 crimes recorded YTD compared to 64 (+8) last year. Both serious assaults and robberies have increased slightly by 1 and 3 crimes respectively year on year. Two murders have also been recorded versus 0 last year. Both crimes were the result of disputes between males known to each other.


Approx. 64% of crimes of violence occurred in a private space and in the majority the victim knew the offender.

741 stop searches have been carried out YTD, which equates to 82 per month.

Public reported ASB increased by 47.4% YTD which equates to 1215 more incidents being recorded. This is largely due to a substantial increase in public nuisance incidents, most of which related to persons breaching Covid-19 guidelines. YTD ASB crimes reduced by 16% (n=237). Common assaults decreased by 19.8% (n=103), approx. 54% of all assaults occurred in a private space and 25% were domestic related. Crimes relating to breach of the peace and threatening & abusive behaviour have also seen a notable reduction of 18.9% (n=138).

The detection rate for violent crime overall is down slightly but remains high at 72.2%. Both murder crimes have been detected and the detection rate for serious assaults has increased to 100%. The detection rate for common assault remains relatively unchanged at 73.8%.

## Public Protection



Group 2 sexual crimes show an increase of 9.7% compared to last year, which equates to 15 more crimes being recorded. Rape crimes have reduced by 52% from 40 to 19. Indecent/sexual assaults have reduced from 61 to 57. Approx' 28% of all sexual crimes were non-recent reports (n=48). Crimes relating to indecent images/communication continue to rise - 34 to 78 YTD. 49 of the 78 involved children were aged 10 to 15 years. This trend is reflected nationally, and we continue to work with partners to raise awareness and develop interventions and advice.

83% of sexual crimes occurred in a private space, mainly residential

62% of sexual crimes were committed by persons known to the victim

The detection rate for Group 2 sexual crime has reduced to 46.2% from 53.2% last year. The detection rate for rape crime has increased from 55% last year to 63.2%.



At the end of Qtr 3 there were 82 missing person reports recorded within Argyll & Bute which equates to around 19 per month.

Compared to figures recorded at the end of Qtr 3 last year, domestic abuse incidents in Argyll and Bute show a marginal increase of 2.8% from 502 to 516, while the number of crimes have reduced by 19.5% from 395 to 318.

YTD the number of incidents recorded where an Adult / Child Concern has been raised has decreased by 6.4% (n=145). Adult concerns (inc. Domestic Abuse) have increased from 1152 to 1225 and child concerns have decreased by 6% (n=94).

At the end of Qtr 3, user satisfaction results show that levels of public confidence in Argyll & West Dunbartonshire remain high at 73%. Furthermore, figures also indicate 85% of persons were satisfied with how police dealt with their incident.

YTD there have been 90 complaints about the Police recorded within Argyll & Bute, which is an increase from 62 in the same period last year.

## Argyll & Bute

**Local Policing Plan (2020 – 2023)**  
**Quarterly Report (Qtr 3 – 2020/21)**

## Major Crime & Terrorism



Across Argyll & West Dunbartonshire 45 persons linked to serious and organised crime have been arrested and £775,808 seized under POCA.

Drug possession charges have increased by 10.6% from 338 to 374. Detections for drugs supply have reduced by 29.8% from 47 at the end of Qtr 3 last year to 33 this year.



In total 181 cyber-enabled crimes had been recorded within Argyll & Bute at the end of Qtr 3 which is significant increase from 50 in same period last year. 64 crimes related to online fraud, 48 to threatening messages sent via social media, 59 to indecent communication / images, 5 to extortion and 3 to breach of bail. In around a third of all cyber enabled crimes the victim knew the offender. To date 46 crimes have been detected.

## Acquisitive Crime



Vehicle crime reduced by 31%



Housebreaking No Change

The total number of acquisitive crimes recorded in A&B is down 14.6% on the same period last year. Fraud crimes have shown a concerning rise with 131 crimes recorded YTD compared to 66 last year. Social engineering frauds, online marketplace frauds and bank account takeovers have seen the biggest increase. It is highly likely this has been influenced by Covid-19 lockdown restrictions and resultant increase in online activity. Housebreaking crimes have remained consistent compared to the previous year with 68 reported YTD, while vehicle crimes have reduced by 31% (n=15).



The number of bogus crimes in A&B have increased from 17 last year to 49 this year. Most crimes recorded related to social engineering frauds involving bogus phone calls/emails and 1 related to a bogus salesperson.



**WORKING IN PARTNERSHIP TO REDUCE THE HARM CAUSED BY SUBSTANCE MISUSE**

We continue to work closely with the Argyll & Bute Alcohol and Drugs Partnership to tackle substance misuse and the associated physical, mental and social harm this can cause.

Oban Police Station is a primary custody holding facility. We work with criminal justice and support staff to increase awareness, and signpost referral pathways, for people affected by drug and alcohol issues.

**ADULT PROTECTION**

There has been increase in adult concern calls which is often due to social isolation, unemployment and breakdown in relationships. This is particularly concerning given the current Covid-19 lockdown restrictions and is currently being looked at through the newly established Argyll & Bute Suicide Prevention Group, where police data is being shared to help focus the group on localised areas of concern. The group also aim to identify businesses and organisations where suicide prevention training can be offered to staff in the hope that this will increase community awareness of persons possibly in crisis and enable appropriate interventions to be taken and support put in place.

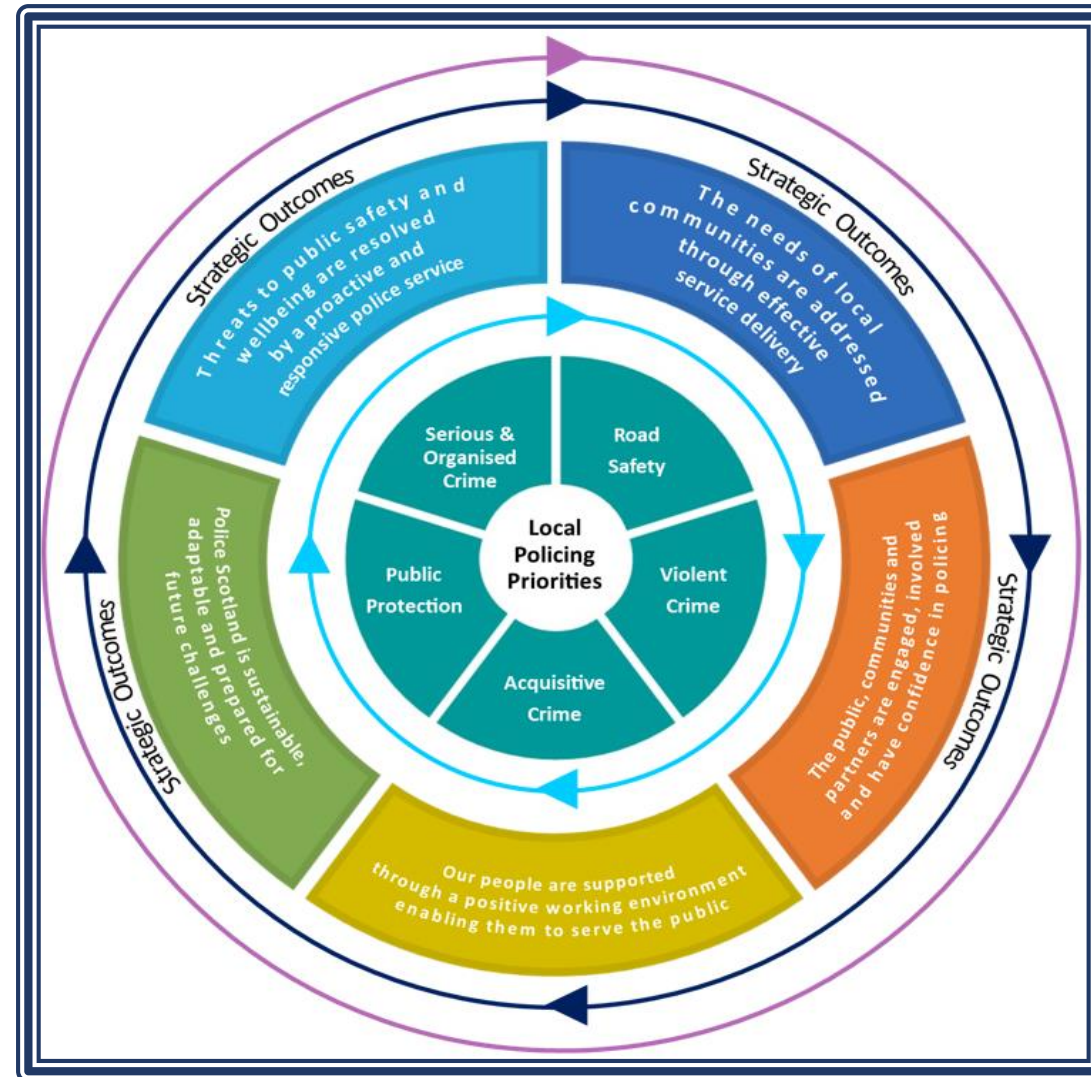
**FRAUD PREVENTION**

Partnership activity is ongoing in relation to fraud which can cause enormous harm within communities, particularly to those who are most vulnerable.

It is recognised that older adults are the least likely age group to report fraud. To combat fraud in older age groups, Police Scotland, Trading Standards, Third Sector Interface and HSCP have worked together in providing a "Cared for at Home" network which utilises the assistance of over 2,000 carers, befrienders and those carrying out repairs who have face to face contact with our older and vulnerable communities.

Carers are provided with real time "alerts" by Police Scotland and Trading Standards where there are local frauds or bogus activity and will pass this awareness on to their clients during face to face visits.

Funding is currently being sought for call blockers which will help prevent telephone fraud which have increased during Covid-19 due to people being at home and being more isolated. This will be a step forward in providing community reassurance and Police and Trading standards will be working together to install the devices for vulnerable people across Argyll and Bute.



**LOCAL AUTHORITY CLIMATE CHANGE**

Police Scotland is participating in the Local Authority Climate Change Group to support sustainability opportunities and environmental initiatives. The group met for the first time in November with a number of initiatives discussed and ways of sharing information across partners and into local communities agreed. Future meetings are planned with a view to creating an action plan for sustainability that all partners can contribute to.

**POLICING COVID-19 TRAVEL RESTRICTIONS**

Police across Argyll & Bute continue to respond to reports and concerns across the area with regards to the ongoing Covid-19 pandemic. Each area has a patrol matrix which is used to inform staff of any potential risk or increased threat. In particular increased patrol time has been spent at the ferry ports at Kennacraig and Oban in an effort to provide public reassurance, deter any unlawful travel to the Tier 3 island communities and assist Cal Mac staff where they have cause to challenge any persons boarding the ferries.

Planning is underway to prepare for the expected increase in visitor numbers to the area when Covid-19 restrictions are relaxed. We continue to work closely with colleagues in neighbouring divisions as well as partners involved in the management of the National Park, to develop a multi-agency response. This is supported by the work of the Rural Crime Forum where plans are being developed and information shared in relation to good practice which was found to be effective last summer.

**THE LITTLE THINGS MATTERS**

Further funding has been secured from the Police 'Little Things Matters' budget to assist in buying a number of items that would help officers across Argyll & Bute to carry out their roles more effectively, whilst also taking into consideration their overall wellbeing.

**SPECIALLY TRAINED OFFICERS**

Officers across the islands of Bute, Mull, Tiree and Islay have been trained in the use of Tasers, enhancing public and officer safety. Taser trained officers are also deployed from Dunoon, and preparation is underway to train and equip officers in Campbeltown and Lochgilphead.

**WELLBEING CHAMPIONS**

A number of officers and staff members have now been trained as Wellbeing Champions to offer support throughout the division. All Wellbeing Champions are available to talk to members of Police Scotland, offer support and also signpost them to other support networks and organisations with a wide range of issues that persons may encounter. The service that they provide is confidential and has previously proved to be beneficial to those that have approached a Wellbeing Champion for advice and support. Currently there are 5 Wellbeing Champions allocated across the division.





**Argyll & Bute Performance Report Q3 -  
1st October 2020 - 31st December 2020**



**SCOTTISH**  
**FIRE AND RESCUE SERVICE**  
Working together for a safer Scotland

**Working together  
for a safer Scotland**



## Argyll & Bute Performance Report

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## Local Fire and Rescue Service Plan Priorities

The Local Fire and Rescue Service Plan has been developed to set out the priorities and objectives within Argyll & Bute and allows our local authority partners to scrutinise the performance outcomes of these priorities. We will continue to work closely with our partners in Argyll & Bute to ensure we are all **“Working Together for a Safer Scotland”** through targeting risks to our communities at a local level.

The plan has been developed to complement key partnership activity embedded across Argyll and Bute's Community Plan and associated Delivery and Thematic plans. Through partnership working we will seek to deliver continuous improvement in our performance and effective service delivery in our area of operations.

The Local Fire and Rescue Plan for Argyll & Bute identified six areas for demand reduction and is subject to regular monitoring and reporting through the Police & Fire and Rescue Committee. A summary of the priorities and current activity is detailed below with further detail and analysis contained within this performance report.

	Accidental Dwelling Fires	Accidental Dwelling Fire Casualties	Unintentional Injury and Harm	Deliberate Fire Setting	Non-Domestic Fire Safety	Unwanted Fire Alarm Signals
Cowal Ward	2	0	2	0	0	9
Dunoon Ward	3	0	1	0	0	13
Helensburgh and Lomond South Ward	4	0	0	2	0	5
Helensburgh Central Ward	1	0	1	4	1	8
Isle of Bute Ward	1	0	0	1	2	10
Kintyre and the Islands Ward	2	1	0	1	0	17
Lomond North Ward	2	0	2	1	0	6
Mid Argyll Ward	2	0	0	1	2	20
Oban North and Lorn Ward	0	0	7	0	0	11
Oban South and the Isles Ward	7	0	2	0	0	26
South Kintyre Ward	2	0	0	0	0	6
<b>Total Incidents</b>	<b>26</b>	<b>1</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>131</b>






<b>Year on Year Change</b>	◆ 18%	● -50%	● -66%	● -29%	● -29%	● -26%
<b>3 Year Average Change</b>	◆ 5%	● -75%	● -22%	◆ 8%	● -19%	● -6%
<b>5 Year Average Change</b>	◆ 11%	● -20%	● -5%	▲ 0%	● -7%	● -5%

### About the statistics within this report

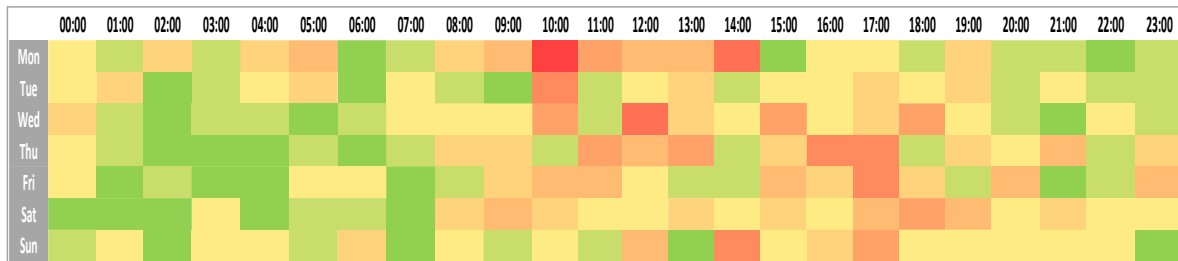
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference in the period totals quoted in our reports after local publication which result from revisions or additions to the data in our systems. The Scottish Government publishes official statistics each year which allow for comparisons to be made over longer periods of time.

- Activity levels have reduced by more than 5%
- ▲ Activity levels have reduced by up to 5%
- ◆ Activity levels have increased overall

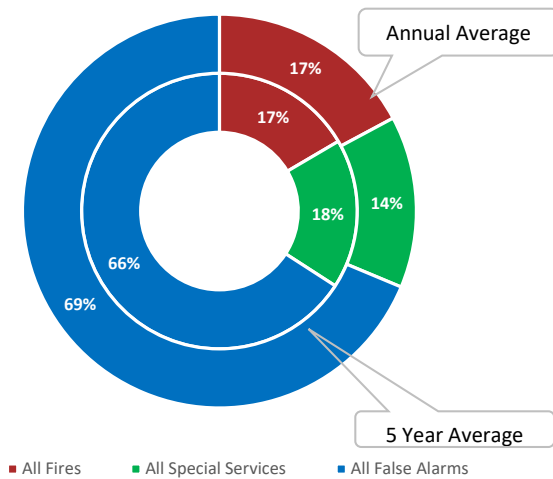
# Argyll & Bute Activity Summary

 <p><b>62</b> fires primary &amp; secondary</p> <p>-14% (-10)</p>	 <p><b>51</b> special services</p> <p>-35% (-28)</p>	 <p><b>248</b> false alarms</p> <p>-15% (-45)</p>
 <p><b>361</b> total number of incidents</p> <p>-19% (-83)</p>	 <p><b>17</b> fire &amp; non-fire casualties</p> <p>-64% (-30)</p>	 <p><b>£258,070</b> economic cost of ufas incidents</p>

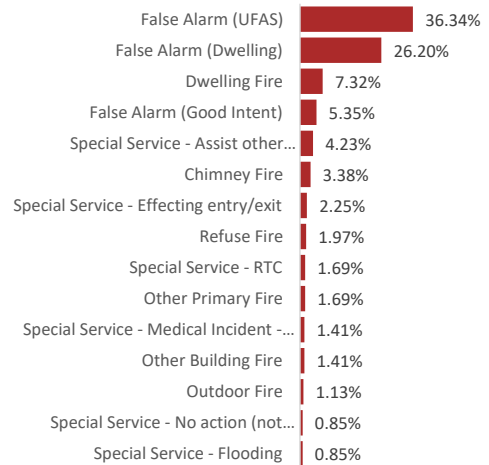
Activity by Time of Day



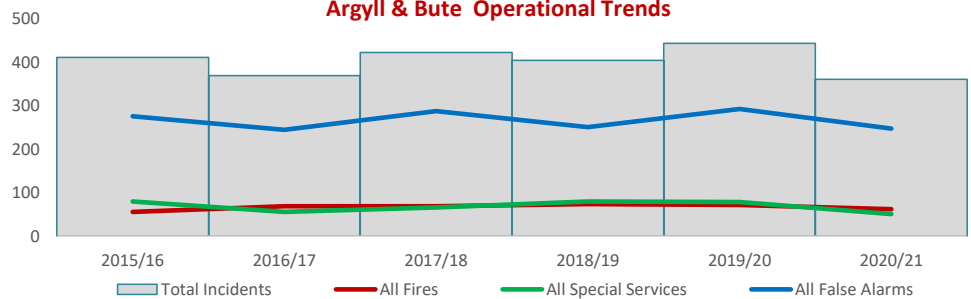
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
All Fires	56	69	69	74	72	62
All Special Services	80	56	66	80	79	51
All False Alarms	276	245	288	251	293	248
Total Incidents	412	370	423	405	444	361

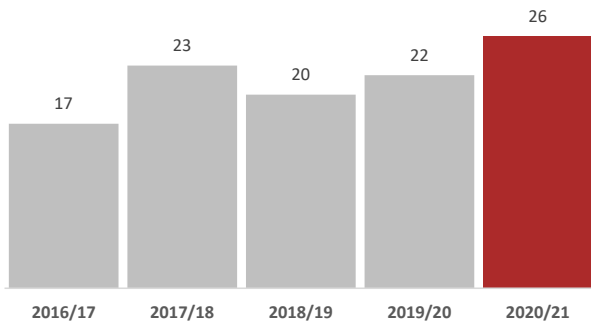
# Domestic Safety - Accidental Dwelling Fires



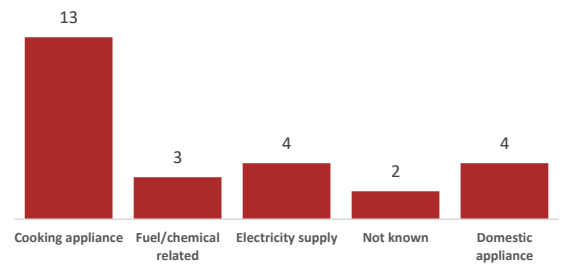
## Performance Summary

Year on Year **18%**    3 Year Average **5%**    5 Year Average **11%**

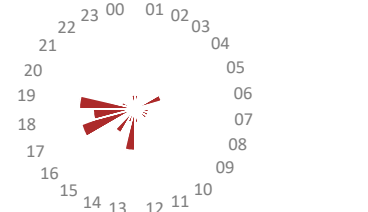
## Accidental Dwelling Fires to Date



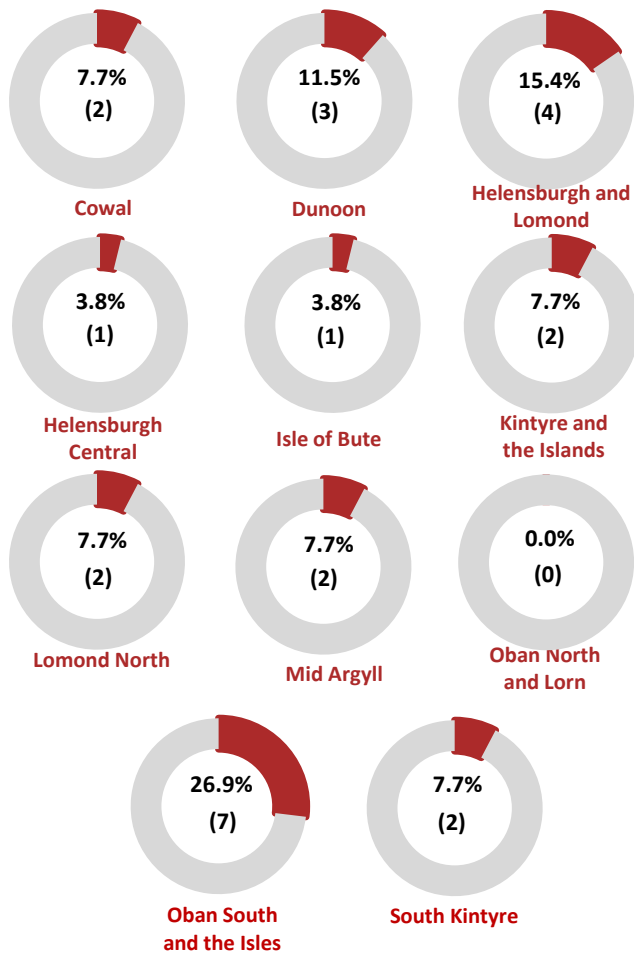
## Main Source of Ignition



## Accidental Dwelling Fires by Time of Day



## Accidental Dwelling Fires Activity by Ward (% share)



## Severity of Accidental Dwelling Fires



No Firefighting Action  
**46.2% (12)**



Direct Firefighting  
**19.2% (5)**



Heat/Smoke Damage Only  
**50.0% (13)**



No fire Damage  
**50.0% (13)**

## Human Factors



Distraction  
**38.5% (10)**



Alcohol/Drug Impairment  
**0.0% (0)**

## Automatic Detection & Actuation



Detection Present  
**84.6% (22)**



Detection Actuated  
**95.5% (21)**

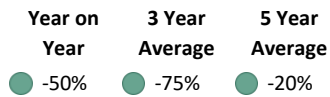


Calls Made via Linked Alarms  
**34.6% (9)**

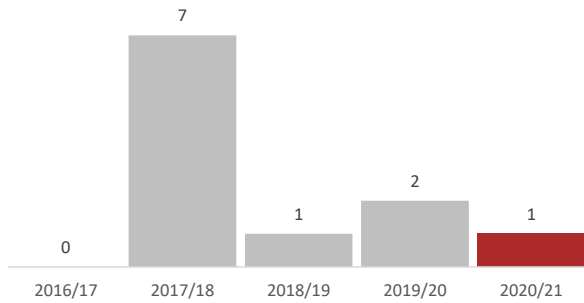
# Domestic Safety - Accidental Dwelling Fire Casualties



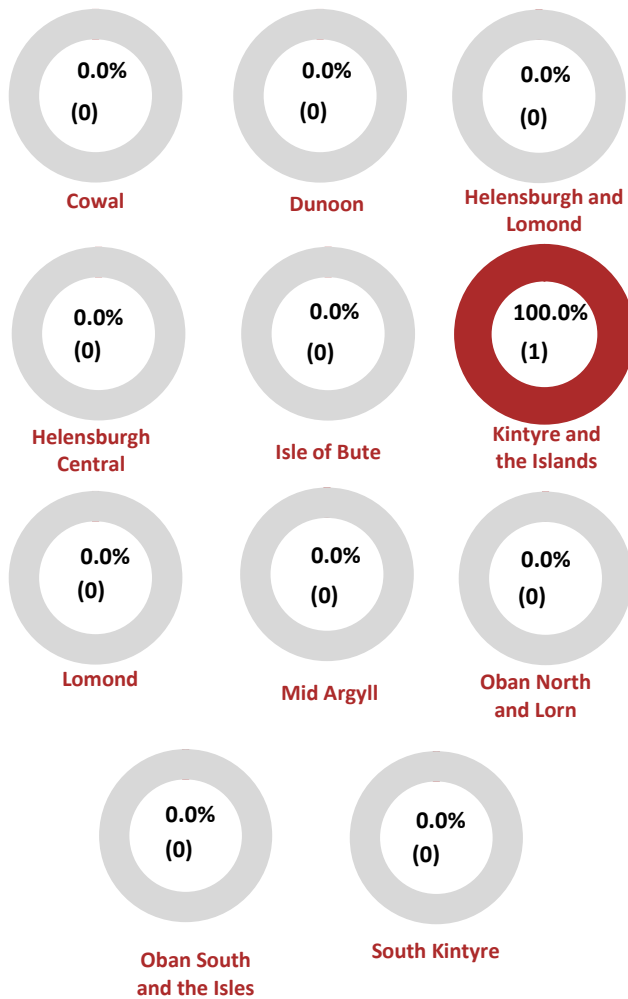
### Performance Summary



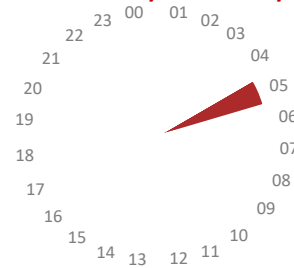
### Accidental Dwelling Fire Casualties Year to Date



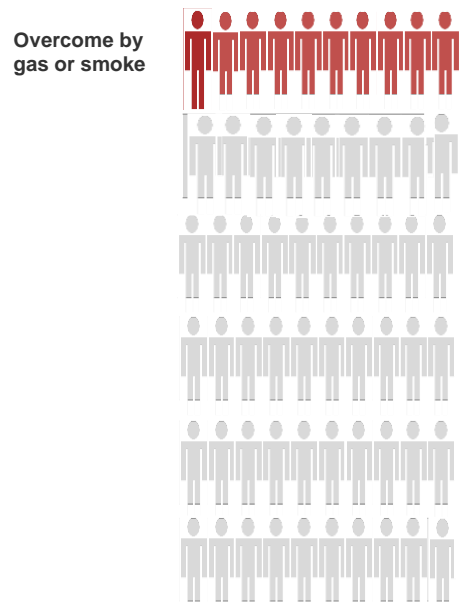
### Accidental Dwelling Fire Casualties by Ward (% share)



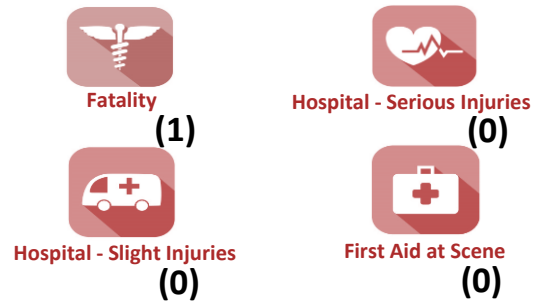
### Fire Casualties by Time of Day



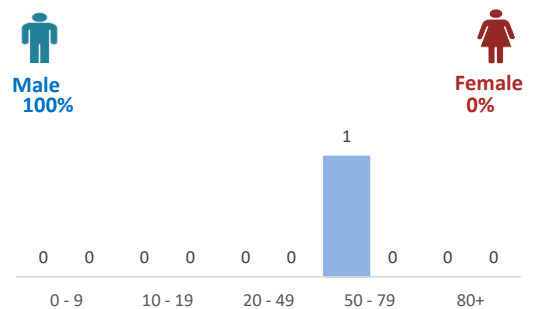
### Nature of Injury



### Extent of Harm



### Age / Gender Profile



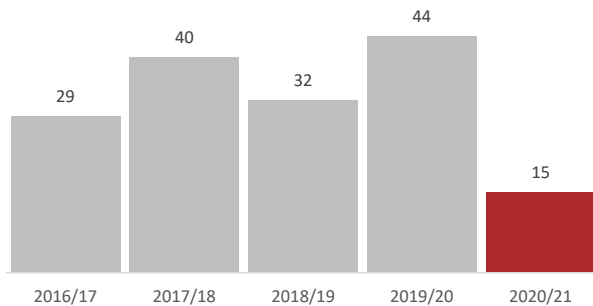
# Unintentional Injury or Harm



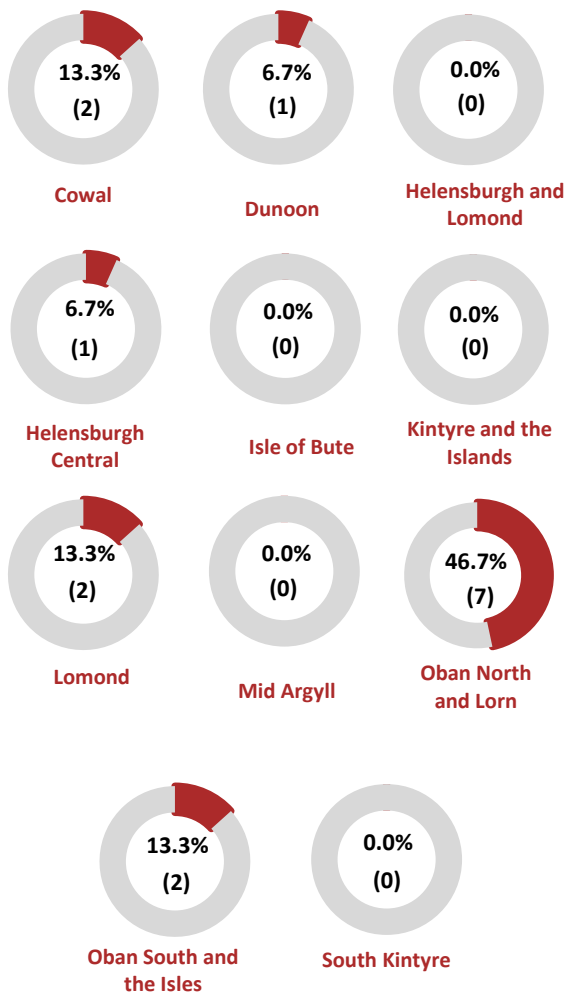
### Performance Summary



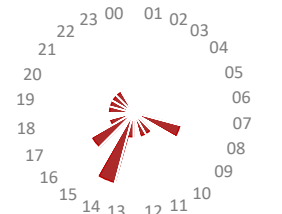
### Non-Fire Casualties Year to Date



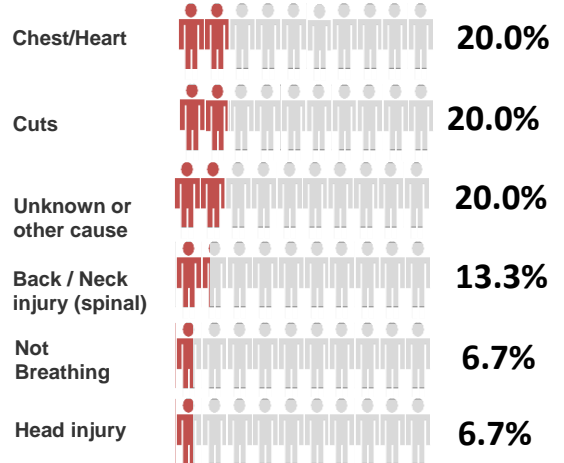
### Non-Fire Casualties by Ward (% share)



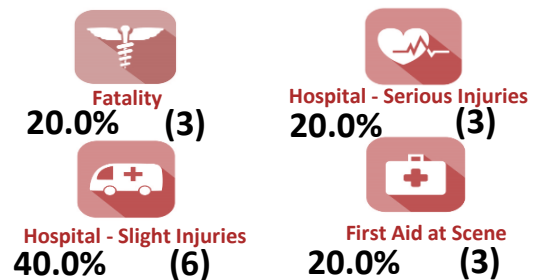
### Non-Fire Casualties by Time of Day



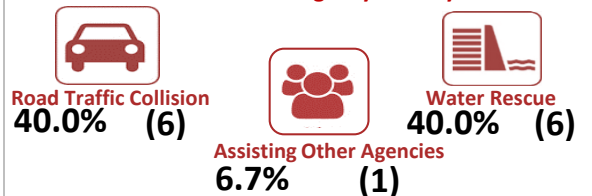
### Nature of Injury



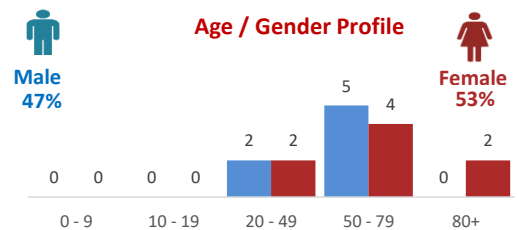
### Extent of Harm



### Non-Fire Emergency Activity



### Age / Gender Profile





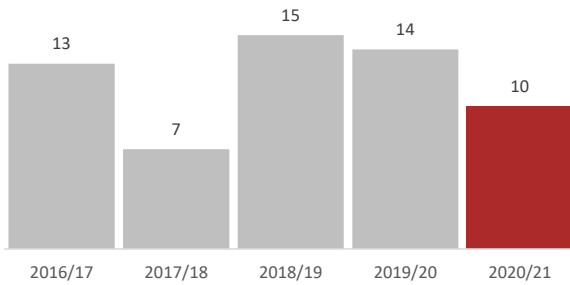
# Deliberate Fire Setting



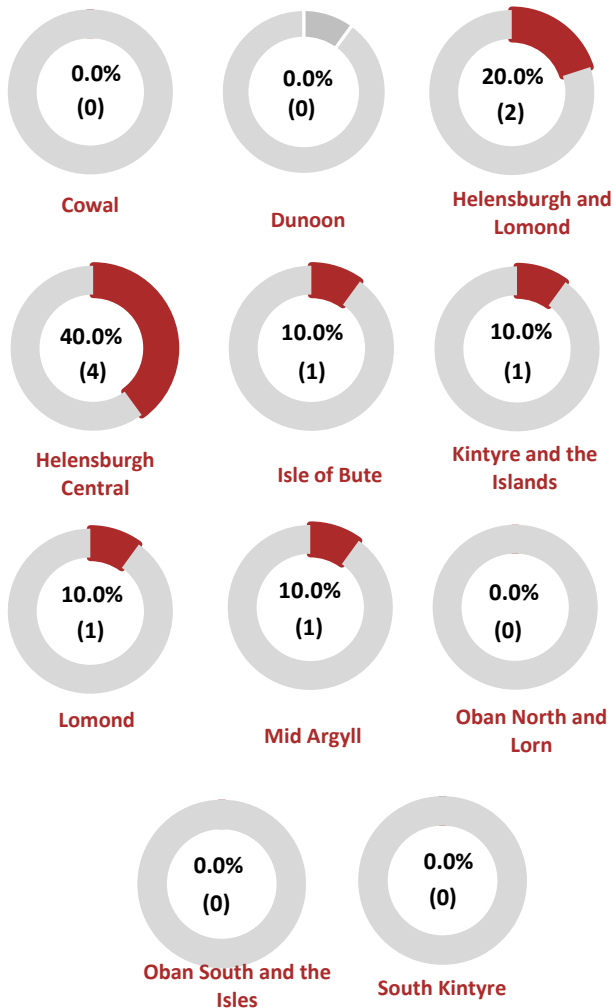
## Performance Summary

Year on Year	3 Year Average	5 Year Average
-29%	8%	0%

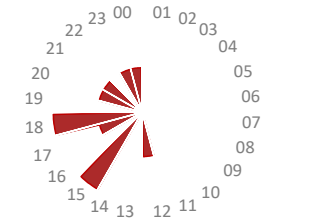
## Deliberate Fires Year to Date



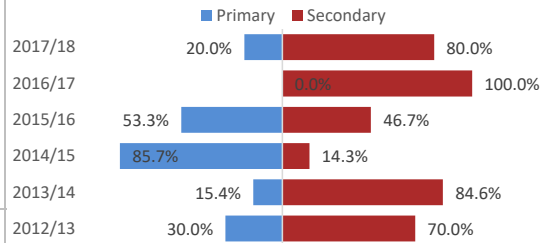
## Deliberate Fires by Ward (% share)



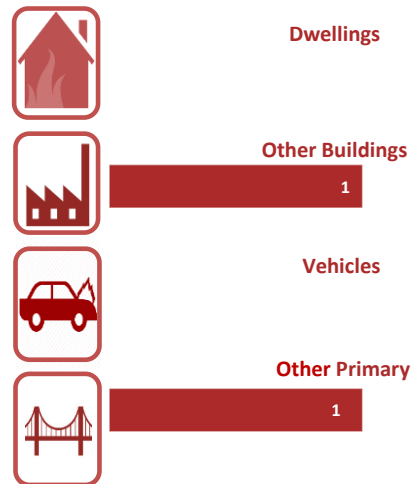
## Deliberate Fires by Time of Day



## Deliberate Fires by Classification



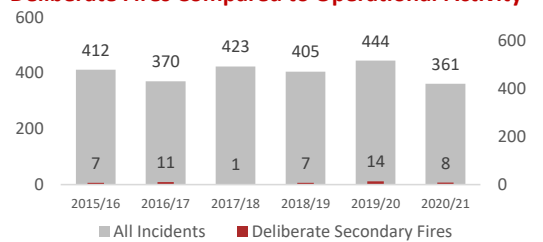
## Primary Fire Ratio by Activity Type



## Secondary Fire Ratio by Activity Type



## Deliberate Fires Compared to Operational Activity





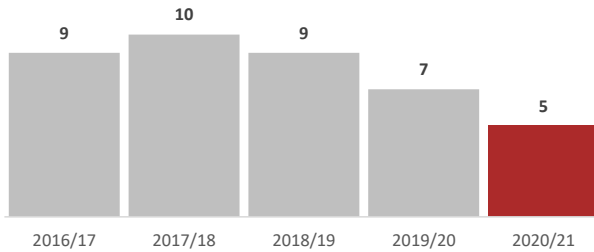
# Non Domestic Fire Safety



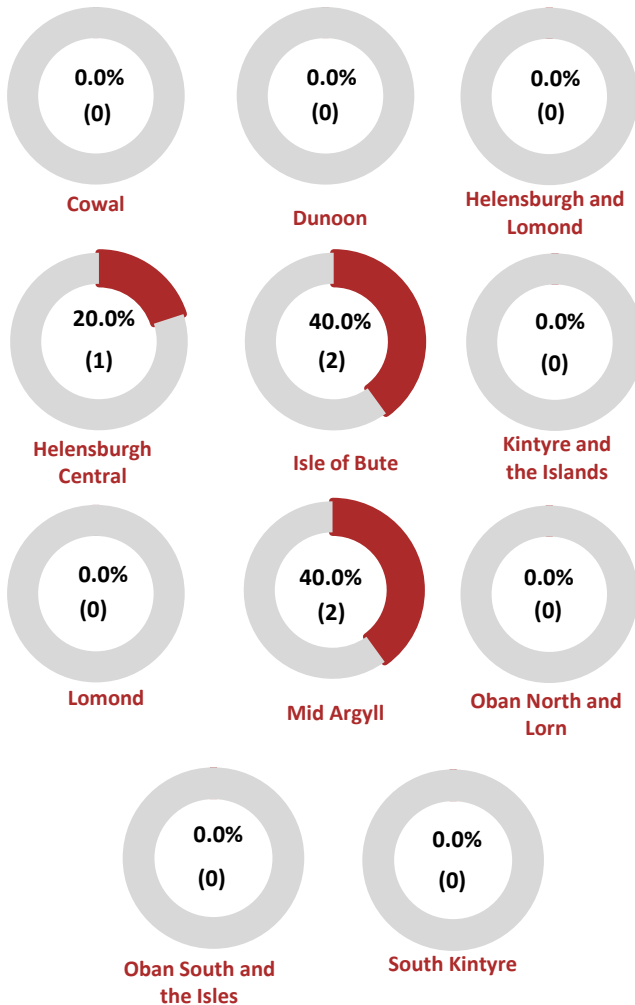
### Performance Summary

Year on Year: -29%  
 3 Year Average: -19%  
 5 Year Average: -7%

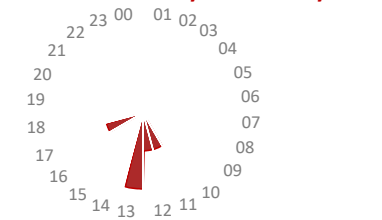
### Non-Domestic Fires Year to Date



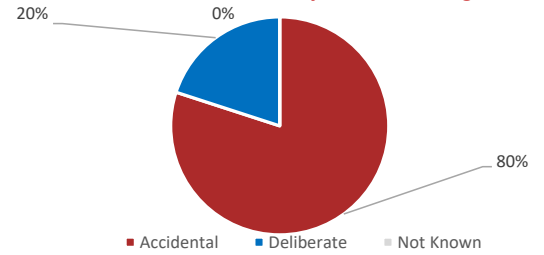
### Non-Domestic Fires by Ward (% share)



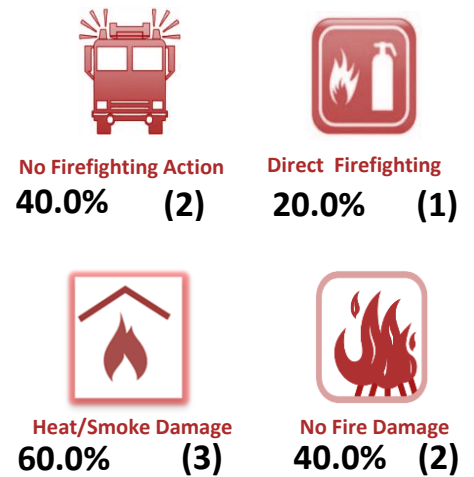
### Non-Domestic Fires by Time of Day



### Non-Domestic Fires by Nature of Origin



### Severity of Non-Domestic Fires



### Non-Domestic Fires by Premises Type



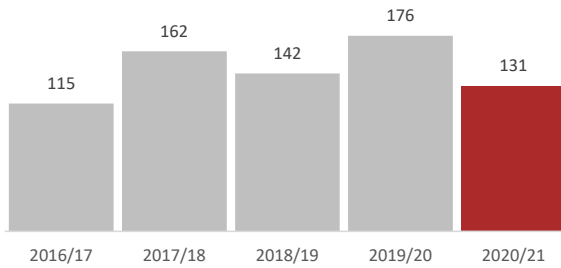
# Unwanted Fire Alarm Signals



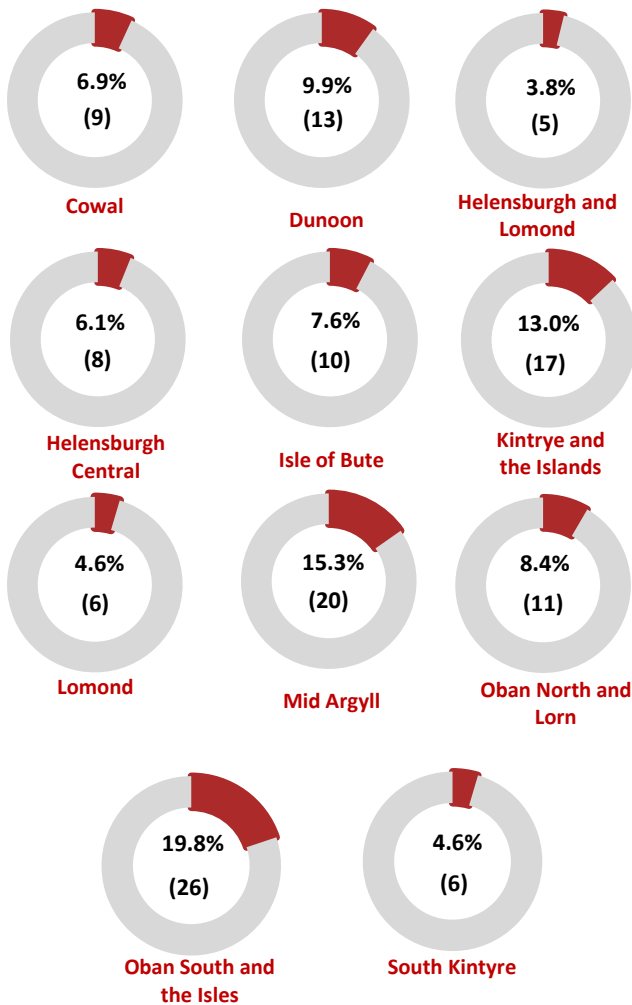
### Performance Summary

Year on Year: -26%  
 3 Year Average: -6%  
 5 Year Average: -5%

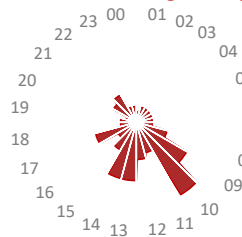
### Unwanted Fire Alarm Signals Year to Date



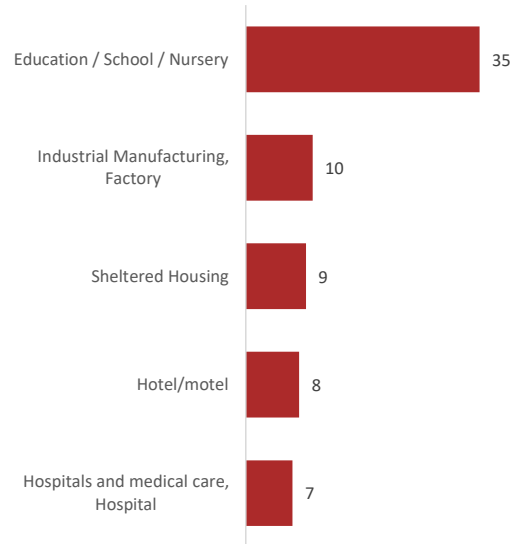
### Unwanted Fire Alarm Signals by Ward (% share)



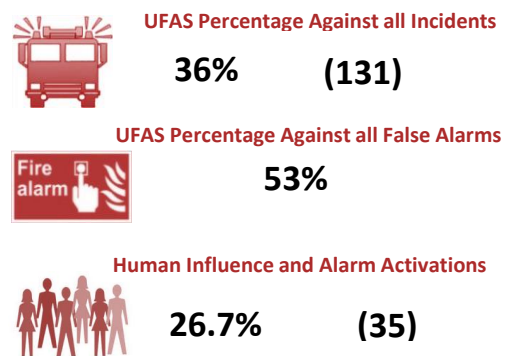
### Unwanted Fire Alarm Signals by Time of Day



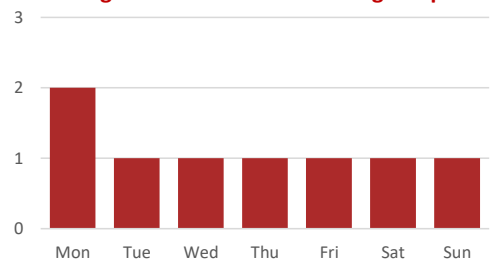
### Unwanted Fire Alarm Signals - Top 5 Premises



### Unwanted Fire Alarm Signals Activity Ratios



### Average Unwanted Fire Alarm Signals per Day





## Argyll & Bute Health & Social Care Partnership

### Community Services Committee

**Date of Meeting:** 11 March 2021

**Title of Report:** Argyll & Bute HSCP- Performance Report February 2021  
**Presented by:** Joanna MacDonald Chief Officer

The Community Services Committee is asked to:

- Note the IJB HSCP performance report as at February 2021

#### 1. Introduction

Reporting against the HSCP Health & Wellbeing Outcome Indicators continues to be affected by the recent re-escalation of Covid19 pandemic requiring health and care services remain on an “emergency” footing. Thus there continues to be a performance reporting and data lag at both a governmental and local partnership level affecting many of the HSCP Health & Wellbeing Outcome Indicators.

Consequently the IJB has approved a temporary suspension of normal outcome performance reporting and instead is now receiving performance report focusing on remobilisation of health and care services and Covid19 related activity.

The remobilisation of services across both health and social care is a Scottish Government priority and frontline staff and managers are working hard to achieve this across the Health & Social Care Partnership. Our priority is on ensuring that key services and access as far as possible for people is managed and delivered locally and safely within the Covid19 pandemic operating context alongside the ongoing vaccination of staff and public and the delivery of test and protect.

The Covid19 pandemic second wave from December 2021 has seen a tightening of “lock-down” measures due to a new and more infectious mutation of the virus. This has once again compromised the full resumption of service. The Cabinet Secretary for Health in December 2020 directed Chief Executives in both Local Authorities and Health Boards that emergency and critical service provision should be prioritised.

The attached report was presented to the IJB in February 2021.

#### 3. Performance Exception Reporting & Briefing Frequency

The Integrated Joint Board receives performance reports on a quarterly basis. This report will also be shared with its host bodies as detailed in the table below:

The performance reports for the period to December 2020 is attached for the committee to note.

Group	Briefing Frequency
Argyll and Bute Council – Community services Committee	Quarterly
NHS Board	Quarterly
Community Planning Partnership *	Quarterly
Area- Community Planning Groups*	Quarterly

## 5 Governance Implications

### 5.1 Financial Impact

The performance information presented has a variety of financial implications associated including increased Covid19 activity costs and remobilisation costs to address waiting lists etc

### 5.2 Staff Governance

Direct staff governance performance is not included in this report.

### 5.3 Clinical Governance

A number of the performance targets and indicators support the assurance of health and care governance and should be considered alongside that report

## 6 EQUALITY & DIVERSITY IMPLICATIONS

The performance measures presented impact on a range of equality and diversity implications including access to services

## 7 GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

None

## 8 RISK ASSESSMENT

Ensuring timely and accurate performance information is essential to mitigate any risk to the IJB governance, performance management and accountability

## 9 PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Throughout the Covid19 pandemic and remobilisation of service public and user feedback and engagement has informed service response.

## 10 Contribution to IJB Objectives

The Performance report is in line with the IJB objectives as detailed in its strategic plan and its responsibilities in responding to the Covid19 pandemic.

**Stephen Whiston**  
Head of Strategic Planning and Performance



Argyll & Bute Health & Social Care Partnership

**Integration Joint Board**

**Agenda item:**

**Date of Meeting:**

**Title of Report:** Integration Joint Board- Performance Report (January 2021)

**Presented by:** Stephen Whiston - Head of Strategic Planning & Performance

**The Integrated Joint Board is asked to:**

- Note the temporary suspension of reporting against the HSCP Health & Wellbeing Outcome Indicators
- Note the change in focus of the performance reporting from current outcome indicators to performance regarding Covid19 and Remobilisation of Health and Social Care in Argyll and Bute
- Note the current Covid19 activity within Argyll & Bute, NHS Highland and Greater Glasgow and Clyde
- Note the HSCP performance progress regarding remobilisation of activity in line with NHS Highland performance target for 2020/21 agreed with Scottish Government to 70%-80% of 2019/20 activity

## **1. BACKGROUND**

Reporting against the HSCP Health & Wellbeing Outcome Indicators continues to be affected by the recent re-escalation of Covid19 pandemic requiring health and care services remain on an “emergency” footing. Thus there continues to be a performance reporting and data lag at both a governmental and local partnership level affecting many of the HSCP Health & Wellbeing Outcome Indicators.

Consequently the IJB are asked to note temporary suspension of normal outcome performance reporting and instead receive this performance report focusing on remobilisation of health and care services and Covid19 related activity.

The remobilisation of services across both health and social care is a Scottish Government priority and frontline staff and managers are working hard to achieve this across the Health & Social Care Partnership. Our priority is on ensuring that key services and access as far as possible for people is managed and delivered locally and safely within the Covid19 pandemic operating context.

The Covid19 pandemic second wave has seen a tightening of “lock-down” measures due to a new and more infectious mutation of the virus. This has once again compromised the full resumption of service. The Cabinet Secretary for Health in December 2020 directed Chief Executives in both Local Authorities and Health Boards that emergency and critical service provision should be prioritised using the national Clinical Prioritisation Matrix.

The matrix uses 4 prioritisation levels and these are;

- **Priority level 1a Emergency and 1b Urgent** – operation needed within 24 hours
- **Priority level 2 Surgery/Treatment** – scheduled within 4 weeks
- **Priority level 3 Surgery/Treatment** – scheduled within 12 weeks
- **Priority level 4 Surgery/Treatment** – may be safely scheduled after 12 weeks.

Consequently to respond to this second wave NHS Boards can decide to pause non urgent or elective services (P3 & P4) to ensure they retain capacity to cope with Covid19 emergency need, vaccination programme roll out and normal winter pressures.

This report therefore provides the IJB with an update on the impact on service performance with regards to Covid19 pandemic and the progress made with regard to remobilising health and social care services in Argyll & Bute.

## 2. INTRODUCTION

NHS Highland's (NHS) Remobilisation plan was established in July 2020 in response to the NHS Scotland Covid19 Framework for Decision Making "Re-mobilise, Recover and Re-design".

The plan focuses on the areas agreed as priorities with the Scottish Government and includes information on 10 work streams and associated projects. Alongside this the Framework for Clinical Prioritisation has been established to support Health Boards with prioritising service provision and framing the remobilisation of services against 6 key principles within a Covid19 operating environment:

1. **The establishment of a clinical priority matrix 1P-P4** (detailed above)
2. **Protection of essential services** (including critical care capacity, maternity, emergency services, mental health provision and vital cancer services)
3. **Active waiting list management** (Consistent application of Active Clinical Referral Triage (ACRT) and key indicators for active waiting list management, including addressing demand and capacity issues for each priority level)
4. **Realistic medicine remaining at the core** (application of realistic medicine, incorporating the six key principles)
5. **Review of long waiting patients** (long waits are actively reviewed (particularly priority level four patients))
6. **Patient Communication** (patients should be communicated with effectively ensuring they have updated information around their treatment and care)

### 3. COVID 19 OVERVIEW

The data in the table below identifies the most recent Covid19 prevalence as at the 13<sup>th</sup> January and in particular aligns the data with testing, deaths and tier status. The data is shown by HSCP, Local Authority and Health Board areas to illustrate prevalence, the overall Scotland wide data provides the national backdrop.

National / Board / LA	Cases Daily	Cases (Last 7 Days)	Total Positive Cases	Tests Daily	Tests (Last 7 days)	Total Tests	Tests Positive % (L7d)	Deaths (Last 7 days)	Total Deaths	Tier Status
Scotland	1,949	14,842	155,372	23,432	161,916	3,662,457	10.4%	238	5,102	
NHS Highland	58	533	3,210	1,207	8,643	182,945	6.6%	2	88	
NHS GG&C	592	4,307	49,143	6,243	39,901	921,315	12.2%	67	1,539	
A&B HSCP	9	75	1,036	338	2,123	56,229	3.4%	1	54	3/4
Highland Council	49	471	2,116	855	6,408	124,588	7.7%	1	34	4
Glasgow City	362	2,478	29,286	3,225	20,657	480,887	13.3%	24	808	4

(Data Source – Public Health Scotland Daily COVID 19 @ Data 13/01/2021)

The Argyll & Bute trend analysis with regards to positive COVID19 cases for March 2020 to Jan 2021 identifies a slight increase in the 7 day moving average in infections, however overall currently numbers remain low.

#### Trend data by NHS Board | Local Authority

What information would you like to see?

Positive cases

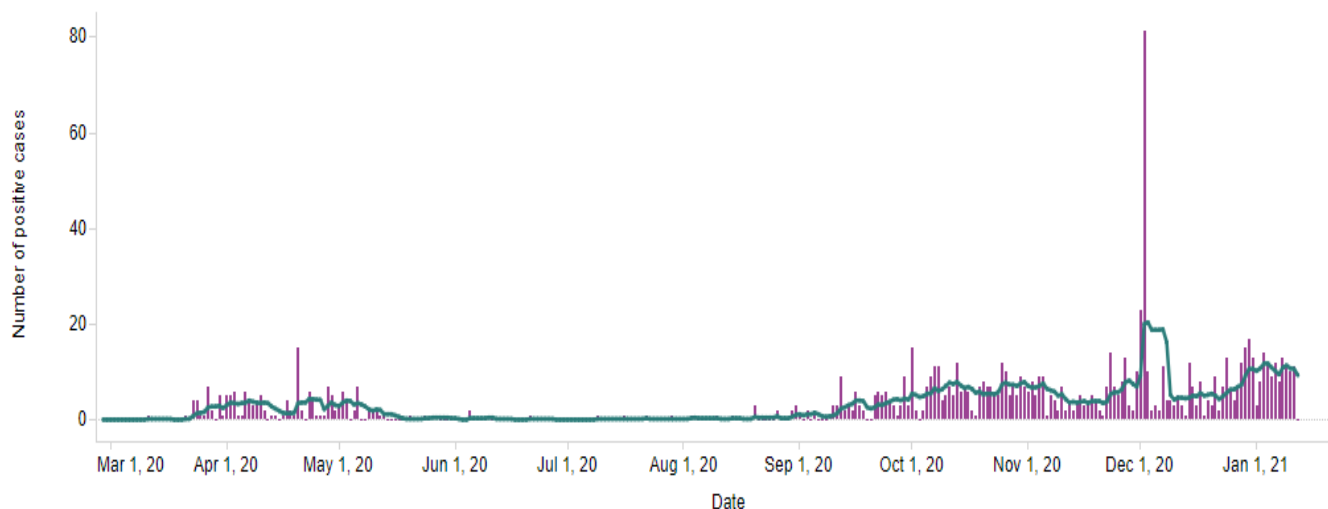
Select location:

Argyll & Bute

Daily figure

7 day moving average

#### Positive cases by specimen date in Argyll & Bute



Figures for the most recent dates are likely to be incomplete due to the time required to process tests and submit records.

(Data Source- PHS Covid19 data as at 11<sup>th</sup> Jan 2021)

#### 4. REMOBILISATION PERFORMANCE

The tables below summarises and illustrates the HSCP service remobilisation performance against agreed SGHD target (70-80%) across Health and Social care showing significant progress being made.

This report excludes primary care (GP, Pharmacy, Dental and other primary care services) performance who have a range of different targets and remobilisation milestones to meet and does not include activity targets.

#### Argyll and Bute HSCP remobilisation Cumulative Performance to 03 Jan 2021

	December Cumulative (to W/E 3rd Jan)			Weekly Activity Trend (1 Sep to 03 Jan)
TTG	Target	Actual	%Var	
TTG Inpatient & Day Case Activity (All Elective Admissions)	50	43	-14%	
REFERRALS	Target	Actual	%Var	
Total AHP Referrals Monitoring	965	794	-18%	
Total Outpatient Referrals	955	738	-23%	
Total Urgent Suspicion of Cancer Referrals Received	25	30	20%	
OUT PATIENTS	Target	Actual	%Var	
Total New OP Activity Monitoring	700	676	-3%	
Total Return OP Activity Monitoring	1130	1429	26%	
Total AHP New OP Activity Plan	695	707	2%	
Total AHP Return OP Activity Plan	1640	2340	43%	
DIAGNOSTICS	Target	Actual	%Var	
Total Endoscopy Activity Monitoring	70	54	-23%	
Total Radiology Activity Monitoring	390	428	10%	
CANCER	Target	Actual	%Var	
Total 31 Days Cancer - First Treatment Monitoring	0	4	0%	
UNSCHEDULED CARE	Target	Actual	%Var	
Total A&E Attendances Monitoring (LIH)	510	520	2%	
Total A&E Attendance (AB Community Hospitals)	1555	1797	16%	
Total % A&E 4 Hr (LIH)				
Total Emergency Admissions IP Activity Monitoring (LIH)	185	190	3%	
Emergency Admissions IP Activity Monitoring (AB Community Hospitals)	185	194	5%	



ADULT SOCIAL CARE	December Cumulative (to W/E 3rd January)			Weekly Activity Trend (1 Sep to 03 Jan)
	Target	Actual	%Var	
Total Number of Adult Referrals	895	881	-2%	
Total Number of UAA Assessments	280	194	-31%	
Total Adult Protection Referrals	30	35	17%	
Total New People in Receipt of Homecare	45	35	-22%	
Total New Care Home Placements	20	9	-55%	
Total No of Delayed Discharges	10	21	110%	
<b>COMMUNITY HEALTH</b>				
	Target	Actual	%Var	
Total Mental Health – New Episodes	100	52	-48%	
Total Mental Health – Patient Contact Notes	730	698	-4%	
Total DN – New Episodes	115	131	14%	
Total DN – Patient Contact Notes	5040	5270	5%	
Total AHP - New Episodes	345	316	-8%	
Total AHP - Patient Contact Notes	3870	2801	-28%	
<b>CHILDREN &amp; FAMILIES SOCIAL CARE</b>				
	Target	Actual	%Var	
Total Number of Child Request for Assistance Referrals	245	258	5%	
Total Number of New Universal Child Assessments	110	81	-26%	
Total Number of Children on CP Register	38	28	-26%	

(Please note that not all MH community and AHP activity is captured due to data lag and some services are not yet on automated systems)

## 5. Service Referral activity

The resumption of services has not seen a corresponding increase in Primary Care GP referral activity to previous levels. The cumulative reduction for Lorn & Islands is 26.6% against 28% for Argyll & Bute.

Nationally it is being highlighted that there has been a significant reduction in outpatient referrals from Primary Care. Further analysis is ongoing to try and establish the reason why and the potential impact this will have going forward. Preliminary feedback on the reason for this includes patients feeling apprehensive about going to see their GP, or potential for traveling to access services due to the Covid19 infection risk.

Consultant outpatient referral activity	W/E 03-Jan				Cumulative		
	Plan	Actual	Var	Revised Actual	Plan	Actual	Var
<b>Lorn &amp; Islands GP referral activity</b>							
<b>Total</b>	<b>112</b>	<b>42</b>	<b>-70</b>	<b>32</b>	<b>2576</b>	<b>1891</b>	<b>-685</b>
<b>Argyll &amp; Bute GP referral</b>							
<b>Total</b>	<b>81</b>	<b>17</b>	<b>-64</b>	<b>23</b>	<b>1863</b>	<b>1337</b>	<b>-526</b>

(Data Source – Performance Review Board 12/01/2021)

## 5. WAITING TIMES PERFORMANCE

The table below identifies the length of wait associated with each of the specialities alongside the totals and booking status as at 16<sup>th</sup> December 2020.

Main Specialty	Total on Waiting List	Length of Wait (weeks)				Appt Status		
		Over 26	12 to 26	Under 12	% > 12 Weeks	Booked	Unbooked	% Un Booked
Consultant Outpatients Total	1215	279	188	748	38.4	480	735	60.5
Mental Health Total	703	425	104	174	75.2	52	651	92.6
AHP OTHER Total	415	74	35	306	26.3	123	292	70.4
Nurse Led Clinics Total	121	18	8	95	21.5	54	67	55.4
All OP WL Total	2454	796	335	1323	46.1	709	1745	71.1

New Outpatient Waiting List Summary position as at 16th December 2020

At the end of March 2020, 20% (265 patients) awaiting a new outpatient appointment for a consultant led specialty were in breach of the 12 week TTG waiting time's target. This was the best month end position reported by the HSCP since summer 2018 and exceeded the year-end target set out in the Annual Operational Plan agreed with the Scottish Government for 2019/20.

However, due to the Covid19 pandemic outpatient appointment capacity fell by 68% from average circa 500 per week pre-covid to 160 between mid-March to mid-June, before beginning to show a slow but sustained increase as the country came out of lockdown.

Argyll and Bute HSCP working with NHS Highland had initially worked to agree an outpatient service remobilisation target of 80% by the end of July 20 subject to NHS Greater Glasgow and Clyde (GG&C) remobilisation performance. In the end this was significantly higher than NHS GG&C whose remobilisation targets were 60% by October and 80% by December.

This is primarily due to the continuing Covid19 emergency inpatient activity which remained significant in NHS GG&C hospitals through to early autumn.

Across NHS GG&C there are understandable differences as to how Specialties are remobilising. This seems to be due to a complex mix of factors including the extent hospital sites are physically reconfigured due to Covid19 working practices e.g. staffing, availability of theatres & ITU, the limited number of wards with single rooms.

The HSCP has managed to commission additional waiting list initiatives in Ophthalmology, Dermatology, ENT, Gynecology and General Medicine along with others initiatives which has greatly improved the performance and reduce the waiting times from 70% breach of 12 weeks in June to 46.1% as at the 16th December 2020 for all waits.

The HSCP has been increasing the use of virtual consultations, either using NHS Near me technology or by telephone. All consultants are triaging their waiting lists to decide who needs face to face consultations and who can be virtual.

However, take up has been lower than planned particularly by Argyll and Bute based clinicians, this may be as a result of the lower prevalence of infection in Argyll and Bute to date. This is something the HSCP is trying to promote and the TEC team are working

with Clinicians to support this blended approach to help ensure access to outreach areas and prevent patient travel

NHS GG&C set a target back in June 2020 that 70% of all clinical consultations should be virtual this includes all disciplines, including AHPs.

The Tables below illustrate the scale of virtual new and return consultant outpatient performance for Lorn & Islands Hospital and Community Hospitals in Argyll and Bute undertaken to December 2020:

<b>Cumulative activity to end of December 2020 Virtual Consultant Outpatient</b>				
<b>Speciality</b>	<b>LIH New</b>	<b>LIH Return</b>	<b>Community Hospitals New</b>	<b>Community Hospitals Return</b>
Cardiology	2	113		139
Clinical Oncology	1	10		
Dermatology	3	37		4
ENT	77	11	10	15
Endocrinology & Diabetes	1	51	4	70
General Medicine	17	488	13	172
General Surgery	9	52		5
Gynaecology	32	42	22	13
Haematology	4	176		
OMFS & Oral Surgery	134	7		
Orthopaedics	1	25	5	5
Ophthalmology			1	8
Paediatrics	10	90	43	163
Paediatrics community			30	77
Respiratory Medicine	6	83		
Urology Virtual	0	115		
<b>Total</b>	<b>297</b>	<b>1300</b>	<b>131</b>	<b>671</b>

(Data Source- NHS Highland Remobilisation Plan We 3<sup>rd</sup> January 2021)

All Cancer referrals, cancer treatments and follow ups to NHSGG&C are prioritised as P1 or P2 and performance waiting targets are being met.

Although all specialties have resumed, some outreach services have new tighter infection control restrictions, e.g. ENT which means that they cannot currently be performed in Community hospitals. The HSCP is reviewing how Primary Care can support Secondary care services, through a shared care approach, reducing the need to travel to GGC for tests or some interventions.

**Appendix 1** shows NHS Board Level KPI's against Treatment Time Guarantee as at 21<sup>st</sup> December 2020

## 6. OUTLOOK FOR 2021/22

Across Scotland we are now unfortunately seeing a resurgence of Covid19 infections, exacerbating normal winter pressures and the Scottish Government has had to reinstitute stringent national lockdown measures.

A number of Boards are now prioritizing P1 and P2 only together with Covid19, vaccinations, as well as suspend all non-urgent face to face patient activity.

NHS GG&C have confirmed as at 18<sup>th</sup> January they are now only undertaking P1 and P2 treatment activity as they are dealing with a significant increase in emergency covid19 inpatient and ICU activity.

Consequently it is expected that there will be a suspension or a significant slowdown in the resumption of all non-urgent activity. As far as possible this will be tempered by delivering as much as possible “virtually” and limiting the amount of face to face clinics/contacts.

The scale of this impact across Health and Care services in Argyll and Bute will be clear over the coming weeks.

The Scottish Government has initially set a target of by the end of quarter 2 of a return to pre-covid19 levels of activity and NHS Boards and HSCPs are being asked to prepare plans to achieve this for submission by the end of March 2021.

## **7. ANNUAL PERFORMANCE REPORTING FOR 2020/21**

As previously reported the return of the HSCP Annual Performance Report (APR) for 2019/20 was affected by the ongoing Covid 19 response across national data services. This meant that a reduced and focussed report was produced for last year in order to capture key health and wellbeing outcomes performance using previous calendar data.

The 2020/21 APR is also expected to be different and discussions are taking place with the SGHD with regards to changing the context/focus of the year report to the Covid19 pandemic response and subsequent remobilisation of health and social care services during the ongoing Covid19 restrictions.

An update on the outcome of this will be presented to the Strategic Planning Group and the IJB in due course.

## **8. GOVERNANCE IMPLICATIONS**

### **8.1 Financial Impact**

The Covid19 pandemic and its impact has seen a national allocation of funding monies in-line with need and submitted remobilisation plans.

### **8.2 Staff Governance**

There has been a variety of staff governance requirements throughout this pandemic which have been identified and continue to be progressed and developed include health and safety, wellbeing and new working practices within national Covid19 restrictions

### **7.3 Clinical Governance**

Clinical Governance and patient safety remains at the core of prioritised service delivery in response to the pandemic and subsequent remobilisation.

## **8. EQUALITY & DIVERSITY IMPLICATIONS**

Service delivery has been impacted by the Covid19 pandemic and ongoing and new EQIA will be required to be undertaken.

**9. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE**

Data use and sharing is daily via national Scottish Government and Public Health Scotland websites meeting GDPR requirements.

**10. RISK ASSESSMENT**

Risk assessments are in place across the HSCP to ensure staff and service user safety within Covid19 guidance and tier restrictions

**11. PUBLIC & USER INVOLVEMENT & ENGAGEMENT**

Public and user updates are available nationally at the Scottish Government COVID 19 website alongside advice and updates on both the Council and NHS Highland Internet sites.

**12. CONCLUSION**

The HSCP together with its partners have had to respond to the covid19 pandemic by initially ceasing all non-urgent and routine health and care services. Putting its self on an emergency only footing for the period March to June 2020.

Since then it has commenced remobilisation of services and has made good progress operating within a Covid19 compromised operating context. With the recent increase in virus prevalence and instigation of national lock down in January 2021, full remobilisation remains unlikely to be achieved until post summer 2021.

The IJB are asked to note and consider this update on the impact of the Covid19 pandemic on the HSCP performance and its subsequent remobilisation of services.

**13. DIRECTIONS**

Directions required to Council, NHS Board or both.	<b>Directions to:</b>	tick
	No Directions required	x
	Argyll & Bute Council	
	NHS Highland Health Board	
	Argyll & Bute Council and NHS Highland Health Board	

**REPORT AUTHOR AND CONTACT**

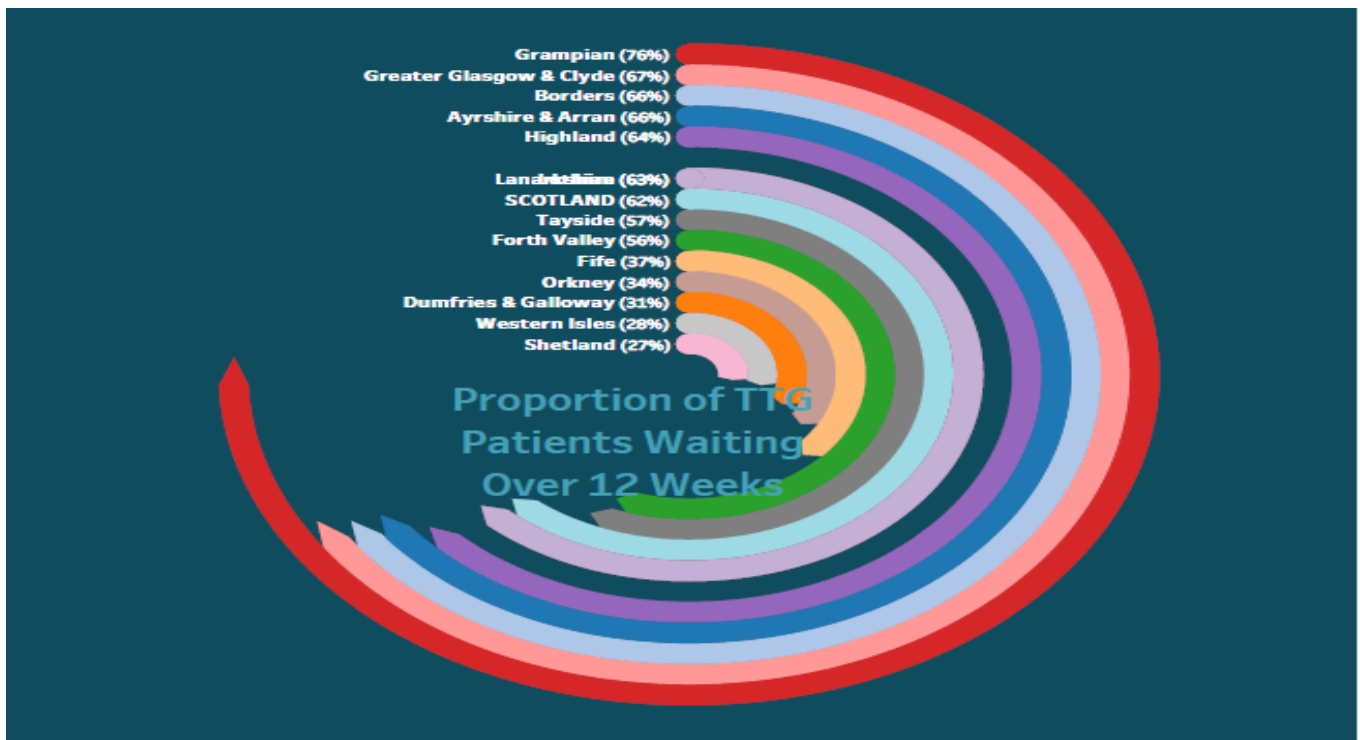
**Author Name:** Stephen Whiston  
**Email:** [stephen.whiston@nhs.scot](mailto:stephen.whiston@nhs.scot)

**Appendix 1**

Board Level KPI's & Percentage of Treatment Time Guarantee Waiting >12 Weeks as at 21<sup>st</sup> December 2020

Current Week Performance Table

	21 December 2020								
	TTO - patients waiting over 12 weeks	TTO - patients waiting over 26 weeks	Core 4 hour ED Performance (week)	Patients Spending over 8 hours in core ED (week)	Patients Spending over 12 hours in core ED (week)	Core ED Attendances (week)	Delayed Discharges (total)	OPWL - waiting over 12 weeks	OPWL - waiting over 26 weeks
SCOTLAND	53,973	40,388	82.4%	730	254	19,410	0	171,568	96,056
Ayrshire & Arran	3,030	2,270	73.9%	206	124	1,460	0	19,039	11,018
Borders	1,037	604	71.3%	45	16	484	0	3,039	1,309
Dumfries & Galloway	441	278	88.5%	5	1	652	0	2,874	899
Fife	1,043	709	84.9%	39	7	964	0	6,834	2,725
Forth Valley	1,586	1,037	84.4%	3	1	825	0	7,883	3,611
Grampian	8,077	6,470	84.3%	29	3	1,376	0	14,303	8,321
Greater Glasgow & Clyde	16,251	12,767	82.8%	163	36	4,868	0	51,727	31,378
Highland	3,154	2,444	87.4%	12	1	872	0	5,591	2,496
Lanarkshire	5,393	4,304	75.9%	141	43	3,100	0	12,879	5,047
Lothian	8,646	6,006	83.7%	84	22	3,461	0	35,225	22,338
Orkney	56	47	94.5%	0	0	91	0	479	253
Shetland	83	61	96.2%	1	0	105	0	501	306
Tayside	4,328	2,916	94.8%	2	0	1,092	0	10,770	6,191
Western Isles	88	0	98.3%	0	0	60	0	405	151



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**ARGYLL AND BUTE COUNCIL**

**COMMUNITY SERVICES COMMITTEE**

**EDUCATION SERVICE**

**11 MARCH 2021**

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**EDUCATION SERVICE FQ3 2020/21 PERFORMANCE REPORT**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting. As a consequence of Covid-19 alternative options for each PIF activity have been agreed by the Strategic Management Team.
- 1.2 This paper presents the Community Services Committee with the FQ3 2020/21 performance report for the Education Service.
- 1.3 It is recommended that the Community Services Committee reviews and scrutinises the FQ3 2020/21 performance report as presented.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

11 MARCH 2021

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## EDUCATION SERVICE FQ3 2020/21 PERFORMANCE REPORT

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### 2.0 INTRODUCTION

- 2.1. The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting. As a consequence of Covid-19 alternative options for each PIF activity have been agreed by the Strategic Management Team.
- 2.2 This paper presents the Community Services Committee with the FQ3 2020/21 performance report for the Education Service, in a revised simplified format, commensurate with the Covid-19 situation.

### 3.0 RECOMMENDATIONS

- 3.1 That members review and scrutinise the FQ3 2020/21 performance report as presented.

### 4.0 DETAIL

- 4.1 As a consequence of Covid-19 the normal arrangements for members' scrutiny of performance has been suspended with an interim arrangement in place.
- 4.2 To simplify the process during the Council's response to Covid-19, Heads of Service were asked to identify Key Performance Indicators for their Service and these are attached at appendix 1.
- 4.3 Simplifying and focusing the performance reports in this manner is a proactive approach to help minimise back office function/non-essential activities whilst maintaining a level of service that supports scrutiny, performance monitoring and out statutory duties.



**5.0 IMPLICATIONS**

5.1 Policy None

5.2 Financial None

5.3 Legal The Council has a duty to deliver best value under the Local Government in Scotland Act 2003

5.4 HR None

5.5 Fairer Scotland Duty: None

5.5.1 Equalities - protected characteristics None

5.5.2 Socio-economic Duty None

5.5.3 Islands None

5.6. Risk Ensures that all our performance information is reported in a balanced manner

5.7 Customer Service None

**Douglas Hendry**

**Executive Director with responsibility for Education**

**Policy Lead: Councillor Yvonne McNeilly**

10 February 2021

**For further information contact:** Morag Brown, Business Improvement Manager

**APPENDICES**

Appendix 1 – Education Service - Key Performance Indicators

## FQ3 2020/21 PERFORMANCE REPORT

Delivering Our Outcomes – This highlights past performance as illustrated through the Services’ Key Performance Indicators

### KEY TO SYMBOLS

**R** Indicates the performance has not met the expected Target

**G** Indicates the performance has met or exceeded the expected Target

 The Performance Trend Arrow indicates the direction of travel compared to the last performance reporting period

# FQ3 2020/21 PERFORMANCE REPORT

## DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

**Indicator:** EDU107\_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020.

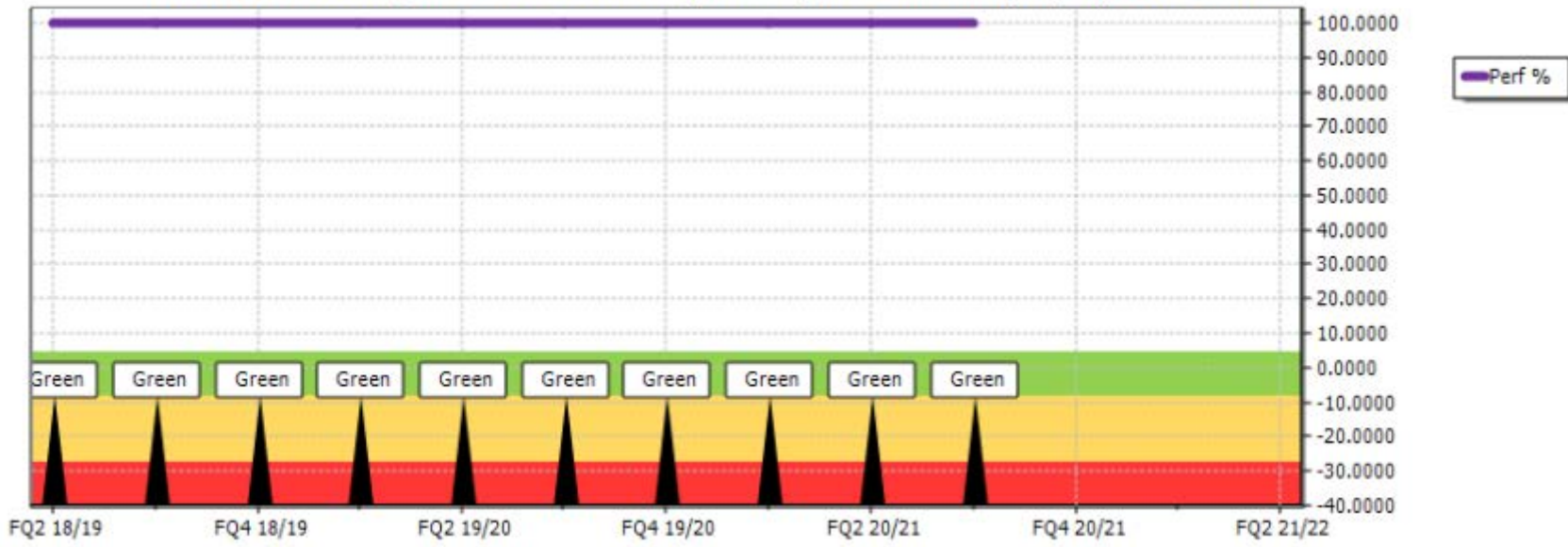
**Why measure this?** The need to ensure all 3 and 4 year olds have access to 1140 hours by August 2020.

**Commentary:** As of August 2020 all eligible children were able to receive 1140 hours. We were one of only 11 authorities to meet the original deadline.

**This indicator is on track with no change in performance since the last reporting period.**

<b>TARGET FQ3</b> On Track	<b>ACTUAL FQ3</b> On Track  <b>G</b>	<b>BENCHMARK</b> No Benchmark	<b>PERFORMANCE TREND</b>  ➔
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**EDU107\_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020\_Phase 4**



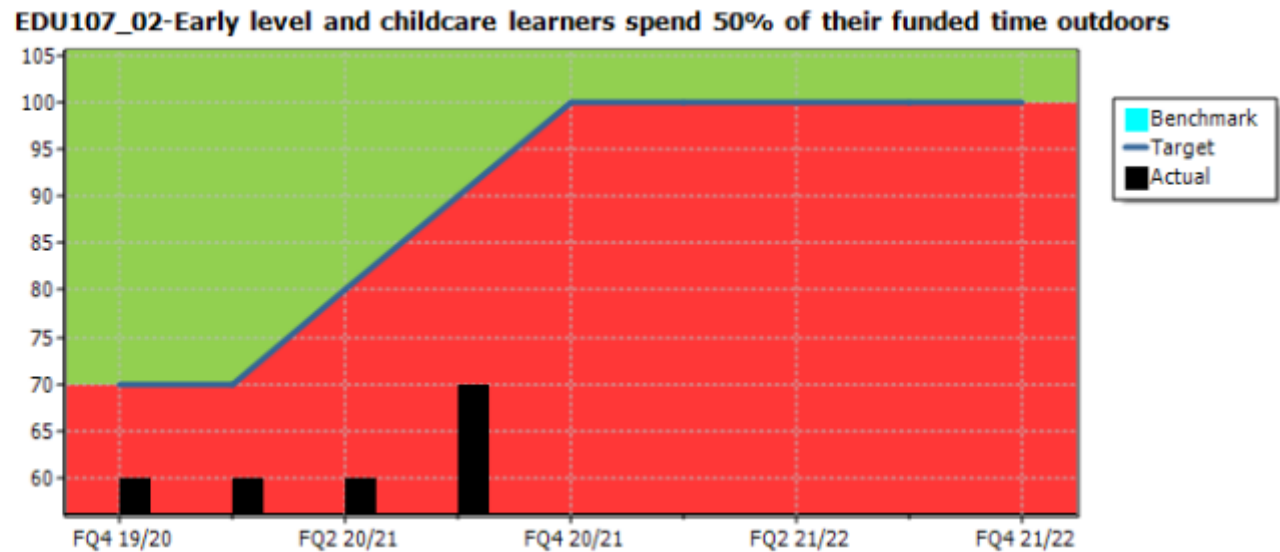
## FQ3 2020/21 PERFORMANCE REPORT

**Indicator:** EDU107\_02-Early level and childcare learners spend 50% of their funded time outdoors.  
**Why measure this?** All early level and childcare learners should have access to 50% outdoor provision.  
**Commentary:** 70% of learners on average are spending a minimum 50% of time outdoors. As a result of COVID 19 we have been unable to offer further training as planned again this quarter. However all settings have guidance to support high quality outdoor play. Our outdoor learning course has been verified by SQA and when restrictions are lifted we will be offering this qualification in partnership with Learning and Development.

**This indicator is below target however performance has improved since the last reporting period**

<b>TARGET FQ3</b> 80%	<b>Actual FQ3</b> 70% <b>R</b>	<b>BENCHMARK</b> No Benchmark	<b>PERFORMANCE TREND</b> ↑
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Latest status
FQ3 20/21
70



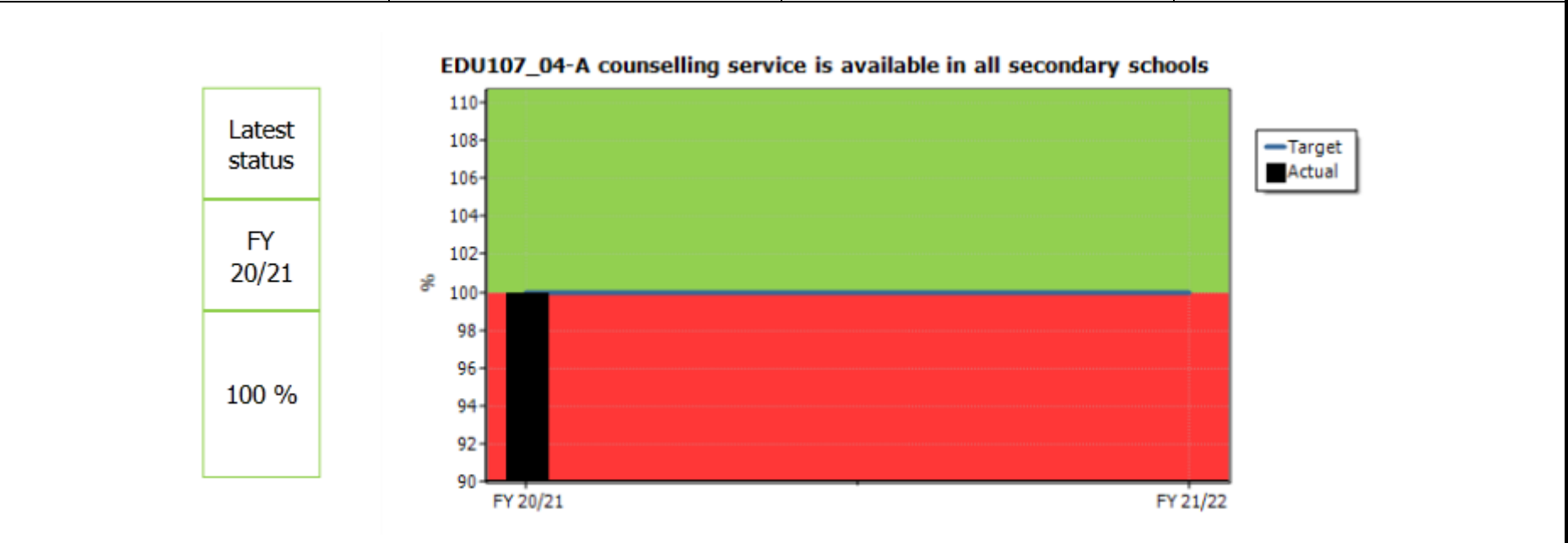
## FQ3 2020/21 PERFORMANCE REPORT

**Indicator:** EDU107\_04-A counselling service is available in all secondary schools

**Why measure this?** This will provide support for mental health and wellbeing in our young people.

**Commentary:** The team lead took up her post at the beginning of December and counsellors have been offered posts and all have accepted these positions with a start date of 11 January 2021. The Educational Psychology Service and HSCP managers have worked together with the research assistant and counselling service team lead to develop practice guidance, referral procedures and an evaluation framework for this newly developing service. Head Teachers have been updated on progress with referrals forms and service specification being circulated in January 2021. Dates for multiagency strategic group meetings have been set and core members identified. The well qualified and experienced counsellors that have been appointed will provide a valuable Tier 1 service with clear routes for escalation of need to CAMHS services in place where required. From links with other local authorities it appears that Argyll and Bute has been more successful than many in attracting a large number of suitably qualified applicants to deliver this service to our children and young people from the age of 10 years up. Robust processes for evaluation have been built in from the outset so support reporting of outcomes on an ongoing basis.

TARGET FQ3 (ANNUAL) 100%	ACTUAL FQ3 (ANNUAL) 100% <span style="color: green; font-size: 1.2em;">G</span>	BENCHMARK NO BENCHMARK	PERFORMANCE TREND  ➔
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## FQ3 2020/21 PERFORMANCE REPORT

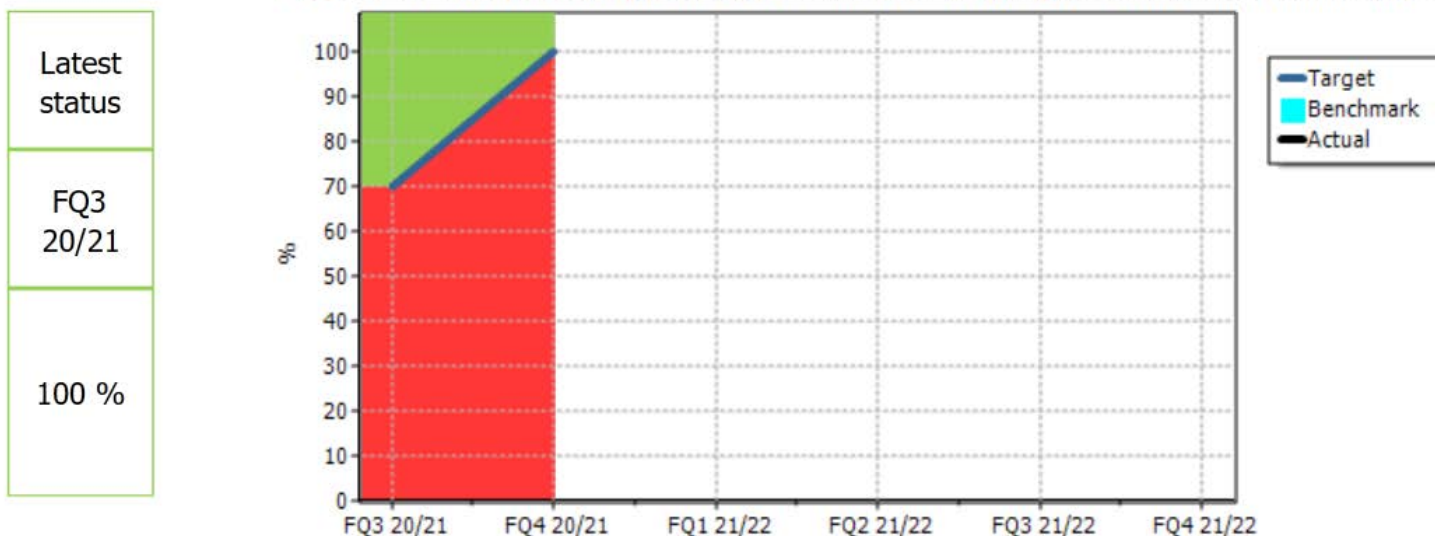
**Indicator:** EDU107\_07-The percentage of schools that use the progress and achievement module  
**Why measure this?** This will enable the Education Service to assess and track children and young people's progress in raising their attainment

**Commentary:** 100% of schools across the authority are engaging with the Progress and Achievement module at 3 annual junctures - October, February and June. At these 3 points teachers of pupils from P1 to S3 enter data relating to every child's progress in literacy and numeracy within the Curriculum for Excellence level that they are currently working in. The resulting data sets are being used to develop planning and individualised targets for each pupil and identified groups. Data is analysed at school and authority level to ensure excellence and equity in provision. The authority uses the data to inform improvement planning with schools and clusters.

**This indicator is above target and performance has increased since the last reporting period**

<b>TARGET FQ3</b> 70%	<b>ACTUAL FQ3</b> 100% <b>G</b>	<b>BENCHMARK</b> NO BENCHMARK	<b>PERFORMANCE TREND</b> ↑
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**EDU107\_07-The percentage of schools that use the progress and achievement module**



## FQ3 2020/21 PERFORMANCE REPORT

**Indicator:** EDU107\_09-Support the increase in uptake of available Grants, Allowances and Entitlements.

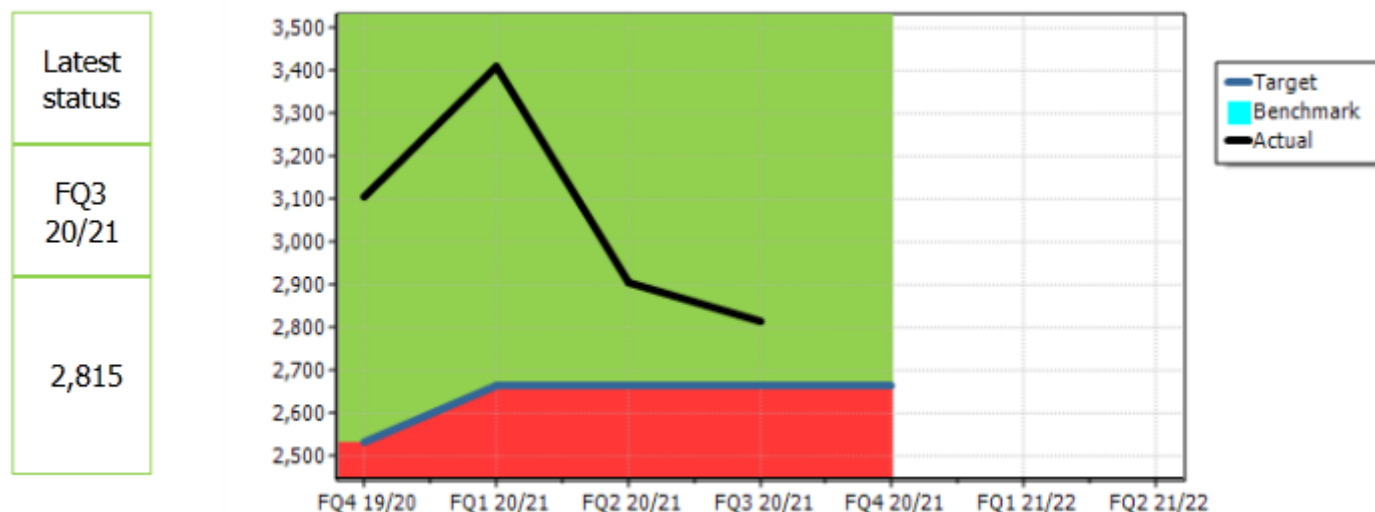
**Why measure this?** To demonstrate the support we are putting in to the most vulnerable families in the Authority to support children. This also maximises the Pupil Equity Fund allocation to schools through Scottish Government.

**Commentary:** Uptake of Clothing Grants is slightly down this year against the same time last year with 163 less grants being awarded. EMA applications are down against the same period last year by 32. More online advertising has been carried out this year along with individual contact to senior pupils. The free school meals figures are for P4-P7 pupils only to reflect the same data collected over previous years, however there have been applications from P1-P3 families also this year due to Covid situation. There has been an increase in applications from families who have had a much reduced income due to Covid.

**This indicator is above target however performance has decreased since the last reporting period**

TARGET FOR FQ3 (ANNUAL)	ACTUAL FQ3 (ANNUAL)	BENCHMARK 19/20 Performance	PERFORMANCE TREND
CG 1464 FSM 928 EMA 273	CG 1647 FSM 1015 EMA 153  <span style="color: green; font-size: 1.5em;">G</span>	CG 1839 FSM 982 EMA 282	

**EDU107\_09-Support the increase in uptake of available Grants, Allowances and Entitlements**



# FQ3 2020/21 PERFORMANCE REPORT

<b>Indicator:</b> EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model. <b>Why measure this?</b> Upskilling staff within nurture will help to improve the health and wellbeing of our children and young people.			
<b>Commentary:</b> This strategy has been developed and adopted. Updates will be reported through the actions arising from the nurture strategy element.			
<b>This indicator is now marked as Complete, there was no change in performance since the last reporting period</b>			
<b>TARGET FQ3 COMPLETE</b>	<b>ACTUAL FQ3 COMPLETE</b>  <span style="font-size: 2em; color: green;">G</span>	<b>BENCHMARK NO BENCHMARK</b>	<b>PERFORMANCE TREND</b>  <span style="font-size: 2em;">➔</span>
<b>EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model</b>			
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Latest status</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">FQ3 20/21</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Complete</div>			



## FQ3 2020/21 PERFORMANCE REPORT

**Indicator:** EDU108\_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.  
**Why measure this?** These opportunities help to improve the life chances of our young people and help them to achieve their positive destinations.

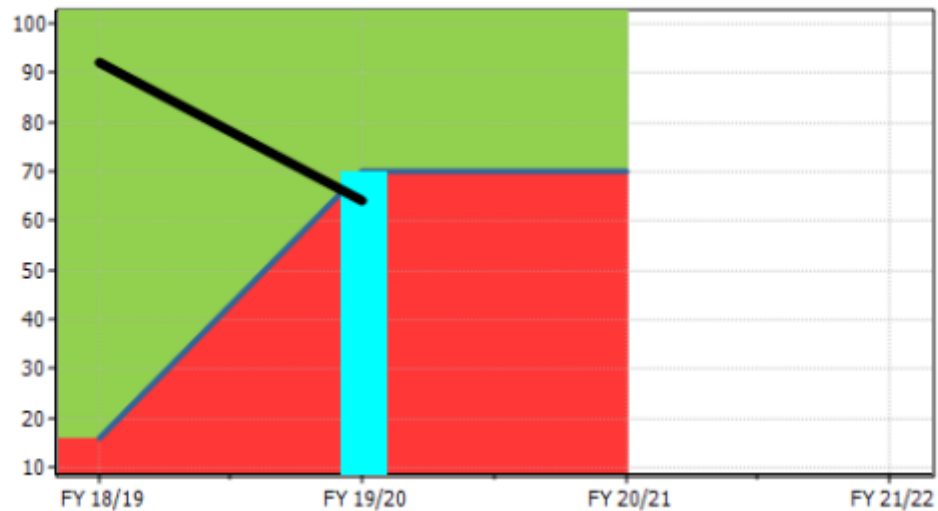
**Commentary:** Complete information still not available. It is however apparent that there are a significant number of wider achievement awards that were started but not completed due to Covid 19. Many of which will not be completed as young people move on causing a drop in the number of wider achievement awards completed.

**This indicator is below target however performance has decreased since the last reporting period**

TARGET FINANCIAL YEAR 2019/20	ACTUAL FINANCIAL YEAR 2019/20	BENCHMARK	PERFORMANCE TREND
70	64 <b>R</b>	70	↓

**EDU108\_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.**

Latest status
FY 19/20
64



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ARGYLL AND BUTE COUNCIL  
EDUCATION

COMMUNITY SERVICES COMMITTEE  
11 MARCH 2021

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**ARGYLL AND BUTE COMMUNITY LEARNING AND DEVELOPMENT PLAN (2021  
– 2024) - UPDATE**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The Requirements for Community Learning and Development (Scotland) Regulations were introduced in 2013. They place a duty on local authorities, in partnership with Community Planning Partnerships, other Community Learning and Development (CLD) providers and communities to secure the delivery of CLD through the production and implementation of a three year CLD plan.
- 1.2 The main purpose of this report is to update members on developments regarding the production of a new Argyll and Bute Community Learning and Development Plan for 2021-2024.
- 1.3 It is recommended that the Community Services Committee:
- Endorse changes to structure and governance of the CLD Partnership and the CLD Team, and development of the CLD Plan.
  - Review initial feedback from CLD partners on the current 2018-2021 plan, which ends August 21.
  - Note the production of updated Scottish Government Guidance to assist with the creation and ongoing development of CLD plans. There is an expectation that CLD plans will be informed by this guidance.

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION**

**COMMUNITY SERVICES COMMITTEE**  
**11 MARCH 2021**

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**ARGYLL AND BUTE COMMUNITY LEARNING AND DEVELOPMENT PLAN (2021 – 2024) - UPDATE**

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**2.0 INTRODUCTION**

- 2.1 Local Authorities have a statutory requirement placed on them by the Community Learning & Development (Scotland) Regulations 2013 to publish a Community Learning & Development (CLD) plan every three years describing how they will co-ordinate and secure “adequate and efficient” CLD provision with other sector partners.
- 2.2 The current plan ends in August 2021 and work on the production of the new 2021-24 CLD Plan is underway. The publication deadline for the new plan is September 2021.

**3.0 RECOMMENDATION**

- 3.1 It is recommended that the Community Services Committee:
- Endorse changes to structure and governance of the CLD Partnership and the CLD Team, and development of the CLD Plan.
  - Review initial feedback from CLD partners on the current 2018-2021 plan, which ends August 21.
  - Note the production of updated Scottish Government Guidance to assist with the creation and ongoing development of CLD plans. There is an expectation that CLD plans will be informed by this guidance.

**4.0 DETAIL**

- 4.1 The development and progress of the 2021-2024 Argyll and Bute CLD Plan was an integral part of the remit of the Outcome 3 Group of the Community Planning Partnership. However, recent changes to the Community Planning

outcome group operating and reporting procedures have required a change in structure.

In order to provide the governance and reporting structures necessary to support the development of CLD provision in Argyll and Bute, the following will be implemented:

- A dedicated Argyll and Bute Community Learning Partnership will be established to co-ordinate the provision of CLD with stakeholders. A working group is currently carrying out preparatory work on the plan, which will be presented to the new partnership at the appropriate time;
- Along with the Employability Partnership the CLD Partnership will report to the Outcome 3 lead (Anthony Standing) who will in turn report on the work of the partnerships to the CPP Management Committee.
- The CLD Partnership will also report to Community Services Committee and Local Area Planning Groups.
- Plans to transfer the Community Learning Service to Live Argyll are at an advanced stage. The projected date of the transfer is June 2021. The task of producing and implementing the CLD Plan on behalf of Argyll and Bute Council will be included in the transfer and consequently it has been agreed that Live Argyll will assume the lead in the CLD Plan working group and CLD Partnership from January 2021.

A report will be produced for members relating to any further matters concerning the governance of the CLD Team's transfer to Live Argyll.

- 4.2 Production of the new plan includes reviewing the success of the previous plan. Covid19 restrictions have made evaluation of the current CLD 2018-2021 plan challenging, however a questionnaire was issued to strategic partners prompting the following feedback:

### **General**

- All respondees considered themselves to be part of the CLD sector in Argyll and Bute;
- Almost all responses agreed that the key themes prioritised in the plan were appropriate;
- Almost all responses thought the 14 Priority Actions were appropriate;
- The majority of responses indicated that the plan had influenced their service work plan or service delivery.

### **Things that went well with the 2018-21 Plan**

- Partnership working for digital inclusion, youth engagement in social enterprise and response to Covid19 challenges;
- Good joint working and discussions about needs in communities;

- Support to employability programmes has been beneficial;
- Original planning consultation with young people;
- The final document was well presented and easy to read.

### **Things we could do better next time?**

- Engagement with youth sector delivery partners;
- Gather data from all organisations and regularly review;
- Partners involved in the development of the plan need to feed information down to their teams/organisations and raise awareness of the CLD Plan;
- Wider involvement of CLD sector;
- More frequent partner meetings;
- Clearer monitoring arrangements - need a functioning CLD Partnership with buy-in from stakeholders and partners;
- More robust learner involvement;
- Increased awareness amongst local communities;
- Requirement to look at partners' working contributions at lower level and create a virtual directory/pipeline so that, as workers, we can see at a glance who is carrying out the provision to avoid duplication and look to work together and share responsibility and projects needs to be more collective action.

### **What would your service like to see included in the next CLD Plan?"**

- Digital provision;
- Adult Learning pathways;
- Youth Voice;
- Employability provision;
- Skills for community cohesion/ collective leadership and involvement in community;
- Skills for environmental sustainability;
- Joint development / training on CLD competencies for officers within partner organisations;
- More partnership working with statutory and voluntary sector;
- More regarding UNCRC adoption and implementation in Argyll and Bute;
- Covid recovery responses.
- Additional topics suggested for inclusion in the new plan -
  - Learning that supports and promotes community cohesion / collective leadership
  - Involvement in community activity
  - Learning that contributes to environmental sustainability.

Feedback suggests the key priorities and action points were appropriate, however there were too many of them. Reporting and governance were unclear and this impacted negatively on the development of the plan. The need for wider consultation and increased involvement of learners is apparent.

- 4.3 The Scottish Government CLD Plan Guidance Note was published December 2020 and sets out the current national policy context that the Scottish Government expects local authorities and their partners to take into account when meeting their statutory requirements during the period, 2021-24. There is an expectation that Community Learning and Development (CLD) plans will be informed by this guidance.

The guidance indicates that the priorities for the delivery of CLD throughout the life span of the CLD plan (2021-24) should include, but not be limited to:

- Priorities set out in LOIPs and other national policies;
- Working with partners in schools, colleges, third sector organisations and community planning partnerships to ensure services are adequate and efficient;
- Identifying priority groups and target the most vulnerable and marginalised learners in schools, colleges and communities to engage with CLD services;
- Protecting and improving health and wellbeing outcomes for young people, adults and families;
- Creating additional opportunities and support for learning, employability and creating local wealth;
- Recognising and taking appropriate action to support those most disproportionately affected by digital poverty ensuring they have the necessary tools, skills and support to access digital learning and services;
- A commitment to incorporate the UNCRC into policy across CLD services;
- Taking account of the need for community based adult learning, youth work and English for Speakers of Other Languages (ESOL) learning and embedding in provision across the local authority area.

The guidance note acknowledges that Covid19 will present significant challenges and that CLD workers have been widely recognised as key workers during the pandemic, continuing to engage with young people, families, adult learners and community organisations, particularly in our most disadvantaged communities.

## **5.0 CONCLUSION**

- 5.1 The structural changes, input from strategic partners and Scottish Government guidance are all significant developments that should all contribute positively to the production of the 2021-24 Argyll and Bute CLD Plan.
- 5.2 An update on progress of the 2021-24 Argyll and Bute CLD Plan will be given at the June 2021 meeting of the Community Services Committee with the final draft being presented at the September 2021 meeting.

## **6.0 IMPLICATIONS**

- 6.1 Policy - The Community Learning Service and CLD provision make a significant contribution to Outcomes 3, 4, 5 and 6 of the Argyll and Bute SOA:-
- 3. Education, skills and training maximises opportunities for all.
  - 4. Children and young people have the best possible start.
  - 5. People live active, healthier and independent lives.
  - 6. People live in safer and stronger communities.
- 6.2 Financial – There may be resource implications resulting from the plan.
- 6.3 Legal – 2013 Community Learning and Development (Scotland) Regulations
- 6.4 HR – None
- 6.5 Fairer Scotland Duty:
- 6.5.1 Equalities - The 2021-24 Argyll and Bute CLD Plan will identify ways in which CLD provision can contribute to reducing inequalities.
  - 6.5.2 Socio-economic Duty - The 2021-2024 CLD Plan will focus on supporting vulnerable and disadvantaged groups in the community
  - 6.5.3 Islands – Delivery of services in remote and rural communities will be explored as part of the development of the plan/
- 6.6. Risk – There are potential reputational risks for the Council should they fail to deliver the legislative requirements set out within the 2013 Community Learning and Development (Scotland) Regulations.
- 6.7 Customer Service – This report provides Elected Members with an overview of CLD service planning.

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Policy Lead for Education**

**For further information contact:**

**Simon Easton, Acting Head of Education – Lifelong Learning and Support**

Telephone: 01436 657681

Email: [simon.easton@argyll-bute.gov.uk](mailto:simon.easton@argyll-bute.gov.uk)

**Martin Turnbull, Community Learning Manager**

Telephone: 01369 708542

Email: [martin.turnbull@argyll-bute.gov.uk](mailto:martin.turnbull@argyll-bute.gov.uk)

11 March 2021



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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION SERVICE**

**COMMUNITY SERVICES COMMITTEE**  
**11 MARCH 2021**

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## **COUNSELLING IN SCHOOLS**

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### **1.0 EXECUTIVE SUMMARY**

- 1.1 The main purpose of this report is to provide background and update on the progress of the establishment of a new service to provide counselling in schools across Argyll and Bute for children and young people age 10 years and upwards.
- 1.2 The Scottish Government's 10 year Mental Health Strategy (2017-2027), recognises the need for targeted and specialist Child and Adolescent Mental Health Services (CAMHS), but also promotes effective prevention and early intervention through support services at a local level, delivered as close to the young people as possible. Funding has been committed from this financial year for a period of three years to support the delivery of counselling through schools following a set of ten nationally agreed core principles.
- 1.3 While this commitment predated the global pandemic, the current circumstances have highlighted further the need to provide this level of support for many of our children and young people.
- 1.4 Following a robust programme of recruitment, a team leader and suitably skilled and experienced counsellors have been appointed. The team leader has been in place since the beginning of December 2020 with the counsellors taking up post on 11 January 2021.
- 1.5 The committee is asked to endorse the significant progress made against the commitment to recruit and deliver a counselling service across our schools.

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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
11 MARCH 2021

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## COUNSELLING IN SCHOOLS

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### 2.0 INTRODUCTION

- 2.1 Supporting the mental health and emotional wellbeing of children and young people is everyone's business. The benefits to the individual and to wider society of preventing problems from arising and intervening early are significant. For schools, this can result in improvements in attainment, attendance and behaviour as well as happier, more confident and resilient pupils.
- 2.2 The 10 year mental health strategy includes a number of recommendations that have been taken on board as part of the current strategy in Argyll and Bute. This includes the development of the framework for practice and associated resource hub *Our Children, Their Mental Health*, training and implementation support for Early Learning and Childcare settings and Primary Schools on the Promoting Alternative Thinking Strategies (PATHS) curriculum and the delivery of a Nurture and Relationships strategy across educational establishments.

### 3.0 RECOMMENDATIONS

- 3.1 The committee is asked to endorse the significant progress made against the commitment to recruit and deliver a counselling service across our schools.

### 4.0 DETAIL

- 4.1 The vision for the Education Service is that **together we will realise ambition, excellence and equality for all**. In practice, this involves the promotion of the principles of Getting It Right for Every Child (GIRFEC) across education, health and social care. This should involve the Named Person, in partnership with families and other agencies, using the Argyll and Bute Practice Model and the Child's Plan, to identify, assess and put support in

place for children and young people with a wide range of wellbeing concerns and additional support needs. This will include those who experience emotional wellbeing difficulties and mental health issues.

- 4.2 In Argyll and Bute, the promotion of positive emotional wellbeing for all children and young people is a key function of the support provided by the Educational Psychology Service, Education Support Officers for Inclusion and Equality and Primary Mental Health Workers (PMHW), in collaboration with school staff, partner agencies, young people and their families. Where staff in schools have particular concerns about a young person's mental health, they will often consult with their Educational Psychologist (EP) or PMHW in the first instance, before requesting a service from Tier 3 CAMHS, if this is required.
- 4.3 To support the introduction of access to counsellors through schools the Scottish Government is providing £12 million to local authorities for 2019/20, rising to £16 million in each of the three financial years 2020/21, 2021/22 and 2022/23. Within Argyll and Bute the funding allocated is £286,000 for this financial year and £377,000 for each of the following three years.
- 4.4 This funding provides the resource to ensure greater equity and availability of this type of support, including through our island schools. In addition to the EPs and PMHWs, some schools have been offered counselling services, provided by voluntary or 3<sup>rd</sup> sector organisations, in their geographic areas. With the access to additional resourcing through Pupil Equity Funding, some schools have bought in counselling services as part of the support they provide for pupils. While valuable, this support is neither consistent nor equitable at present and where it is provided, it is not always part of a staged approach or provided within the GIRFEC Practice Model.
- 4.5 The British Association for Counselling and Psychotherapy (BACP) define school based counselling as: *'a professional activity delivered by qualified practitioners in schools. Counsellors offer troubled and/or distressed children and young people an opportunity to talk about their difficulties, within a relationship of agreed confidentiality.'*
- 4.6 Using the allocated funding, counsellors have now been employed to create an in-house service which is located within Child Health. The appointed team leader is fulfilling this role on a 0.6 FTE basis, bringing significant experience of mental health and social work as well as direct experience of collaborating with educational establishments. 6.5 FTE counsellors registered with the BACP (or equivalent) are now in post. The Alcohol and Drug Partnership has also provided funding for an additional post, to ensure there is a dedicated resource for primary children from age 10 years onwards. This gives a total of 7.5 FTE counsellors to provide services for children and young people across our educational establishments.
- 4.7 A proportion of the funding has also been dedicated to support core services to provide professional time to embed, supervise and robustly evaluate the delivery of counselling through schools. In the longer term funding will also be

required to support travel and subsistence so that counselling is delivered equitably across school locations based on identification of individual need. In the short term counselling will be delivered remotely, with a mixed model of delivery moving forward.

## **5.0 CONCLUSION**

- 5.1 The effective collaboration across Education and the Health and Social Care Partnership has supported the development and delivery of this new and exciting school counselling service to meet the needs of children and young people across Argyll and Bute. Strong evaluative approaches have been built in from the outset, supported by a research assistant, to allow ongoing reporting on uptake and outcomes, both locally and to Scottish Government.

## **6.0 IMPLICATIONS**

- 6.1 Policy - none  
6.2 Financial – funding provided from Scottish Government  
6.3 Legal – none  
6.4 HR – counsellors are employed within Child Health  
6.5 Fairer Scotland Duty - equity and accessibility are key considerations for delivery  
6.5.1 Equalities: protected characteristics – accessible to all  
6.5.2 Socio-economic Duty – considered through wellbeing indicators  
6.5.3 Islands – the service will be distributed equitably including to island locations  
6.6 Risk – Scottish Government funding fixed term  
6.7 Customer Service - none

**Douglas Hendry, Executive Director with responsibility for Education**

**Louise Connor, Head of Education: Learning & Teaching/Chief Education Officer**

**Councillor Yvonne McNeilly, Policy Lead for Education**

### **For further information contact:**

Roslyn Redpath, Principal Educational Psychologist  
01369 708537/[roslyn.redpath@argyll-bute.gov.uk](mailto:roslyn.redpath@argyll-bute.gov.uk)

21 January 2021

## **APPENDICES**

Appendix 1 – Handbook for schools

Appendix 1



Guidance for schools and other  
professionals



## INTRODUCTION

Counselling is a therapeutic intervention that helps to support the health, emotional and social needs of children/young people. It is estimated that across the UK one in four children will struggle with their emotional health and so in Argyll and Bute we are committed to supporting our children/young to reach their potential and become; successful learners, confident individuals, responsible citizens and effective learners.

This school-based approach is in line with the Scottish Government's strategy 'Getting it Right for Every Child' and recognises that each child is unique and may benefit from therapeutic support to meet their potential.

In an educational context, school counselling can improve attendance, engagement and attainment of children and young people and help to create a culture of well-being and emotional health.

Early and easy access to counselling can prevent emotional well-being issues developing or becoming more serious, and can build up trust and confidence to enable young people to access more specialist services if required.

The counselling in schools service will help to develop self-awareness, personal insight and promote the overall wellbeing of pupils. The service will deliver counselling to young people 10 – 18 years across all four areas of Argyll and Bute.

Gemma Stewart – Team Leader School Counselling Service

[Gemma.stewart8@nhs.scot](mailto:Gemma.stewart8@nhs.scot)

## ROLE OF THE COUNSELLOR

Counsellors can offer a child/young person a safe and supportive environment to talk over difficult issues in confidence and listen to their views, experiences and feelings without judgement and through building a safe and trusting relationship, characterised by empathy and respect.

Counsellors can help the child/young person to focus on their concerns, giving them an opportunity to explore specific problems, make choices, cope with crises, work through feelings of conflict and improve relationships with others.

### The role of the counsellor is to:

Provide a counselling service to children/young people in Argyll and Bute

Organise appointments and administer the counselling service, with assistance from school staff

Communicate and liaise with school staff in the best interest of the young person, while within the limits of client confidentiality

Encourage partnership with the child/young person's family when appropriate and beneficial.

Act as a resource to school staff by offering an insight into counselling and promoting the service where possible.

Maintain accurate counselling session records and write reports as required.

Maintain and develop professional practice through regular and ongoing management and clinical supervision and training.

Practice counselling in accordance with the ethical principles, as a member of a counselling/psychotherapy professional body. More information can be found within BACP's Ethical Framework.

## ROLE OF THE SCHOOL

Schools are well placed to support their learner's emotional health and well-being. Evidence shows that a counselling service which provides support within an overall school strategy can be highly effective in promoting young people's welfare, supporting their learning and achievement as well as alleviating and preventing the escalation of emotional well-being problems.

The school has a responsibility to:

- Treat the counsellor as they would any other external professional.
- Inform the counsellor of any significant events (in school or in the community) that may impact on learners (as individuals or as groups).
- Identify a link person within the school to take responsibility for supporting the provision of counselling to students.
- Ensure the link person is available to meet the counsellor at agreed times on a regular basis.
- Support the referral process as appropriate.
- Provide a counselling room where the child/young person can feel safe and comfortable.
- Support with IT where counselling is online.
- Publicise the counselling service in the school so parents/carers and students are fully aware of what is available.

The link person will liaise with the counsellor about:

- Any concerns regarding the well-being of pupils currently receiving counselling.
- Any relevant child protection issues.
- Referrals and waiting lists.
- Any other issues that may impact on the provision of counselling (i.e. the physical environment used for counselling).

## WHY REFER TO SCHOOL COUNSELLING?

Some common indicators for referral to counselling can include:

- Standard of school work dropping dramatically
- Anxiety or excessive worry
- Low mood
- Becoming subdued or over-excited
- Sudden changes, marked mood swings and/or behaviour that appears out of character and/or extreme behaviour
- School refusal/drop in school attendance
- Bullying of others or victim to bullying behaviour,
- Difficulties due to family breakdown
- Peer group difficulties/relationships
- Bereavement, suffering loss or separation
- Low self-esteem
- Changes in appearance/lack of self-care
- Evidence of self-harm, e.g. cutting
- Misuse of alcohol and drugs



- Cyber bullying/phone separation anxiety
- Difficulty in expressing emotions appropriately.

School counselling offers a safe, confidential place for children to talk about experiences that may be confusing, painful or uncomfortable. These experiences may exist within their own home, community or at school. Typically they will be impacting upon the child, their relationships and their readiness to learn.

School counsellors establish a therapeutic relationship with the child through the core values of acceptance, trust, positive regard and empathy. Thus providing children with an opportunity to express and process feelings at their own level and pace.

**This positive relationship can then be internalised by the child and help instil:**

A sense of competence

Improved ability to form healthy relationships and

Re-align negative patterns of behaviour or thinking.



## WHEN IS A REFERRAL NOT APPROPRIATE?

Without prior agreement or consent from the child/young person to engage with counselling process.

Without prior consent from parent or carer (where appropriate).

When the young person already receiving a higher tiers provision or is engaged in another therapeutic intervention.

When timing of counselling is not appropriate e.g. immediately following a bereavement.

Each individual and their needs are unique, referrals will be assessed on the current available information and may be reconsidered if there is a change in circumstances.

## WHAT ARE THE REFERRAL CRITERIA?

Children and young people between the ages of 10-18.

Young person freely wishing to attend school counselling.

Young person not in receipt of any other concurrent counselling or therapy (If unclear please detail on referral).

Counselling cannot be a mandatory requirement or implemented as a sanction.

## WHO CAN MAKE A REFERRAL?

Children and young people should be able to self-refer to the counselling service. If the child/young person has an



understanding of the counselling process then it may be beneficial for them to self-refer. However, referrals should also be made available for other professionals or adults with a duty of care to refer the child/young person directly into the service. The signposting and referral to counselling should be done sensitively with the child/young person.

### Here are some examples where referrals can be received from;

Children/young people can self-refer and should be encouraged and empowered to do so where possible.

Parents or legal guardians are often an important referral route into the service as this could provide an opportunity for a systemic approach to supporting the child/young person.

Guidance staff and Head Teachers

Those working in the community such as social workers, youth workers, voluntary third sector workers, health practitioners such as GPs, health workers, nurses and professionals within CAMHS.

At the heart of the service is confidential one-to-one therapeutic counselling provided for children/young people. Where appropriate, and with the child/young person's permission, the counsellor may liaise and consult with the referrer, or within a school environment, with the named person.

## CONFIDENTIALITY

The need of discretion and confidentiality is important to ensure that young person's right of privacy as much as possible. Professionals, school staff or other people involved should take note that discussions with others regarding

the referral should only take place on a need-to-know basis and, importantly, with the young person's permission. Although the referrer will have a general overview of the presenting reason for counselling; the content of sessions will remain confidential, unless the welfare and safety of the child/young person is considered to be at risk. The child/young person should not be questioned about the sessions they attend.

If the teacher/staff member has knowledge that the child or young person is attending counselling, at no point should they discuss this with them, unless the child/young person wished to discuss it.

A young person has a right to access counselling without their parent/carers knowledge, consent or against their parents/carers wishes if they are considered to be 'Gillick' competence (see below).

## GILLICK COMPETENCE

When working with secondary school-age children and young people it is not necessary to get parental or carer consent as long as the young person is deemed to be 'Gillick' competent.

When a child/young person requests counselling a judgement needs to be made as to whether they are 'Gillick competent', taking into account:

The maturity of the child/young person

Whether they demonstrate sufficient intelligence and understanding to enable them to understand what is being proposed i.e. counselling

Whether they demonstrate sufficient intelligence and understanding of the consequences of their actions.



## SHARING INFORMATION

Counsellors will work in a multidisciplinary way and communicate when appropriate with school staff, other agencies and specialised services.

Counsellors may find it necessary to liaise with, share information, attend multiagency meetings, or refer the young person to another agency for further help. All sharing of personal information should be compliant with current GDPR principles.



What is counselling?

Counselling is spending time with a qualified counsellor exploring any problems or worries you may have. This can be done in different ways; often by talking but sometimes the counsellor will invite you to use creative methods –whichever feels right for you!

Life can often feel difficult or overwhelming – counselling is one way to help you explore, understand and overcome any concerns which may be making you feel sad, anxious or unsafe.

Often people can feel anxious about accessing counselling for the first time. Your counsellor understands this and will work at a pace that feels right for you.

This service is free of charge and available to young people aged 10-18.

Other stuff that's good to know about counselling.....

- Counselling appointments will take place in a private designated room each week – just you and your counsellor
- The counsellor will be the same person each week
- Your appointment will last 50 minutes
- Counselling support usually lasts for 8 sessions, sometimes it's less and occasionally more
- You will not be judged or criticised
- No one will tell you what to do
- You will be listened to and supported

In line with current COVID-19 regulations all counselling is currently being carried out via an online platform called 'Near Me' or on the telephone. Please speak to your counsellor about which method you would prefer.

If you would like counselling support and wish to access the service please send a referral form or an email to [nhsh.counsellinginschools@nhs.scot](mailto:nhsh.counsellinginschools@nhs.scot) and someone will get in touch with you.

Your information will be held securely and treated confidentially.

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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
11 March 2021

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## School Leaving Date Exceptional Circumstances

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### 1.0 EXECUTIVE SUMMARY

- 1.1 This report highlights the COVID-19 related disruption to post school transition planning for our most vulnerable young people with complex needs or disability, with resulting parental concern leading to requests for an additional year at secondary school.
- 1.2 The current policy document *School leaving dates, deferred entry and retain at stage* (attached) details that:
- ‘Only in exceptional circumstances can a young person return to school for a 7<sup>th</sup> year or seek to access courses in our secondary schools as adult learners. In all cases, this will require Heads of Education approval.’
- 1.3 Transition planning takes place within the context of the multiagency guidance *Post School Transition: Getting it right for children and young people with a disability* (attached).
- 1.4 To date, through agreement at the Education Management Team, it had been established that the circumstances of the pandemic should not be considered an ‘exceptional circumstance’ within the context of this policy as this impacts on all young people leaving school. This is in line with current national guidance and practice.
- 1.5 The Community Services Committee is asked to note the impact that two national lockdowns have had on supports and services for our most vulnerable young people with complex needs and/or disabilities, and to agree that the consequences of the pandemic constitute exceptional circumstances, and as such, that a further year at secondary school may be permitted subject to careful consideration of individual circumstances.

This variation would apply for those young people with a complex need or disability who are in 6<sup>th</sup> year in academic session 2020 – 21 only.

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ARGYLL AND BUTE COUNCIL  
EDUCATION SERVICE

COMMUNITY SERVICES COMMITTEE  
11 March 2021

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## School Leaving Date Exceptional Circumstances

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### 2.0 INTRODUCTION

- 2.1 Argyll and Bute Council Education Service and Argyll and Bute Health and Social Care Partnership are committed to improving outcomes for young people with disabilities who are experiencing the exciting but also potentially anxious transition from full time enrolment in school and support from Children's Services, into the adult world with possible support from Adult Services.
- 2.2 Careful consideration has been given to the needs of young people with a disability as they move on from school, with Argyll and Bute's multiagency procedure reviewed in September 2018 following close collaboration with the Association for Real Change (ARC Scotland). The full guidance document is attached.
- 2.3 Transition planning is in line with the requirements of the Education (Additional Support for Learning) (Scotland) Act 2014 and sits within the well-established Getting it right for every child (GIRFEC) practice model.

### 3.0 RECOMMENDATIONS

- 3.1 The Community Services Committee is asked to:
- Note the impact that two national lockdowns have had on supports and services for our most vulnerable young people with complex needs and/or disabilities;
  - Agree that the consequences of the pandemic constitute exceptional circumstances, and as such, that a further year at secondary school may be permitted for those young people, subject to careful consideration of individual circumstances;
  - Note this variation would apply for those young people with a complex need or disability who are in 6<sup>th</sup> year in academic session 2020 – 21 only; and

- Note that any budget pressure arising from implementing these recommendations will in the first instance be met from existing ASN budgets, subject to any additional funding made available from either the Council or Scottish Government.

#### **4.0 DETAIL**

- 4.1 The post-school transition guidance emphasises the importance of staff from all agencies working closely together to ensure positive and sustained outcomes for young people post school, following the principles of *Getting it Right for Every Child*. Central to transition planning is effective joint working between staff from Children's and Adult services in respect of information sharing, joint assessment of need and in identifying long term care planning goals.
- 4.2 Post school transition represents a major life change for young people. It often raises issues of maintaining and making new friendships, accessing community resources, work or further education, coping with new situations and challenges as well as building resilience and increasing independence. The guidance highlights that it is critical to ensure issues that are important to young people and their parents / carers are properly identified, acknowledged and addressed, by the right people at the right time, in an empathetic and holistic manner.
- 4.3 Discussion at the Association of Directors of Education Scotland (ADES) Children and Young People Network during the initial period of lockdown reflected that nationally, education services were following their existing transition and school leaving date policies. As a result, through agreement at the Education Management Team, it had been established that the impact of the pandemic should not be considered an 'exceptional circumstance' within the context of this policy as the pandemic had an impact for all young people leaving school.
- 4.4 In the autumn of this year it was predicted that supports and services would begin to return to normal in the new year, allowing transition plans to be finalised in line with the expectations of the Education (Additional Support for Learning) (Scotland) Act 2014. At that time it was not anticipated that there would be a further period of lockdown.
- 4.5 This further lockdown has had an impact on the delivery of supports and services within local areas, restricting the extent and quality of transition planning for some young people with complex needs and disability. In some areas there are already very limited options for young people with complex needs leaving school. This more general issue will be addressed through the Disability Transitions Group which includes colleagues from adult services.

4.6 An analysis of need across Argyll and Bute has identified that approximately 20 young people with complex needs or disability may be particularly disadvantaged as a result of the impact of the pandemic.

4.7 Careful analysis of young people with complex needs and disability currently in their 6<sup>th</sup> year of secondary education has identified that there are eleven young people who may benefit from an additional year at school as a result of the current circumstances. Using agreed staffing calculations, it is anticipated that an additional 140 hours a week additional support needs assistant time will be required if all eleven young people take up this option. Details of the breakdown of support is included in the table below.

4.8

Area	2020-2021	2021-2022	Calculation
	<b>S6 pupils with complex needs</b>	<b>Additional ASN assistant staffing required</b>	
<b>Bute and Cowal</b>			
Rothesay Joint Campus	0	Nil	
Dunoon Grammar School	2	20 hours	total number including S7 pupils = 23, requires 3 classes with or without S7 pupils Teaching staff 3FTE ASN assistant staffing for class with S7 pupils = $((9/2.5) \times 25) + 25 = 115$ hours ASN assistant staffing for class without S7 pupils = $((7/2.5) \times 25) + 25 = 95$ hours
<b>Helensburgh and Lomond</b>			
Parklands	2	nil	total number including S7 pupils = 29, total without S7 pupils = 27 teaching staff - additional teacher required with or without S7 pupils due to new intake. current ASN assistant time is allocated per class and should remain at the current total
Hermitage Academy	1	20 hours	ASN assistant required 20 hours
<b>Mid Argyll, Kintyre and Islay</b>			
Islay High	1	25 hours	
Campbeltown Grammar School	1	10 hours	ASN assistant staffing for class with S7 pupils = $((9/2.5) \times 25) + 25 = 115$ hours ASN assistant staffing for class without S7 pupils = $((8/2.5) \times 25) + 25 = 105$ hours
Lochgilphead High School	0	nil	



<b>Oban, Lorn and the Isles</b>			
Oban High School	4	65 hours	total number including S7 pupils = 20 Teaching staff 3.6FTE ASN assistant staffing for class with S7 pupils = $((10/2.5) \times 25) + 25 = 125$ hours ASN assistant staffing for class without S7 pupils = $((6/2.5) \times 25) + 25 = 85$ hours in addition 1 child gets 2:1 support (+25 ASN assistant hours)
Tiree High school	0	nil	
Tobermory High	0	nil	
<b>Total pupils</b>	<b>11</b>		
<b>TOTAL additional staffing</b>		<b>140 hours additional ASN assistant</b>	<b>£85,540 for the full year</b>

- 4.9 To ensure that our most vulnerable young people with complex needs or disability are not further disadvantaged it is recommended that, where robust multiagency assessment of need and careful analysis of the transition plan identifies that an additional year at secondary school would be in the young person's best interest, that this is granted on the basis of 'exceptional circumstance' arising from the pandemic. This variation would apply for those young people with a complex need or disability who are in 6<sup>th</sup> year in academic session 2020 – 21 only.

## 5.0 CONCLUSION

- 5.1 The COVID-19 global pandemic will have implications for many children and young people's wellbeing and achievement. To ensure equity, careful consideration requires to be given to our most vulnerable children and young people. For those with complex needs and a disability making the transition from school to their adult lives is already a very challenging and anxious time for them and their families. It is important that across services steps are taken to reduce the chance of young people being disadvantaged further. It is therefore asked that the recommendation at 4.8 above is considered and agreed.
- 5.2 It is possible that any relaxation in current national and local practice of exceptional circumstances may lead to an increase in requests for a seventh year for pupils who do not have additional and complex needs. This would have budget implications for the Education Service that have not been scoped within this paper.

## 6.0 IMPLICATIONS

- 6.1 Policy - none
- 6.2 Financial – additional 140 hours / week of support needs assistant
- 6.3 Legal – inadequate transition planning would conflict with the requirements of the Education (Additional Support for Learning) (Scotland) Act 2014

- 6.4 HR – ensuring adequate staffing
- 6.5 Fairer Scotland Duty - equity is a key consideration for young people with a disability
  - 6.5.1 Equalities: disability is a protected characteristic – as detailed in the Equality Act 2010
  - 6.5.2 Socio-economic Duty – none
  - 6.5.3 Islands – none
- 6.6 Risk – vulnerable young people failing to make a successful transition
- 6.7 Customer Service - none

**Douglas Hendry**  
**Executive Director with responsibility for Education**

**Simon Easton**  
**Acting Head of Education – Support and Lifelong Learning**

**Councillor Yvonne McNeilly**  
**Policy Lead for Education and Lifelong Learning**

**For further information contact:**

Roslyn Redpath  
Principal Educational Psychologist  
Customer Services: Education  
Psychological Service  
Tel: 01369 708537  
Email: [roslyn.redpath@argyll-bute.gov.uk](mailto:roslyn.redpath@argyll-bute.gov.uk)

Louise Lawson  
Education Manager – Inclusion and Equality  
Argyll and Bute Council  
Tel: 01631 569192  
Email: [louise.lawson2@argyll-bute.gov.uk](mailto:louise.lawson2@argyll-bute.gov.uk)

11 February 2021

**APPENDICES**

Appendix 1 – School leaving date policy

Appendix 2 – Post School Transition: Children & Young People Affected by Disability

Appendix 1



Community Services

**Policy and Procedure on  
Deferred Entry, Retaining at Stage and School Leaving Dates**

**1. Introduction**

This policy states Argyll and Bute Council's position on deferred entry, retaining children and young people at stage and educating young people beyond the age of 16.

**2. Setting the context**

There is a strong tradition in Argyll and Bute Council of promoting inclusion. This is clear through the Corporate Plan and the Single Outcome Agreement. The council's values are: we involve and listen to our customers and communities; we take pride in delivery best value services; we are open, honest, fair and inclusive; we respect and value everyone.

The council's key principles are that

- no one is disadvantaged because of their race or ethnic origin, disability, gender, age, sexual orientation, or religion or belief
- the differences between people are valued and good relations between groups are promoted
- people are treated fairly and with equal respect
- informed assessments are made on the impact of policies and services
- people are involved in the decisions that affect them and encouraged to participate in public life.

**3. Background**

A range of local and national guidance along with key legislation was considered before agreeing a policy on a school leaving age for all pupils.

**3.1 The Education (Scotland) Act 1980 provides**

- the definition of a 'young person'. In terms of Section 135 this means a person over school age (16 years of age) who is not yet 18 years of age
- the two leaving dates for young persons leaving school in terms of section 33. For the summer term it is 31<sup>st</sup> May, for pupils reaching the age of 16 before 1<sup>st</sup> October of the same year; for the winter term it is the first day of the Christmas holidays for pupils reaching 16 before 1<sup>st</sup> March of the following year

- the right of a parent or young person to make a Placing Request and to appeal the decision to the relevant appeals committee
- the power of a school to exclude a child or young person; and the right of a parent or young person to appeal the decision to the relevant appeals committee.

3.2 The Education (Additional Support for Learning) (Scotland) Acts of 2004 and 2009 provide the following, (it should be noted that this is not an exhaustive list):

- a framework based on the idea of additional support needs (ASN) for supporting children and young people in their school education, and their families;
- a duty on Councils to make adequate and efficient provision for each child or young person with additional support needs, for such additional support as is required;
- a statutory planning document called a Coordinated Support Plan (CSP);
- a responsibility to request information and take advice from agencies involved with supporting a young person on leaving school to ensure there is adequate support in the period up to leaving school;
- a responsibility to ensure that transition planning is embedded within the education authority's policies and practice;
- a mechanism for resolving disputes for children and young persons with additional support needs through the Health and Education Chamber of the First-tier Tribunal for Scotland.

*Please note, the Tribunal does not hear cases where the young person is beyond the age of 18 unless the reference was raised at an earlier stage.*

3.3 The Standards in Scotland's Schools etc Act 2000, states in section 1:

- that it shall be the right of any child of school age, (deemed to be between the ages of five and sixteen years of age in terms of section 31 of the 1980 Act) to be provided with school education.

3.4 The Disability Act 1995 and the Equality Act 2010, stipulate:

- "that a person has a disability for the purposes of this Act if he has a physical or mental impairment which has substantial and long term effect on his ability to carry out normal day-to-day activities."

3.5 Argyll and Bute Information for Parents considering a deferred entry pre-school place for their child outlines the following:

- Parents of children with a birthday in January or February, have an automatic right to defer school entry and are automatically entitled to another year of funded Early Learning and Childcare (ELC). For children with a birthday between the school commencement date in August and December, parents have an automatic right to school deferral for their child and local authorities have the power to use their discretion to provide them with an additional year of funded ELC. As set out in the ELC statutory guidance that accompanied the Children and Young People

(Scotland) Act 2014, these decisions should be made on an assessment of the child's wellbeing.

### 3.6 Delayed entry to primary school / delay within school stage

- In exceptional circumstances, a child who does not fall in to the age ranges detailed above may be granted an additional year of funded ELC as a result of identified additional support needs which have a bearing on their ability to benefit from school education. In these circumstances a decision on delayed school entry will be made by the appropriate Education Manager and the early years team in consultation with parents / carers, the Education Support Officer and where necessary the Educational Psychology Service;
- All pupils will normally progress through school spending an academic year at each stage of schooling;
- In exceptional circumstances, where pupils have missed a significant portion of an academic year due to medical or other factors, and would benefit from remaining at the same stage in schooling for another year, consideration may be given to such a request;
- The recommendation for the retention of a pupil at the same stage for an additional year will be referred by the Head Teacher to the appropriate Education Manager following discussion at a Child's Planning Meeting in consultation with the parents / carers. Decisions on whether a pupil is retained at stage will be taken by the Education Management Team.

### 3.7 Further Education

A young person nearing school leaving age may transfer to an appropriate full time further education course in advance of his/her normal leaving date. In all cases this will require the prior approval of an Education Manager having considered all aspects of the situation (e.g. transport, free meals, etc.) and provided that:-

- (i) the young person has completed four years of secondary education;
- (ii) the course is a full-time one providing subjects approved by Education Services; and
- (iii) in the view of the authority, the young person, because of his/her circumstances, could benefit from such a placement.

## 4. Conclusions

From the review of the main legislation and the acknowledgement of existing practice operating in Scotland, the following points can be concluded:

- there is a statutory duty to educate all children between the ages of five and sixteen; thereafter, the national policy is to educate for up to a further two years, thereby providing up to thirteen years of education, of which six are spent in the secondary sector;
- there is no legal duty on Local Authorities to provide school education beyond the age of 18. The expectation is therefore that no young person will remain in school beyond the end of their sixth year of secondary school;
- there is no requirement, in the case of pupils with additional support needs, to continue a coordinated support plan beyond the point at which the young person reaches the age of 18;

- there is a duty to ensure all pupils identified as requiring support and who are making the transition from school to the world of young adulthood have in place effective transition arrangements and planning, in line with Argyll and Bute GIRFEC Post School Transition guidance;
- all young people should have support to consider their next steps through Opportunities for All processes.

## 5. Summary

Within Argyll and Bute schools it will be assumed that pupils will remain in schooling at a minimum until their statutory leaving age of 16 years, and not beyond the age of 18 years, after which young people will be supported to move into a positive destination beyond school. This means that pupils will either:

- (i) leave school at the statutory leaving age (normally sixteen); or
- (ii) stay on for a fifth year or
- (iii) stay until the end of their sixth year of secondary school.

Only in exceptional circumstances can a young person return to school for a 7<sup>th</sup> year or seek to access courses in our secondary schools as adult learners. In all cases, this will require Heads of Education approval. Access to education through Argyll College should always be explored in the first instance.



# Argyll and Bute's Children



**Post School Transition:  
Children and young people  
affected by disability**

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## Foreword

Argyll and Bute Council Education Service and Argyll and Bute Health and Social Care Partnership are committed to improving outcomes for young people with disabilities who are experiencing the exciting but also potentially anxious transition from full time enrolment in school and support from Children's Services into the adult world and possible support from Adult Services.

Since 2012 when our previous Transitions Protocol was produced GIRFEC practice has become embedded across Argyll and Bute, integration of Health and Social Care Services has seen significant changes in service structures and at a national level the Scottish Government has sponsored the development of new standards and practices for young people and their families experiencing the transition into the adult world and for those professionals and agencies involved in providing support at this important stage in the lives of young people.

This revised protocol is informed by improvements in GIRFEC practice and by the endorsement given by Argyll & Bute Council and NHS Highland to the Scottish Government sponsored national guidance for policy and practice *Principles of Good Transition 3 (PGT3 2017)*. This national guidance document co-produced by organisation **Association for Real Change** and families with experience of this transition prescribes seven principles of



good policy and practice. These principles are outlined at page 6 of our revised protocol with a web link to the document for easy access to this essential guidance.

This revised protocol will provide clear guidance and support for practitioners across agencies who are helping young people and their families move through the changes of young adulthood.

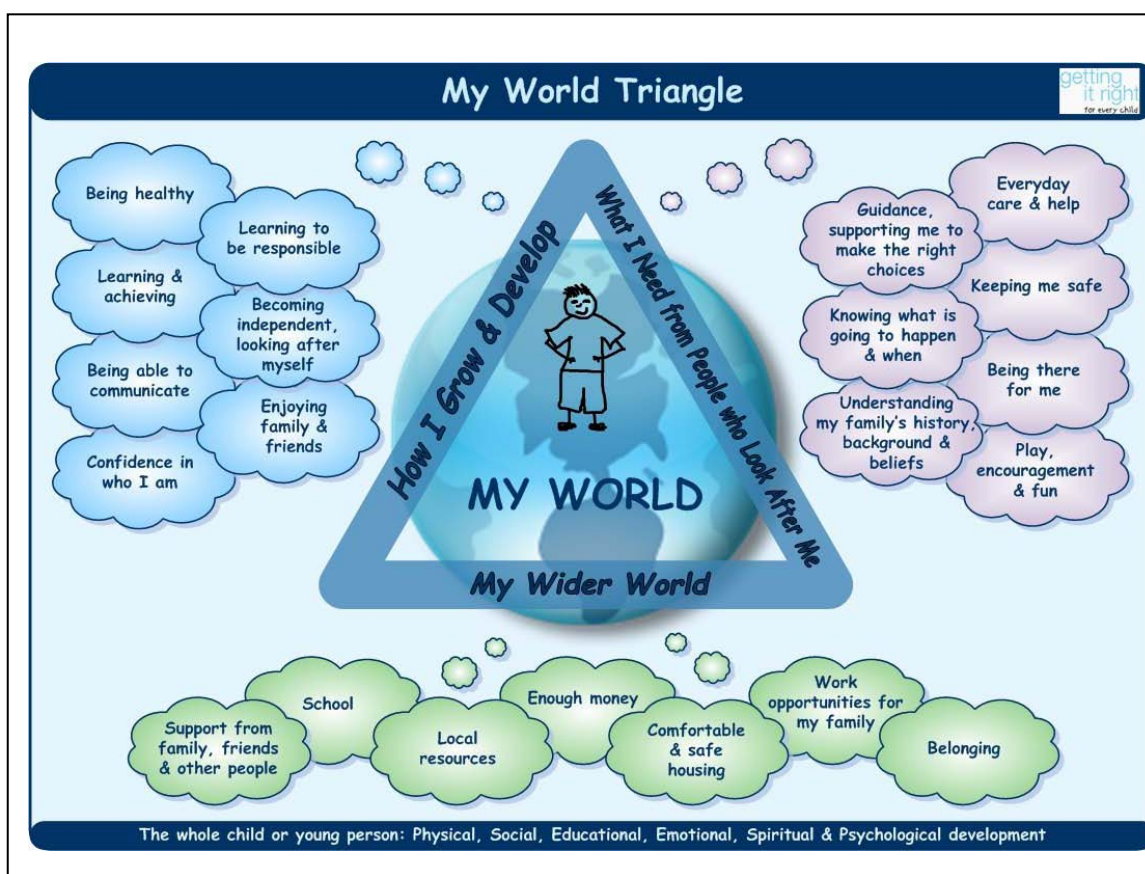
Brian Reid  
Locality Manager Children and Families (Disability)  
Argyll and Bute Health and Social Care Partnership

Roslyn Redpath  
Principal Educational Psychologist  
Argyll and Bute Council Education Service

Gordon Murray  
Manager, Adult Learning Disability Service  
Argyll and Bute Health and Social Care Partnership

## 1. Getting it right at post school transition

- 1.1 *Getting it Right for Every Child (GIRFEC)* is the Scottish Government national framework for practice with the aim of improving outcomes for all children and young people and making sure that all agencies respond appropriately and, when required, work together to address the needs and risks for children and young people. It provides mechanisms for identifying and planning how we help children and young people grow and develop. It seeks to improve services and measures the impact services have on a young person's well-being and development. Assessment of the needs of children and young people is based around the My World Triangle. The My World Triangle illustrates the complex relationship between factors impacting on a child's development and well-being, and provides a mental map that helps those working with children and young people, children and young people themselves and families. Attention is given to strengths as well as any areas of concern and any risk factors highlighted.



The Children and Young People (Scotland) Act 2014 enshrines the GIRFEC practice model in law.

- 1.2 This guidance emphasises the importance of staff from all agencies working closely together to ensure positive and sustained outcomes for young people post school, following the principles of *Getting it Right for Every Child*. Central to transition planning is effective joint working between staff from Children's and Adult services in respect of information sharing, joint assessment of need and in identifying long term care planning goals.

Post school transition represents a major life change for young people. It often raises issues of maintaining and making new friendships, accessing work or further education opportunities, coping with new situations and challenges as well as building resilience and increasing independence. For some young people this will include managing the challenges of travelling by themselves to new destinations. Implementation of the guidance will help to ensure that the issues that are important to young people and their parents / carers are properly identified, acknowledged and addressed, by the right people at the right time, in an empathetic and holistic manner.

- 1.3 The move to adulthood can be an exciting and fulfilling experience for young people, but it can also be a time of anxiety and concern about the future. This guidance is designed to ensure that this critical time of change is managed sensitively and effectively and that agencies work together with young people and their parents / carers to help them make a successful start to their adult lives.

## 2. Legislation, policy and guidance

- 2.1 An estimated 11% of the adult population in Scotland is aged 16-24. 9% of these young people have a long-standing illness, health problem or disability (Scottish Government 2011).

- 2.2 ***The Education (Additional Support for Learning) (Scotland) Act 2004***, requires education authorities to take specific action to help young people with additional support needs to make the transition from school to post-school life successfully. It places a duty on the education authority to request information from appropriate agencies, if any, which are likely to be involved with the child or young person on leaving school. The appropriate agencies, all in Scotland, which may be involved, are:

- Any other local authority
- Any NHS Board
- Social Work
- Skills Development Scotland
- Any Further Education College
- Any Institution of Higher Education

For young people with additional support needs, the **ASL Act**, gives clear guidance on the minimum requirements for supporting young people to move on to positive destinations (Supporting Children's Learning Code of Practice, revised edition 2010, Chapter 6). Transitional duties in terms of the ASL Act will apply to all young people with additional support needs where one, or more, of the following circumstances apply. They:

- have a co-ordinated support plan
- are in a specialist placement such as a specialist unit or a day or residential special school
- have additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1995 (replaced by Equality Act 2010)
- are otherwise at risk of not making a successful transition.

The Code of Practice highlights that when planning for post-school placements, it will often be better to start the transition planning much earlier than the latest timescale required by the Act, for example, prior to subject choices being made for externally validated course work.

- 2.3 The principles detailed in *Principles of Good Transition 3 (PGT3) (2017)* <https://scottishtransitions.org.uk/summary-download/> should be embedded in practice and should underpin the processes that enable successful transitions to take place. This document addresses transition principles across a range of sectors and environments and a wide range of additional support needs. It also lists actions that will help to put these principles into practice in line with current and developing legislation and policy.

PGT3 highlights the following:

1. Planning and decision making should be carried out in a person-centred way
2. Support should be coordinated across all services
3. Planning should start early and continue up to age 25
4. Young people should get the support they need
5. Young people, parents and carers must have access to the information they need
6. Families and carers need support
7. A continued focus on transitions across Scotland

Direct reference should be made to this document to consider in more detail how these principles can be translated in an effective way to ensure practice improves outcomes for young people as they move on from school.

- 2.4 ***Opportunities for All*** brings together a range of existing national and local policies and strategies as a single focus to improve young people's participation in post 16 learning or training, and ultimately employment, through appropriate interventions and support until at least their twentieth birthday. This Scottish Government initiative builds on and adds impetus to existing entitlements and commitments to support youth employment through the senior phase of Curriculum for Excellence, including 'the development of skills for learning life and work, robust transitions through 16+ Learning Choices and the targeted support offered through More Choices, More Chances (MCMC)'.

*Opportunities for All* is an explicit commitment to offer a place in learning or training to every 16-19 year old who is not currently in employment, education or training. It requires the post-16 learning system to re-engage young people who are not currently in education, employment or training appropriately with learning or training between their sixteenth and twentieth birthdays and to enable support to be offered to young people more effectively beyond that age. *Opportunities for All* ensures access for all Scotland's young people to a range of opportunities, including staying on at school, national training programmes, university and college courses, Activity Agreements and additional opportunities offered through Inspiring Scotland, Community Jobs Scotland and Department for Work and Pensions (DWP) Jobcentre Plus.

The foundations for successful transition should be laid throughout a young person's education. Specific transition support should be put in place from S3 for those who have been identified as having specific barriers to learning: this should involve schools, Skills Development Scotland and relevant partners.'

- 2.5 If concerns arise around the transition process it is helpful to discuss these concerns with the Head Teacher of the relevant school in the first instance. Education Officers (EOs) can also be involved in helping to resolve disagreements and contact details for the link EO can be obtained from the school. If it has not been possible to resolve concerns at a school level the Education Manager, Inclusion and Integration can be contacted through the Education Service, Argyll House, Dunoon. It is hoped that most disagreements can be successfully resolved at a local level.

*The Additional Support Needs Tribunal for Scotland (ASNTS)* can hear references relating to transitions in circumstances where the Education Authority has failed to meet its duties regarding post school transition. Parents, and young people where they have legal capacity, can make references to the ASNTS ([www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)).

### 3. Supporting effective transitions

- 3.1 **Identification of need:** A key feature of ensuring effective transitions post school, particularly for young people with significant disability, is to ensure that the appropriate agencies are involved at the correct time. Early involvement of the appropriate agencies will contribute to clear, co-ordinated planning throughout the transition period. This could include staff within Education, Skills Development Scotland, Social Work Children's Services, Social Work Adult Services and colleagues in Health Services. Strong working relationships are developed through a clear understanding of the roles and responsibilities across agencies.
- 3.2 A smaller group of young people will require Adult Services post school, to allow them to access and sustain placement in positive destinations. Many children with additional support needs may not have needed intervention from Social Work Children's Services to this point, nonetheless, assessment by Children's Services will be required if it is anticipated that support packages may be needed post school.

The following questions should be used to help identify those young people who are likely to need support from adult services, and therefore for whom a specific transition assessment may be required. At the end of S2, and at all subsequent reviews the following statements should be considered for children with additional support needs:

Is this young person likely to:

1. have difficulty taking care of themselves and meeting their needs independently
2. be unsafe in the community on their own
3. have significant difficulty socialising appropriately
4. show behaviours that may be a risk to themselves or others
5. have difficulties travelling independently or coping with transition to a new education or work environments post school

If the answer to one or more of these questions is 'yes', then the Named Person or their representative should, following consultation with parents/carers and the young person and through the Child's Planning process, follow the procedures detailed in section 5 below. Careful consideration should also be given to curricular implications to ensure successful future transition, for example, developing skills for independent travelling well before the young person leaves school.

Following discussion with the Area Principal Teacher, schools should submit the list of all young people who are likely to require formal transition arrangements to the Education Manager Inclusion and Integration in September of each year to support transition planning across the authority.

- 3.3 Argyll and Bute Council has a detailed policy on school leaving dates (Appendix ii). Young people will leave school at the end of their sixth year of secondary education at the latest. To ensure effective multiagency planning it will be important for young people, parents / carers and professionals to have a clear, shared understanding of when the young person will leave school.

#### **4. The transition phase of Child's Planning**

- 4.1 Once young people for whom formal transition procedures require to be put in place have been identified, a clear transition protocol should be followed. This process will normally begin towards the end of S2 as the young person enters the transition phase of planning. The Child's Plan meeting will normally be convened by the Named Person for the young person, unless a Lead Professional is in place. For young people with a disability who are looked after, the Social Work service will be the Lead Professional. A Looked After Child's review can act as a transition / through care and after care planning meeting. For those young people in specialist education placements outwith Argyll and Bute who are not looked after, this planning will be progressed by the Named Person in conjunction with the appropriate educational psychologist.
- 4.2 For those young people who already have a Child's Plan or Coordinated Support Plan (CSP), meetings to review the Child's plan or CSP should specifically consider transition arrangements. There should not be multiple meetings with different purposes but the transition planning element should be clearly identified. In all cases, a clear, written transition plan should be developed. This should be in place whether or not the young person also has a Child's Plan or Coordinated Support Plan.
- 4.3 A number of key issues require to be discussed during the transitions phase of planning.

a. First and foremost, consider and detail the possible support that needs to be in place from services prior to leaving school, at the point of leaving school and beyond, to ensure a seamless positive transition. This may include elements of provision from Children's / Adult Services Social Work, Education Post 16 arrangements in accordance with *Opportunities for All* processes and / or provision from Health. It will also be helpful to identify what outcomes these supports are aimed at securing for the young person in

the short, medium and longer term.

b. Clearly identify both the earliest date that a young person can leave school and the planned leaving date.

c. Ensure that the young person's view about their hopes for the future and their preferred destination post school is actively sought, understood, agreed and recorded in the plan.

d. Identify and record the parent's view about what they hope their child will be doing after they leave school.

e. Identify any skills that should be supported now, that will help the young person make a successful transition, for example, independent travel.

f. Consider whether the right people are involved to support the transition. The named person or lead professional, as appropriate, require to make contact with the agency whose support is needed.

g. Record in writing the transition element of the plan identifying who will do what and when.

- 4.4 Existing practice guidance around leading effective meetings should be followed to ensure discussions are collaborative and action focused with clear decisions taken. *Planning for Children and Young People: A practitioners' guide to chairing Child's Plan meetings* can be found on the GIRFEC website and as with all meetings should be used to guide the transitions phase of the Child's Plan process. <https://www.argyll-bute.gov.uk/social-care-and-health/chairing-childs-plan-meetings> .

## **5. Request for assessment from Social Work Children's and Adult Services**

- 5.1 At the end of S2 of secondary schooling, consideration should be given to whether intervention may be required from Children's and / or Adult Services to support the transition process. Along with all available assessment information, the views of parents / carers and the views of the young person themselves, consideration should be given to the five key questions detailed in section 3 above.
- 5.2 Where it is anticipated that intervention may be required to support the young person's transition, the Request for Assessment form (appendix i) should be



completed by the Named Person, or their representative, in consultation with the young person and parent / carer.

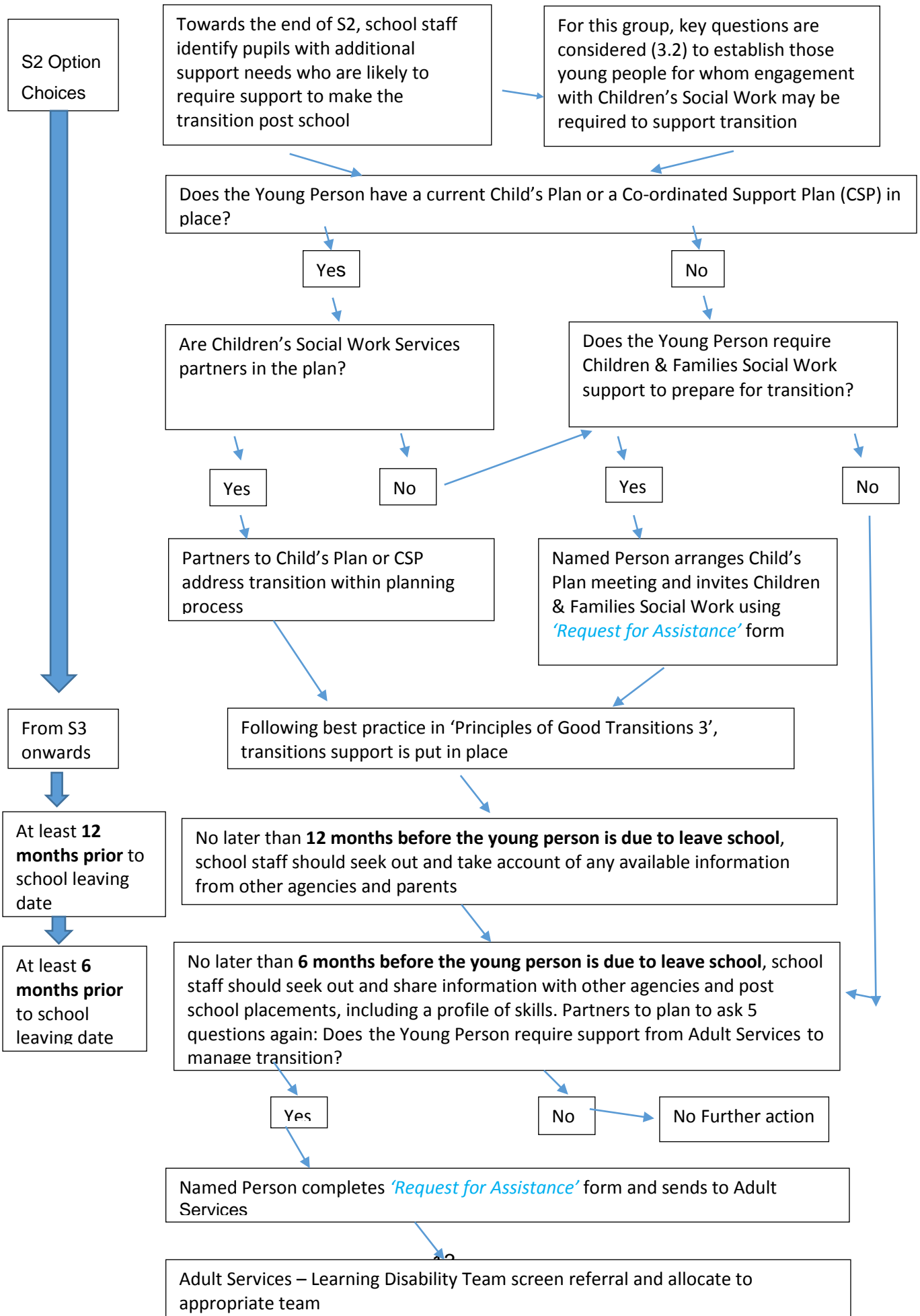
- 5.3 Transition between Children and Families and Adult Social Work services should support young people to make a planned move on from school and ensure that young people, and their families and carers have clear support arrangements identified prior to leaving school. Where there are concerns about the young person's capacity beyond the age of 16 to act, make, communicate, understand or retain information about decisions it may be that an application by any person for Power of Attorney or Guardianship under the powers outlined within the **Adults with Incapacity (Scotland) Act 2000 Act** would be appropriate to meet the young person's continuing care needs. Where such concerns exist as the young person approaches age 16 the social workers from either or both services involved should discuss with parents and provide advice about the options available under this legislation.
- 5.4 If the young person is already known to Children's Services the transition assessment is completed by Children's Services in collaboration with Adult Services. Full responsibility for the transition assessment and planning of post transition support passes to Adult Services 6 months prior to the young person leaving school.
- 5.5 If the young person is not known to Children's Services, and there is no identified need for support from Children's Services, the request for assessment is passed directly to Adult Services. All referrals will be considered by the Learning Disability team in the first instance, who will identify which Adult Services team would be most appropriate to consider the assessment request.
- 5.6 Wherever possible, the relevant person from Children's or Adult Services will liaise with the school to attend a Child's Planning meeting where transition is being discussed. This will allow careful consideration of the young person's needs, skills that it will be important for the young person to develop prior to leaving school and which team from Adult Services' will be most likely to provide support.
- 5.7 Once a referral has been received, there are three possible outcomes:
- Additional information will be sought from the Named Person
  - A transition assessment will be completed
  - The young person does not meet the eligibility criteria for a transition assessment

The response to the referral will be communicated in writing to the Named Person and the parent / carer.

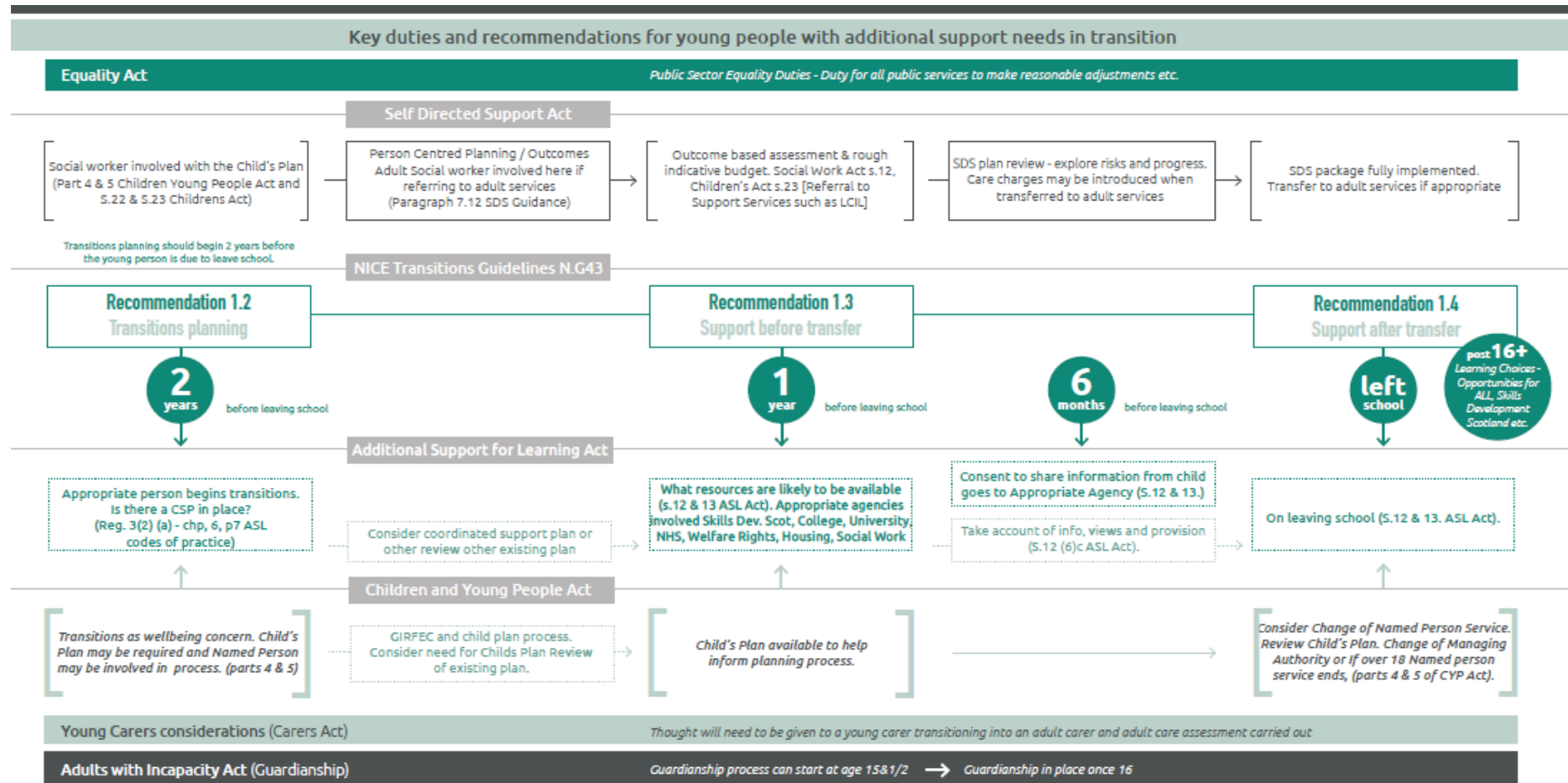
## **6. Transitions timelines**

The timeline below summarises the minimum actions that require to be taken for young people who have been identified to be in need of transition planning, in terms of the ASL Act. This is followed by the legislative framework around transitions detailed in POGT 3. Ensuring that all agencies work together so that young people and parents / carers receive the right support at the right time will contribute to the success of the transition process.

6.1 Preparing for Adulthood – Transitions Timeline



## 6.2 Key duties and recommendation for young people with additional support needs in transition (PGT3 2017)



*Appendix 1***Transitions for Young People Affected by Disability****Request for assessment**

To be completed by the Named Person or their representative

<b>Name of young person</b>	
<b>Date of birth</b>	
<b>Home address</b>	
<b>Anticipated school leaving date</b>	
<b>Last possible school leaving date</b>	

**Please outline briefly the needs of the young person, including any specific diagnosis, and how these needs are currently supported in school**

--

**What is the young person's preferred destination when they leave school and what are their hopes for the future?**

In terms of support required post school, which of the following statements are relevant for this young person?

The young person...	Yes / No	Comments
1 is likely to have difficulty taking care of themselves and meeting their needs independently		
2 is likely to be unsafe in the community on their own		
3 will have significant difficulty socialising appropriately		
4 has behaviours that are likely to be a risk to themselves or others		
5 is likely to have difficulties travelling independently or coping with transition to a new education or work environments post school		

Is support required from Children's Services now?	Yes / No
If yes, what is the nature of the support that may be required?	
Is support through Children's Services already being provided?	Yes / No

<b>Is it anticipated that support will be required when the young person leaves school?</b>	<b>Yes / No</b>
<p>If yes, what is the nature of the support that may be required?</p>	

<b>Name of referrer:</b>	
<b>Designation:</b>	
<b>Date:</b>	
<b>Date referral discussed with parent (and young person where appropriate):</b>	

<p><b>If Children and Families is already involved, or there is a current need for intervention from Children and Families this form should be emailed to the contact below</b></p>
<p>spoccentral@argyll-bute.gov.uk</p>

<p><b>If there is no current need for involvement from Children and Families, and support will only be required post school, a telephone referral should be made to the Adult Services Duty Worker, followed up by the Assessment Request form</b></p>	
<p>Adult Services Duty Worker</p>	<p>01546 605517</p>



*Please note that this is a request for assessment and does not mean that assessment or intervention will be provided.*

**For completion by Children's / Adult Services**

<b>Form considered by</b>	
<b>Date</b>	
Response to the request and action taken	
Date referrer was notified of the outcome of the request	

*Appendix 2*

**Argyll and Bute Council Policy and Procedure:  
School Leaving Dates**

**1. Introduction**

This policy states Argyll and Bute Council's position of educating young people beyond the age of 16.

**2. Setting the context**

There is a strong tradition in Argyll and Bute Council of promoting inclusion. This is clear through the Corporate Plan and the Single Outcome Agreement. The council's values are: we involve and listen to our customers and communities; we take pride in delivery best value services; we are open, honest, fair and inclusive; we respect and value everyone.

The council's key principles are that

- no one is disadvantaged because of their race or ethnic origin, disability, gender, age, sexual orientation, or religion or belief
- the differences between people are valued and good relations between groups are promoted
- people are treated fairly and with equal respect
- informed assessments are made on the impact of policies and services
- people are involved in the decisions that affect them and encouraged to participate in public life.

**3. Background**

A range of local and national guidance along with key legislation was considered before agreeing a policy on a school leaving age for all pupils.

**3.1 The Education (Scotland) Act 1980 provides**

- the definition of a 'young person'. In terms of Section 135 this means a person over school age (16 years of age) who is not yet 18 years of age
- the two leaving dates for young persons leaving school in terms of section 33. For the summer term it is 31<sup>st</sup> May, for pupils reaching the age of 16 before 1<sup>st</sup> October of the same year; for the winter term it is the first day of the Christmas holidays for pupils reaching 16 before 1<sup>st</sup> March of the following year
- the right of a parent or young person to make a Placing Request and to appeal the decision to the relevant appeals committee
- the power of a school to exclude a child or young person; and the right of a parent or young person to appeal the decision to the relevant appeals committee.

3.2 The Education (Additional Support for Learning) (Scotland) Acts of 2004 & 2009 provide the following, (It should be noted that this is not an exhaustive list)

- a new framework based on the idea of additional support needs (ASN) for supporting children and young people in their school education, and their families;
- a duty on Councils to make adequate and efficient provision for each child or young person with additional support needs, for such additional support as is required
- a statutory planning document called a Coordinated Support Plan (CSP);
- a responsibility to request information and take advice from agencies involved with supporting a young person on leaving school to ensure there is adequate support in the period up to leaving school;
- a responsibility to ensure that transition planning is embedded within the education authority's policies and practice;
- a new mechanism for resolving disputes for children and young persons including the introduction of Additional Support Needs Tribunal (ASNT).

*Please note; the ASNT does not hear cases where the young person is beyond the age of 18 unless the reference was raised at an earlier stage.*

3.3 The Standards in Scotland's Schools etc Act 2000, states in section 1:

- that it shall be the right of any child of school age, (deemed to be between the ages of five and sixteen years of age in terms of section 31 of the 1980 Act) to be provided with school education.

3.4 The Disability Act 1995 and the Equality Act 2010, stipulate:

- "that a person has a disability for the purposes of this Act if he has a physical or mental impairment which has substantial and long term effect on his ability to carry out normal day-to-day activities."

3.5 Argyll and Bute Information for Parents considering a deferred entry pre-school place for their child outlines the following:

- Children whose fifth birthday falls in January or February have the right to start school at 4½. They also have the right to defer entry and to have a free preschool education place for an extra year. Children whose fifth birthday falls between the beginning of September and the end of December also have the right to start school. They also have the right to defer entry to school but a free preschool place is not automatic for these children, it is at the discretion of the local authority based on the best interests of the child.

### 3.6 Delayed entry to primary school / delay within school stage

- In exceptional circumstances, a child may be granted an additional year at the pre-school stage as a result of identified additional support needs which have a bearing on their ability to benefit from school education;
- A decision on delayed school entry will be made by the appropriate Quality Improvement Manager and the early years team in consultation with the Area Principal Teacher and Psychological Service;
- All pupils will normally progress through school spending an academic year at each stage of schooling;
- In exceptional circumstances, where pupils have missed a significant portion of an academic year due to medical or other factors, and would benefit from remaining at the same stage in schooling for another year, consideration may be given to such a request;
- The decision on the retention of a pupil at the same stage for an additional year will be made by the appropriate Quality Improvement Manager in consultation with early years or school staff, the Area Principal Teacher and Psychological Service.

### 3.7 Further Education

A young person nearing school leaving age may transfer to an appropriate full time further education course in advance of his/her normal leaving date. In all cases this will require the prior approval of the Quality Improvement Manager (Pupil Support) having considered all aspects of the case (e.g. transport, free meals, etc.) and provided that:-

- (i) the young person has completed four years of secondary education;
- (ii) the course is a full-time one providing subjects approved by Education Services; and
- (iii) in the view of the authority, the young person, because of his/her circumstances, could benefit from such a placement.

#### 4. Conclusions

From the review of the main legislation and the acknowledgement of existing practice operating in Scotland, the following points can be concluded:

- there is a statutory duty to educate all children between the ages of five and sixteen; thereafter, the national policy is to educate for a further two years, thereby providing up to thirteen years of education, of which six are spent in the secondary sector;
- there is no legal duty on education authorities to provide school education beyond the age of 18. The expectation is therefore that no young person will remain in school beyond the end of their sixth year of secondary school;
- there is no requirement, in the case of pupils with additional support needs, to continue a coordinated support plan beyond the point at which the young person reaches the age of 18;
- there is a duty to ensure all pupils identified as requiring support and who are making the transition from school to the world of young adulthood have in place effective transition arrangements and planning, in line with Argyll and Bute GIRFEC Post School Transition guidance;
- all young people should have support to consider their next steps through the 16+ Learning Choices process.

#### 5. Summary

Within Argyll and Bute schools it will be assumed that pupils will remain in schooling at a minimum until their statutory leaving age of 16 years, and not beyond the age of 18 years. This means that pupils will either:

- (i) leave school at the statutory leaving age (normally sixteen); or
- (ii) stay on for a fifth year or
- (iii) stay until the end of their sixth year of secondary school.

Discretion with regard to the final leaving date may be shown in the small number of cases where there has been a delayed start at primary school or a prolonged interruption to a pupil's academic year such as in the case of a serious illness. Such exceptional circumstances should be discussed with the Principal Educational Psychologist.

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION**

**COMMUNITY SERVICES COMMITTEE**  
**11<sup>TH</sup> MARCH 2021**

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**ARGYLL AND BUTE CHILDREN'S RIGHTS REPORT 2020 – 2023**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report examines how children's rights are currently respected and ensured within Argyll and Bute, and identifies some of the key actions taking place over the next three years to further children's rights across the authority. In this report Argyll and Bute Council, Highland Health Board and our partners confirm that we support the Scottish Government's vision that Scotland become the best place in the world for a child to grow up, with opportunities for all to flourish.
- 1.2 The Children and Young People (Scotland) Act 2014 places a duty on local authorities to report on the steps they have taken to better secure or further the effect of the UNCRC requirements.
- 1.3 It is recommended that the Community Services Committee:
- Note the measures taken by the authority both to respect and ensure children's rights during the COVID-19 pandemic;
  - Note current practice within Argyll and Bute underpinning and ensuring children's rights;
  - Note the authority's key actions going forward to respect and ensure children's rights;
  - Endorse the Argyll and Bute Children's Rights Report 2020 – 2023

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**ARGYLL AND BUTE COUNCIL**  
**EDUCATION**

**COMMUNITY SERVICES COMMITTEE**  
**11<sup>TH</sup> MARCH 2021**

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**ARGYLL AND BUTE CHILDREN'S RIGHTS REPORT 2020 – 2023**

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**2.0 INTRODUCTION**

2.1 Via The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill, Scotland is set to become the first country in the UK to directly incorporate the UNCRC into domestic law. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament on 1 September 2020. The UNCRC (Incorporation) (Scotland) Bill will make it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements, giving children, young people and their representatives the power to go to court to enforce their rights.

The Bill:

- directly incorporates the UNCRC as far as possible within the powers of the Scottish Parliament;
- makes it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements;
- gives power to the Children's Commissioner to take legal action in relation to children's rights;
- requires Ministers to produce a Children's Rights Scheme setting out how they comply with children's rights and to report annually;
- requires listed public authorities to report every three years on how they comply with children's rights.

2.2 In keeping with the final requirement above, this report examines how children's rights are currently respected and ensured within Argyll and Bute, and identifies some of the key actions taking place over the next three years to further children's rights across the authority. In this report Argyll and Bute Council, Highland Health Board and our partners confirm that we support the Scottish Government's vision that Scotland become the best place in the world for a child to grow up, with opportunities for all to flourish.

2.3 The Children and Young People (Scotland) Act 2014 places a duty on local authorities to report on the steps they have taken to secure better or further the effect of the UNCRC requirements.



### 3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- Note the measures taken by the authority both to respect and ensure children's rights during the COVID-19 pandemic;
- Note current practice within Argyll and Bute underpinning and ensuring children's rights;
- Note the authority's key actions going forward to respect and ensure children's rights;
- Endorse the Argyll and Bute Children's Rights Report 2020 – 2023

### 4.0 DETAIL

4.1 The work of Argyll and Bute Council to respect and ensure the rights of children and their families over the last three years has focused on the following areas:

- Seeking and listening to the voices of children and young people;
- Consulting with children and young people on policies and strategies relevant to their lives: education, health, social care, housing, environment and leisure;
- Carrying out *Children's Rights and Wellbeing Impact Assessments (CRWIAs)* to ensure children's rights are a key consideration in policy and strategic planning;
- Being guided in all work with and for children and young people by GIRFEC Wellbeing Indicators and the articles of the United Nations Convention on the Rights of the Child (UNCRC)

4.2 The Argyll and Bute Children's Rights Report 2020 – 2023 is available in a child-friendly version which will be distributed to all families.

4.3 The report makes clear reference to and is informed by the 2018 Joint Inspection of Children's Services in Argyll and Bute. The report focusses particularly on Care-Experienced children and children on the child protection register, and details children's and young people's involvement with the Care Inspectorate's inspection activities.

4.4 The report goes on to define clearly what is entailed by children's rights, summarising the nature and role of the UNCRC and how its 54 articles are arranged into clusters or themes.

4.5 The report continues by establishing the links between the articles of the UNCRC and the GIRFEC Wellbeing Indicators. Thus, the report emphasises the coherence between practice locally and nationally in Scotland, and the articles of the UNCRC.

4.6 The implementation in Argyll and Bute of of Children’s Rights and Wellbeing Impact Assessments (CRWIAs) is a focus of the report. These assessments utilise both the GIRFEC Wellbeing Indicators and the UNCRC articles to assess the potential impact of a policy or other measure on children and young people’s rights and wellbeing in Scotland. It is a key part of our plan that these will be carried out in Argyll and Bute and the outcomes used to develop good policies and practice.

4.7 The report continues by detailing the many ways in which Argyll and Bute’s response to COVID-19 has clearly articulated and has been informed by the focus on children’s rights and the welfare of children and young people.

4.8 There then follows what constitutes the main body of the report. It highlights key examples of Argyll and Bute’s practice reflecting the articles of the UNCRC under the headings of the eight UNCRC Clusters:

- General Measures of UNCRC Implementation
- General Principles of the UNCRC
- Civil Rights and Freedom
- Violence Against Children
- Family Environment and Alternative Care
- Basic Health and Welfare
- Education, Leisure and Culture
- Special Protection Measures

4.9 Key Actions Going Forward

- Ensure CRWIAs are consistent and rigorous;
- Ensure children’s voices are central to the development of services;
- Implement highly effective multi-agency working for maximum impact on children’s lives;
- Further support children with a parent in custody;
- Increase the focus on and teaching of children’s and human rights in the curriculum, and further advance the *Rights Respecting School Award* programme;
- Further develop the Automated Benefits approach (eg. In relation to Free School Meals and School Clothing Grants);
- Maximise access to Argyll and Bute’s facilities and amenities which promote and encourage wellbeing.

## 5.0 CONCLUSION

5.1 This is the first report and plan relating to Children’s Rights published by Argyll and Bute Council. It clearly confirms the already strong focus on children’s rights in the authority.

5.2 Officers from Argyll and Bute will take forward the plan within the Northern Alliance regional improvement collaborative and at Authority level.

## **6.0 IMPLICATIONS**

- 6.1 Policy - In line with national legislation and education policy
- 6.2 Financial - At this point in time there are no direct financial implications arising from the recommendations of this report
- 6.3 Legal - At this point there are no direct legal implications
- 6.4 HR – None
- 6.5 Fairer Scotland Duty - Progressing the aims of the Plan will reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions
  - 6.5.1 Equalities - protected characteristics - Progressing the aims of the Plan relates to the protected characteristics of age and disability as detailed in the Equalities Act 2010
  - 6.5.2 Socio-economic Duty - Progressing the aims of the Plan will reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decision
  - 6.5.3 Islands - None
- 6.6 Risk - Failure to report on the steps Argyll and Bute Council have taken to better secure or further the effect of the UNCRC requirements would be in contravention of the Children and Young People (Scotland) Act 2014 and could invite legal challenge and constitute a negative reputational risk for Argyll and Bute Council. The risk is low.
- 6.7 Customer Service: None

**Douglas Hendry, Executive Director with responsibility for Education**

**Councillor Yvonne McNeilly, Policy Lead for Education**

**For further information contact:**

Simon Easton

Acting Head of Education: Lifelong Learning & Support

Email: [simon.easton@argyll-bute.gov.uk](mailto:simon.easton@argyll-bute.gov.uk)

Tel: 01436 657681

11 March 2021

## **APPENDICES**

Appendix 1 – Argyll and Bute Children’s Rights Report 2020-2023

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# Argyll and Bute Children's Rights Report 2020-23

November 2020



Author Mandy Sheridan



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## Foreword



This report documents how we aim to deliver the Scottish Government's vision of Children's Rights in Argyll & Bute in the context of Getting It Right for Every Child (GIRFEC) and the United Nations Convention for Human Rights (UNCRC).

We are committing to ensure we "*respect the rights of children, young people and their families and to hear and listen to their voices*". Throughout this document you will see what we plan to do in the next three years and the articles of the convention that it relates to.

We are further supporting this through our duties to a Fairer Scotland and the Islands Act which support our vision for equalities and considerations in our remote and rural communities.

We will seek to consider the rights of children throughout the scope of our services to ensure that the children and young people of Argyll & Bute grow up with access to the best opportunities available to support the future generation of adults who will make Argyll & Bute a vibrant place to live and work.

The adoption of Children's Rights in Scotland supports its implementation and provides accountability to ensure better outcomes for children in local decision making. This will be the precursor to supporting change in child poverty, access to health services, protection and rights through justice services and reducing the impact on educational attainment on children impacted in this area.

We look forward to delivering this commitment together ensuring that we promote a multi-sector partnership approach. The strength of this approach will help us ensure the rights of all children are upheld.



Joanna Macdonald  
Chief Officer Argyll & Bute  
Health and Social Care  
Partnership  
Chair Children's Strategic Group



Pippa Milne  
Chief Executive  
Argyll & Bute Council



Pam Dudek  
Chief Executive  
NHS Highland Health Board



## Introduction

This is Argyll and Bute's first Children's Rights Report and it will look at how children's rights are currently fulfilled and some of the key actions taking place over the next three years. In this report Argyll and Bute Council, Highland Health Board and our partners confirm that we support the Scottish Government's vision that Scotland become the best place in the world for a child to grow up, with opportunities for all in Scotland to flourish. Human rights and the needs of children and young people are central to that vision and to three of Scotland's national outcomes:

- We grow up loved, safe and respected so that we realise our full potential
- We are well educated, skilled and able to contribute to society
- We respect, protect and fulfil human rights and live free from discrimination.

In Argyll and Bute we work to respect the rights of children, young people and their families and to hear and listen to their voices. We will seek to consult them on key policies and strategies, where possible, and to involve them in decision making in all parts of their lives, including education, health and social care, housing, environment and leisure. We will carry out Child Rights and Wellbeing Impact Assessments (CRWIA), engaging with children, young people and their families and making the results of these available by publishing these on the Council website for scrutiny by children, young people and the public. We will ensure that these assessments are written in a child friendly way, or include a child friendly version. In everything we do we will be guided by the principle of the best interests of the child, the wellbeing indicators and the 54 articles of the United Nations Convention on the Rights of the Child.

Link to Children's Rights page and a children and young people's version of the Argyll and Bute Children's Rights Report.

<https://sites.google.com/ab.glow.scot/ab-uncrcreporting-cyp/home>

In 2018 a Care Inspectorate, joint Inspection of Children's Services in Argyll and Bute reviewed how services work together to protect children where concerns have been raised about their welfare or safety, including children who are currently, or have previously been, on the child protection register. The inspection looked closely at the support that is provide to children and young people who are currently, or have previously been, 'looked after', including those living with parents, having short periods of respite care, in kinship care, in residential care (including schools and secure care) and, in foster care. Part of the inspection process involved the Care Inspectorate young inspection volunteers, their role involves attending focus groups with local care





experienced young people and to visit care services with inspectors to check that they are providing good quality care and discuss with them ways to improve. Inspectors, in their final report, noted that it was a strength that: “Children and young people were respected and listened to at both operational and strategic levels, reflecting positive attitudes and significant investment on the part of community planning partners.”

## What Are Children’s Rights?

Human rights are the basic rights and freedoms to which we are all entitled in order to live with dignity, equality and fairness, and to develop and reach our potential. Human rights are:

- universal
- inalienable (not taken/given away)
- indivisible
- interdependent (loss of one impacts all)

Everyone, including children, have these rights, no matter what their circumstances. Under international law, States/Governments are obliged to respect, protect and fulfil human rights. In Scotland Government Ministers have a duty to promote public awareness and understanding of the rights of children under Part 1 of the Children and Young People (Scotland) Act 2014. Local Authorities and Health Boards have a duty to report back every three years on the steps each has taken to secure better or further effect of UNCRC requirements under s.2 and Schedule 1 of the 2014 Act.

Children’s rights cover all aspects of their lives from birth to 18-years-of-age. Children and young people are people in their own right and it is the responsibility of adults, acting through national and local bodies, to ensure that any barriers to children and young people achieving their rights are recognised and removed.

The UN Convention on the Rights of the Child (UNCRC) is one of the core international human rights treaties - a universally agreed set of minimum child rights standards which is the most widely ratified of all the international conventions, and with which States must comply.

Importantly the UNCRC introduces the concept of a child’s **‘evolving capacities’** (Article 5), which states that direction and guidance provided by parents or others with responsibility for the child must take into account the capacities of the child to exercise rights on their own behalf.

It includes four general principles that are not only rights in themselves but underpin every other right in the Convention:

- For rights to be applied without discrimination (Article 2)



- For the best interests of the child to be a primary consideration (Article 3)
- The right to life, survival and development (Article 6)
- The right to express a view and have that view given due weight (Article 12)

The UNCRC also provides children with a series of individual rights, such as the right to education, health, name, nationality, play and an adequate standard of living. Additional rights have been included for particular groups, including disabled children, children who have been exploited or mistreated, refugee and migrant children, children in custody and children in care. Children's rights are inextricably linked with the rights of parents and carers, whose important role in children's lives is recognised throughout.

There are 54 articles in the UNCRC, arranged into 8 clusters or themes.

### **Getting it Right for Every Child and UNCRC**

The Children and Young People (Scotland) Act 2014, a children's rights based document, encapsulates central and local Government duties in terms of children's rights and is based on the key principles of putting the best interests of the child at the heart of decision making and taking a holistic approach to the wellbeing of a child. In the act, the Getting it Right for Every Child (GIRFEC) assessment approach reflects the United Nations Convention on the Rights of the Child (UNCRC). This approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.

GIRFEC recognises that all children are unique and that each child should be helped to reach their full potential. A range of experiences can have negative effects on young people; these are recognised in the work on Adverse Childhood Experiences (ACEs) or other adversities such as bereavement or bullying, or where a family is affected by illness, disability or poverty.

<https://www.gov.scot/publications/adverse-childhood-experiences/>

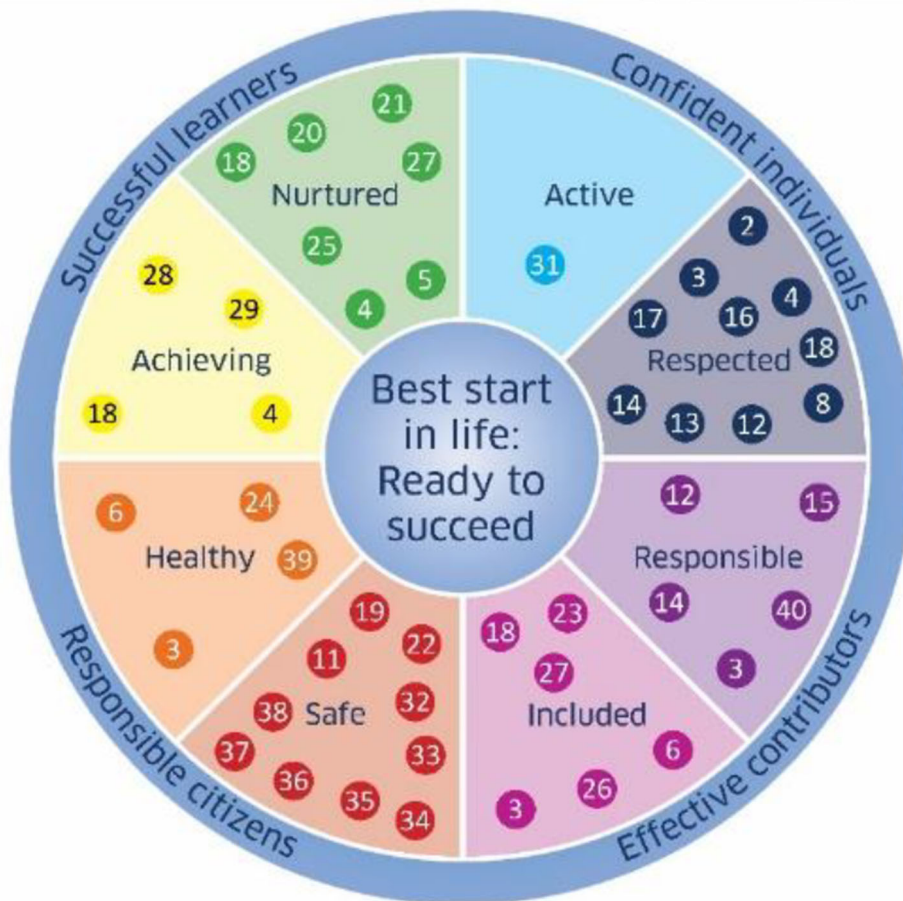
GIRFEC is central to all government policies which support children, young people and their families and is delivered through services and people who work with families. It is: child-focused; based on an understanding of the wellbeing of a child in their current situation and also on tackling needs early and through multiagency working.

The GIRFEC Collective Leadership Programme was established to provide confidence for practitioners and managers about shared understanding and approaches to the leadership and delivery of services for children and families. The programme will support the Argyll and Bute children's services partnership to increase the capability and capacity around collective leadership, to drive forward integration and further embed GIRFEC at a local level, this also supports implementation of the



UNCRC and the linkages between the Articles and key elements of GIRFEC. The National practice model incorporates the 8 well-being indicators into planning, decision-making and practice, and endorses the Articles of the UNCRC.

The UNCRC Articles that apply to the Wellbeing Indicators:



**Child Rights and Wellbeing Impact Assessments (CRWIAs):**

These assessments utilise both the Wellbeing Indicators and the UNCRC articles to assess the potential impact of a policy or other measure, on children and young people’s rights and wellbeing in Scotland. It is a key part of our plan that these will be

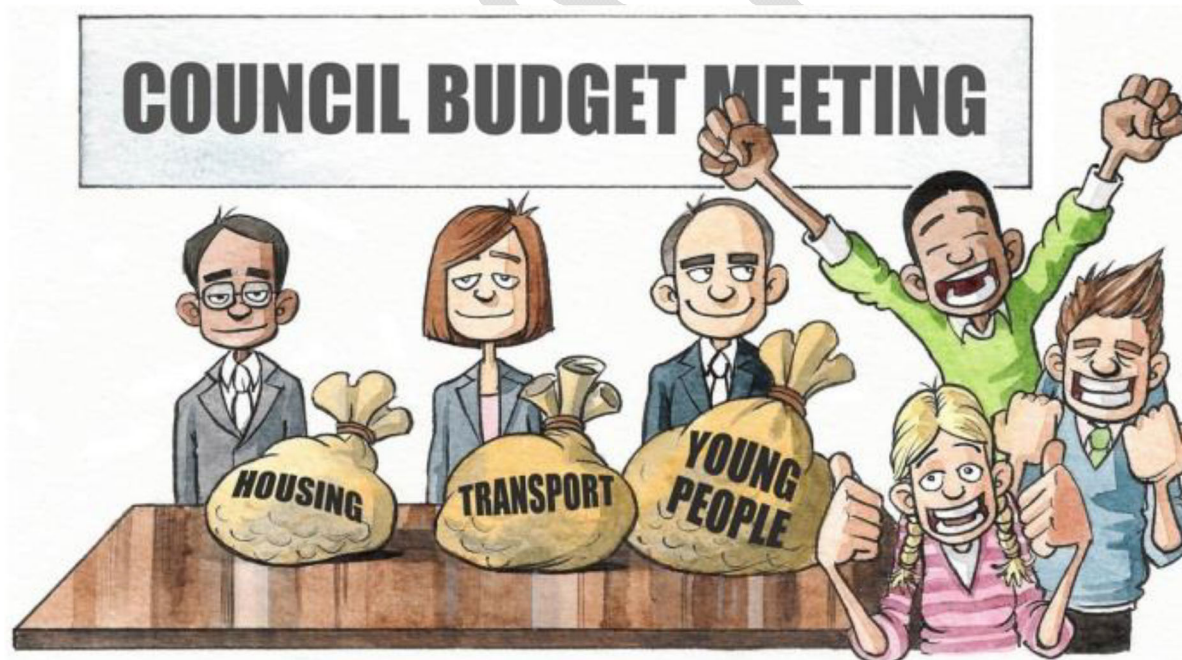


carried out in Argyll and Bute and the outcomes used to develop good policies and practice that safeguard the rights and needs of children and young people.

We will also ensure that the **Fairer Scotland Duty**, part one of the Equality Act 2010, informs our decision making in a clear and transparent way and that all our strategic decisions have due regard to:

- eliminating discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- advancing equality of opportunity between persons who share a relevant protected characteristic (as defined by the 2010 Act) and persons who do not share it;
- fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In addition we will consider our duties under **the Island Scotland Act 2018** and ensure that impact assessments are carried out to ensure that the rights of children and young people from island communities are respected when strategy, policy and service delivery decisions are being made.



**Article 3:** Anyone making decisions that affect young people should make young people's interests a priority.





### Supporting Children and Young People During the Covid19 Pandemic:

In Argyll and Bute the challenge of the Covid19 pandemic was met by an effective multi-agency partnership, led by the Council that worked to ensure that children and young people were supported and their needs met as far as possible within the restriction imposed by lockdown. Throughout the crisis the need to respect children's rights, listen to their voices and ensure their wellbeing was the driving force. Crisis support services, help phone lines and information sharing were quickly put in place and this helped the community to come together to support all those who needed it most. Going forward we remain vigilant to the needs of children and young people and the need to ensure their rights are respected in the "new normal." We will use the experiences of the pandemic and determine what we can learn that will enable us to "Build Back Better".

<https://sway.office.com/Dw2xKno7aogbLmcL?ref=Link>

Some of the measures we took:

- Hub Schools were quickly established to ensure care for the children of key workers and vulnerable children and these worked well throughout lockdown allowing health, social care and other key frontline workers to continue in their posts. A food group was formed that ensured that all children who were entitled to free school meals continued to get food support as did their wider families if necessary. Children were assisted when shielding by multi-agency wraparound support to them and their families.



- Argyll and Bute continues to be one of three areas in Scotland leading the way in developing a trauma informed workforce. As part of this we have developed and collated a range of easy to use on line learning materials for everyone in the children's services workforce to help support the different groups of staff who come into contact with children and families as part of their job.



Following lockdown our initial focus was on an on line offer – we have developed this and education made it mandatory for all staff as part of recovery plans

<https://www.argyll-bute.gov.uk/trauma-informed-practice-training>

- Children and Families Social Workers kept in touch with children and parents by phone and online. On Bute there was additional contact with single parent families and support and signposting to other services took place. Social Workers would engage children online for long periods in order to allow the single parent some respite.
- Welfare Rights Officers continued to offer online and telephone advice for families anxious about benefit and employment issues.
- Education and other staff attended online IRD, Child Planning and multi-agency meetings as required. Reviews for Looked After Children took place within timescales with very few exceptions.
- The Link Officers and Managers in the central education team and members of the Psychological Services Team provided ongoing support to schools around managing risk and assessing the changing and escalating needs of children and families as lockdown progressed.
- The Family Placement Manager maintained contact with children and young people in residential placements out with Argyll and Bute and ensured that their needs were met. There was ongoing communication between the Lead for Care Experienced Children and the Named Persons of external education / placement providers. She also contacted all schools where the Lead Professional is from another authority to ensure that there was been continuity of contact and support.
- The Education Team and partner agencies worked to ensure the safety and protection of our children, to offer and provide support to families and to continue effective multi-agency safeguarding work within the GIRFEC Practice Model, taking account of the increased risk factors associated with the COVID-19 lockdown. During the week prior to the school closures Education staff completed work to collate social stories to share with children about COVID 19 and the school closures, then shared with parents as appropriate to reinforce positive messages at home.
- In week one (27.3.20) and prior to the first weekend under lockdown, Education Staff worked closely with the Lead Officer Child Protection and the Interagency



Training Co-ordinator to ensure that all children and families were sent Child Protection information and sources of support. In this week (25.3.20), the document Assessing and Supporting Vulnerable Pupils was also released to education settings with clarification of our Staged Intervention, Single Workforce Planning approach. Looked After and Care Experienced Children and Young People were part of priority consideration in this process. This approach included measures for continuing to support pupils during the Easter Break. It also ensured that the risk of digital poverty was fully considered when assessing how to keep pupils and families “visible” and acknowledged the need to avoid over-reliance on online engagement.

- In week two (2.4.20) Schools were contacted, informed and updated on Child Protection Procedures and asked to re-share information with children and families ahead of the holidays.
- In week five (after the two week break), update and comprehensive guidance was issued to education settings on how we continue to fulfil our statutory safeguarding and Child Protection duties and ensure that all children, young people and families in our community remain visible and supported. (Appendices 5 and 6 and video summary here: <https://www.youtube.com/watch?v=3oSEDRre-HVM&feature=youtu.be>)
- The Education Lead for Looked After Children created a bespoke web page of resources and communicated with parents and carers via weekly videos: Creating a support website and weekly video updates for parents and carers: <https://sites.google.com/ab.glow.scot/careexperiencedlearners/home>
- Multiagency online support meetings for Foster Carers and Adopters were arranged by the Family Placement Team (24.6.20 and 5.8.20).
- The Education Lead for Looked After Children offered financial support for the purchase of devices through the Care Experienced fund (in line with Scottish Government approval to re-allocate funds to address risks associated with lockdown). The Digital Inclusion Project worked across Argyll and Bute to obtain, repair and distribute smart phones, laptops and other devices to those without these resources.
- A bank of resource materials were added to the resource hub - attached to Our Children Their Mental Health, related to COVID 19 for young people, parents or professionals. [https://www.argyll-bute.gov.uk/sites/default/files/mental\\_health\\_resources\\_updated\\_april\\_2020.pdf](https://www.argyll-bute.gov.uk/sites/default/files/mental_health_resources_updated_april_2020.pdf)



- Multi-agency work to support children and families with any well-being needs at home and in HUB schools including enhanced risk assessment processes continued as required throughout the school closure period.
- Guidance was issued to schools about ensuring that communication with the Named Person for each child (or contingency replacement) is possible as required by families, children and young people and staff from other agencies.
- On 24.4.20, specific guidance was issued by the Education Lead for Looked After Children around the way that schools approached estimates for their care experienced learners in light of the COVID-19 situation. This guidance was seen as good practice by education Scotland.
- Newly appointed Looked After Health and Wellbeing Liaison Officers worked through lockdown and the summer holidays to support families with Care Experienced Children, initially using technology and then face to face as lockdown easing and COVID risk assessment allowed.

### **Examples of current Practice in Argyll and Bute that reflect the UNCRC**

#### **Cluster 1: General Measures of Implementation:**

1. List of some key policies where children's rights are taken into account in terms of resource allocation.

- Children and Young People's Services Plan 2020 - 2023.
- Argyll and Bute's Outcome Improvement Plan 2013 – 2023.
- Education Service Plan 2020 - 2023.
- Argyll and Bute Year of Young People Plan 2018.
- Community Learning & Development Strategic Partnership Plan 2018 – 2021
- Community Learning Service Plan 2019 – 2020

(Article 4)





2. Our principles and vision is enshrined in the work of our Community Planning Partnership and states: Argyll and Bute Community Planning Partnership is committed to promoting equality

Key Principles:

- No-one is disadvantaged because of their race or ethnic origin, disability, gender, age, sexual orientation, or religion and belief;
- The differences between people are valued and good relations between groups are promoted;
- People are treated fairly and with equal respect;
- Informed assessments are made on the impact of policies and services;
- People are involved in the decisions that affect them and encouraged to participate in public life.

(Article 4)

3. Our Local Outcome Improvement Plan (2013 - 2023) states that we believe children and young people have a right to the best possible education and health care.

- The economy is diverse and thriving.
- We have infrastructure that supports sustainable growth.
- Education, skills and training maximises opportunities for all.
- Children and young people have the best possible start.
- People live active, healthier and independent lives.
- People live in safer and stronger communities.

(Article 4)

4. The Council carries out Equality and Socio-impact assessments when conducting policy change / service reviews etc. This is to that issues such as discrimination, disadvantage and impact are considered. They also help to ensure that consultation with stakeholders, including children and young people, takes place.

Early Learning and Childcare establishments adhere to the Health and Social Care Standards and are inspected regularly on these by Care Inspectorate inspectors. <https://www.careinspectorate.com/index.php/inspection-reports>

Primary and Secondary establishments adhere to General Teaching Council for Scotland standards for registration and teachers exemplify the values of Social Justice, Integrity, Trust and Respect and Professional Commitment.



<http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>

(Article 4)

5. All of our staff in the HSCP are properly registered and Police checked and must comply with national standards. They receive supervision and guidance from trained and experienced Managers.

(Article 4)

6. Our services are well managed and are subject to Care Inspection; children's services were inspected in 2018 – 2019.

(Article 4)

7. Education Service Plan (Our Children, Their Future) development included focus groups of young people across Argyll and Bute. The Community Learning Service supported these groups as well as pulling together Youth Representatives from local Youth Forums and Members of the Scottish Youth Parliament to help develop a youth friendly version of the plan.

(Article 4)

8. Equity based approach to allocation of support to children with additional support needs and protected characteristics. Dedicated care experienced lead within education to ensure the needs of this vulnerable group are accurately assessed and addressed.

(Article 4)

## **Cluster 2. General Principles of UNCRC**

### **1. Argyll and Bute's LGBTQ+ network**

Argyll and Bute's LGBTQ+ network was set up in 2019, holding its first meeting on 19th March, 2019. From the outset, the group comprised representatives from education services and Community Learning and Development, Skills Development Scotland, NHS Highland, Argyll College/UHI, representatives from Mid Argyll Youth Parliament, Waverley Care and Third Sector agencies such as Mid Argyll Youth Development Services (MAYDS) and The Youth Café, Campbeltown. It was considered vital that children and young people be central to the group.

LGBTQ+ youth groups were consulted on what they would look for in the network

Their views included:



- A safe space to interact with other young people;
- Resources to support them;
- Opportunities to take part in equalities activism; and
- Community links with other local authorities.

(Hermitage Academy Sage group)

Those children who were consulted had also talked about the challenges that they had experienced in rural communities and the risk of mental health issues and discrimination were highlighted. It was agreed that as well as considering training opportunities, the group should support schools through educational resources to help embed LGBTQ+-inclusive policy and curriculum and to this end a guideline highlighting key policies and resources on LGBTQ+ inclusive education was issued to schools. Resources are also updated on Argyll and Bute's SALi and information on updates are publicised to schools on a regular basis.

Events and Training:

- The Oban Pride that took place on Saturday, 18th May, 2019, was significant in that it was the first opportunity that an organised pride event for school-aged young people had taken place.
- In honour of Pride Month on Friday, 21st June, 2019, Tarbert Academy held a Pride Event which was organised by S3 pupils and was well supported by partner agencies and by the local community in Tarbert.
- On 12th September, 2019 the LGBTQ+ Network organised a Getting it Right For LGBTQ+ children and young people in Argyll and Bute Conference. The Conference was well attended by primary and secondary school staff, health and social care, Skills Development Scotland, Police Scotland and Third Sector.
- On Purple Friday, 28th February, 2020 the Network organised a learning event for pupils in S1 to S3. The event took place in Mid-Argyll Community Centre and in the MAYDS centre. The aim of the day was to provide a fantastic opportunity for schools and partners to celebrate diversity in our schools and communities; promote equality and positive relationships; and to help LGBTQ+ children, young people, their families and allies to feel that they are supported and included.
- Stonewall Scotland delivered a workshop on LGBTQ+ awareness to a multi-agency audience of Argyll and Bute professionals on Monday, 24th August 2020 via Skype. The training was very well attended and raised awareness of current research on the experiences of LGBTQ+ children and young people and key terminology.



#### Next Steps:

- In January, 2020 it was confirmed that Argyll and Bute were awarded funding for our Rainbow Project, which aims to create an outreach programme to support children and young people, school staff and parents to increase LGBTQ+ inclusion. This will build on some of the work being carried out by Claire Brown and Phill Dexter on Police Scotland Choices for Life programme and will form a key part of our work next session. Phill Dexter, our Outreach Worker, will be liaising with schools throughout the year.
- A key aspect of our 2020-21 strategy is to take our training and awareness to the heart of Argyll and Bute Council.
- Unfortunately, due to the Covid19 crisis, the Purple Pride Ball for young people aged 14-18 planned for June, 2020 could not take place. However we hope that we will be able to return to our plans for this sometime next year.
- We also intend to set up our Rainbow Project twitter and facebook page so that our visibility, and critically that of LGBTQ+ children and young people, is enhanced throughout Argyll and Bute.

#### Article 2

*1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.*

*2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.*



2. Argyll and Bute Council's Vision 'Realising our Potential Together' is underpinned by 4 key values:

- We involve and listen to our customers and communities;
- We take pride in delivering best value services;
- We are open, honest, fair and inclusive, and
- We respect and value everyone.

(Article 2)

3. Argyll and Bute Autism Strategy:

In 2014 Argyll and Bute published its Strategy for Autism; this was followed up in 2016 with the Autism Implementation Plan 2016 – 2021; this was based on the four strategic Outcomes of: a healthy life, choice and control, independence and active citizenship. In January 2020 a progress report on the implementation of the strategy was produced. The progress report noted the multi-agency nature of the Autism Strategy Group, including Paediatricians, Educational Psychologists, Speech and Language Therapists, Area Principal Teachers, Education Support Officers, Social Workers, Occupational Therapists and third sector organisations.

<https://www.argyll-bute.gov.uk/autism-argyll-and-bute>

Over the last three years, services for children and young people across Education and the Health and Social Care Partnership have had a sustained focus on improving outcomes for children, young people and families affected by autism, in line with outcomes within the local Autism Strategy and taking in to account the outcomes and priorities for 2018 – 21 from the Scottish Strategy for Autism. In Argyll and Bute it is felt that it is important to ensure the rights of children and young people with symptoms of autism and to support them and their families in achieving:

1. A Healthy Life:





- Over the last three years, diagnostic teams have continued to operate effectively across Argyll and Bute, despite no additional resourcing, to ensure that the process of assessment and diagnosis takes place as close to the child's home and school as possible. Waiting times have gone up but in all cases, at least one professional will have had direct contact with the child or young person and their family prior to the assessment or diagnostic discussion. In most cases, members of the diagnostic team will have ongoing contact with the child and family following the diagnostic process, for example, as an educational psychologist or education support officer for the child's school or through providing ongoing guidance around speech and language therapy or health needs.
- We have worked collaboratively with Scottish Autism to develop training and support materials that are relevant and up to date and available to staff across services. This includes access to the Right Click materials for parents. Scottish Autism also funds Get Set for Autism, a third sector provider offering information and support for families post diagnosis. This service has been invaluable in supporting families and can provide up to six face to face sessions with an experienced professional directed at addressing individual needs and concerns. In all cases where a diagnosis is given, parents or carers are immediately offered this service. Feedback is very positive and the service is currently being formally evaluated.
- There is a growing awareness of apparent levels of increased anxiety being experienced by children and young people on the autism spectrum. As a result there is active engagement with Child and Adolescent Mental Health Services (CAMHS) and the Educational Psychology Service to explore the most effective, sustainable approaches to addressing these needs that will also fit within the range of approaches already in place to enhance the mental health and wellbeing of all children and young people.

## **2. Choice and Control:**

- We have worked to expand the membership of the multiagency autism assessment teams providing high quality training delivered in house to build skill and confidence in recognising, assessing and supporting children and young people with autism based on a clear understanding of the ways in which autism impacts on a young person's life.
- Members of the autism assessment teams deliver bespoke training in educational establishments to develop an understanding of autism in general as well as to ensure the delivery of appropriate support to meet individual need.



- The Looked after Child Lead in Education works with local autism assessment teams to ensure the needs of children are met within local schools and communities.

### 3. Independence:

- The processes of assessment and support for autism are embedded within Argyll and Bute's well established, multiagency GIRFEC practice model which is strength based and builds on the strengths, skills and abilities of each child or young person.

### 4. Active Citizenship:

- We have worked closely with the Association for Real Change (ARC), who were responsible for producing the *Principles of Good Transition 3*, to review our transitions pathways and practice for young people with a disability including those on the autism spectrum. We have also collaborated with ARC to provide feedback on the newly developed Principles in to Practice document which is being rolled out nationally.

(Articles 2, 6, 12)

4. When planning the outcomes to be achieved through Pupil Equity Fund, Head Teachers consulted with children and young people, parents and staff.

(Articles 3, 12)

5. Argyll and Bute Early Learning and Child Care Group – consulted with 577 parents / carers in 2017 on the expansion of ELC. A 'Parenting and Family Support Strategy' was completed in partnership with Health.

Argyll and Bute has committed to a service level agreement with UNICEF's Rights Respecting Schools Programme for the 2019-20 session. All Head Teachers received an input session from RRS and the level of participating schools increased from 14 engaged schools in February 2019 to 33 in June 2020

(Articles 3, 12)

6. The Changing Lives Initiative (CLI) is a cross boarder project with Northern Ireland and Republic of Ireland and was launched in Argyll and Bute in June 2018. The CLI was developed to inform and support parents of young children displaying behaviour consistent with ADHD through the use of the Incredible Years (IY) parenting programme. 22 practitioners from Argyll and Bute HSCP and Early Years Education work alongside the parenting co-ordinator and project psychologist to deliver parent and staff awareness sessions on Attention Deficit Hyperactivity Disorder (ADHD) and the IY programme. This has resulted in a formal parenting programme now being accessible to parents across all areas of Argyll and Bute including the islands of Mull and Bute. An App compliments the initiative and is ideal for reaching the smaller



islands and the more remote and rural areas of the county. CLI works alongside existing parenting programmes including the Psychology of Positive Parenting (POPP) and Mellow Parenting.

(Article 3, 6, 12)

7. Within Argyll and Bute Education Service we will equip young people to secure and sustain positive destinations and achieve success in life through our priority actions:

- Equip children and young people with skills for learning, life and work;
- Promote enterprise and entrepreneurship, and
- Support lifelong learning.

(Article 6)

8. Small group pilots for disengaged young people were run in Campbeltown, Dunoon, Oban, Helensburgh and Lochgilphead engaging with 18 socially isolated and disenfranchised young people.

(Articles 3, 6, 12)

9. Development of a multi-agency team which undertook training through Children In Scotland on the use of Model for Improvement to progress children and young people's strategic engagement. Formation of an advisory group of young people to develop a participation model to inform the Children and Young People's Services Plan 2023-26 has been initiated.

(Articles 3, 12)

10. Consultation with School Councils took place when Argyll and Bute was developing its Child Poverty Action Plan in 2019. This is intended to be an annual process as the plan moves forward and is reviewed.

(Articles 3, 12)

11. Engaging with UNICEF to promote the Rights Respecting Schools award scheme across schools in Argyll and Bute. The Education Service has continued with its Service Level Agreement with UNICEF as part of collaborative work through the Northern Alliance. This entitles schools all of our schools to support and accreditation visits at no cost; the only cost for schools is initial registration.

- The Authority Strategic Lead has continued undertake training and development activities with the UNICEF lead and been a joint assessor for 3 Silver visits as well as a lead assessor for Bronze accreditation.
- The Authority Strategic Lead has delivered Bronze to Silver workshops at both school and cluster level and, most recently, online as a response to COVID-19 lockdown.





- The Authority Strategic Lead has worked in collaboration with the Early Years Team to deliver training to EY practitioners around rights- based approaches.
- The Authority Lead sits on the steering group for statutory Children's Rights Reporting.
- Increased engagement of schools in the programme - total of 33 schools (up from 17 last year); 14 registered, 14 at Bronze and 5 at Silver.
- Increased evidence of the language of Children's Rights in school improvement plans and other planning documents.
- Education activity is reported within the draft statutory Argyll and Bute report on Children's Rights Activity.
- Training delivered on 2.10.19, 14.2.20, 10.3.20, 3.4.20 and 3.4.20 (the latter was online due to COVID-19).
- The RRSA journey involves stakeholder engagement questionnaires as part of the inbuilt impact assessment so progress in terms of awareness and engagement is measured as part of the process.

(Article 4)

12. In the Review of the CARO Service in 2018, children, young people, parents and Carers were consulted and their views respected in the review and also used for training purposes in order to improve services.

(Article 3, 12)

13. HSCP Annual Performance Report 2018 / 2019: demonstrates a clear focus on children and young people's rights and the need to listen to them and their parents and carers: "We are working hard to actively listen to patients, carers and service users, as their feedback is essential to drive improvement and are pleased to see our engagement processes strengthened to achieve this." (3)

(Article 3, 4, 12)

14. Aligned to national requirements, there is a single point of contact for all complaints made to the Argyll and Bute HSCP. Each complaint is reviewed in terms of content and complexity and handled in line with Argyll and Bute Health and Social Care Partnership and Integration Joint Board Complaints Handling Procedure.

The right to complain is explained in a child / young person friendly manner in all work with children and young people. For example in and before Looked After Child / Looked After and Accommodated Child reviews, Children's Hearings, in residential settings, in Child Protection Case conferences. Complaints are dealt with in an open and objective manner and children and young people have access to independent advocacy support if they want this, via Whocare?Scotland (For care experienced children and young people) and an independent advocate for child protection and other areas.

(Articles 2, 3, 12)



15. The Argyll and Bute Corporate Parenting Plan 2018 – 2021: This places stress on the rights of children and young people and the Corporate Parenting Board works closely with care experienced children and young people to hear their voice and include them in the planning of services. There are local inclusion groups and plans for a Champions Board.

<https://www.argyll-bute.gov.uk/corporate-parenting-board>

(Articles 2, 3, 4, 12)

16. Children's Plan meetings ensure that children and young people's views are listened to and their rights are respected. An auditing process ensures Child's Plan meetings are of a high standard.

(Articles 3, 12)

17. The Through Care and After Care Team work with young care leavers to produce a Pathways Plan that includes their views and helps them to achieve positive outcomes going forward.

(Articles 3, 6, 12)

18. Argyll and Bute's Children and Young People's Service Plan 2020 – 2023:

Within our new plan the main focus is on promoting children and young people's wellbeing underpinned by Getting it Right for Every Child (GIRFEC) and by adopting preventative approaches dedicated to the needs of children and young people at the earliest possible time. Recognising the importance of children and young people achieving and maintaining good physical and mental health and wellbeing is also paramount.

We also want to make sure children's rights are respected and promoted and are at the centre of what we do. That's why a big part of this plan will be about the United Nations Convention on the Rights of the Child becoming fully a part of Scots law. We want to make things better for children who are care experienced and for young people who are helping to care for family members.

(Articles 2, 3, 4, 12)

19. A Social Work file auditing process exists that works to ensure that best practice is taking place and the rights of children have been respected.

(Articles 2, 3, 4, 12)

20. The Community Learning Service carried out a Community Mapping exercise when developing their Service Plan/Priorities for 2019 engaging with young people through various mediums including questionnaires (paper and online), Focus groups, Youth Forums, street interviews and partner agencies.



(Articles 3, 12)



21. Members of the Scottish Youth Parliament and Youth Forum representatives attend the Community Planning Group and the Community Planning Partnership and to represent local young people views ensuring their voice is heard and influences decision making at these meetings. Members of the Scottish Youth Parliament also participated in the interview process of the New/Current Chief Executive. As well, they took part in focus groups to provide a young person friendly version of the Education service plan 2017 – 2020. In addition they carried out a consultation in 2019 with local young people on Youth Participation/Voice structures (Youth Forums and MSYP roles/functions). They visited other Local Authorities looking at best practice including attendance at the Highland Youth Parliament. They produced a report with recommendations for embedding a rights based model of Youth participation within the Community Learning Service which was presented in January 2020. Work is ongoing to implement these recommendations.

(Articles 3, 4, 12)

22. Children and young people are encouraged and supported to participate in all stages of planning, provision and delivery of our services (Article 12). See development of Education Strategy and Vision “Our Children, Their Future” (OCTF). This includes:

- Children and young people being an empowered part of School Improvement Planning.
- Children and young people having a voice through school’s pupil councils.

(Articles 2, 3, 12)

### **Cluster 3. Civil Rights and Freedoms**

1. Argyll and Bute Council, Education Service and the Highland Health Board have General Data Protection Regulation (GDPR) policies which ensure the rights of children and young people. No information is shared in any manner which is not consistent with the Data Protection Act. These policies are enshrined in all policies and guidelines and inform our interactions with third parties. The Council’s General Data Protection Regulation (GDPR) policy is public facing and can be viewed on the Council’s website; as can the Highland Health Board statement on their web site.

<https://www.nhshighland.scot.nhs.uk/Pages/YourRights.aspx>

<https://www.argyll-bute.gov.uk/data-protection#privacy>

(Article 16)

2. Information is available in a wide range of settings and formats; including a number of languages including British Sign Language. Interpreters are employed, where



necessary to ensure that children and young people can have their say and understand what is happening to them. Examples of this would include: Children's Hearings, Court proceedings, Looked after Child reviews, Child Protection Case Conferences and Child's Plan Meetings. This provision also applies to parents and carers.

(Article 17)

3. Children and young people with disabilities and communications difficulties are given practical support to assist them to communicate and express their views within the Child's Plan process.

(Article 2, 3, 12, 17)

4. Television, wifi access and newspapers are available in all three children and young people's residential houses and in the two school hostels.

(Article 17)

5. Argyll and Bute cares about its parks and open spaces and spends £19,569 annually, per 1000 people, on this provision. The Council has a Roads and Amenities Service Plan which is public facing and is reviewed annually.

(Article 15)

6. Leaflets and infomercials produced in relation to Children and Young People Service Plan.

(Article 17)

7. Cross agency engagement with the Children's Hearing system to support positive outcomes within the GIRFEC practice model.

(Article 2, 3, 12, 16, 17)

8. When children or young people are held in custody or secure accommodation they are supported by children and families and justice workers. Their rights are protected and national standards are adhered to.

(Articles 2, 3, 4, 12, 37)

#### **Cluster 4. Violence against Children**

1. Argyll and Bute has a dedicated Care Assessment and Reviewing Services (CARO) which conducts reviews and child protection case conferences. This service and the Children's Hearing system works to ensure that children and young people are listened to and their rights are respected. They ensure that all methods of managing children's behaviour and discipline are appropriate and support the needs of children. All



complaints by children and young people are taken seriously and dealt with in a timely fashion. Feedback is always given to the child and their family.

(Articles 2, 3, 4, 12, 28 (2))

2. All children and young people's residential homes and school hostels are subject to inspection and clear guidance is given to staff on the management and guidance of children and young people. Foster care is inspected and managed with each child having a Social Worker and each Carer a Key Worker. Kinship care is reviewed by the CARO team and support is given by the Family Placement Team / Fostering and Adoption Team and quality of care is reviewed.

(Articles 2, 3, 4, 12, 28 (2), 37 (9a))

3. Recovery from abuse and trauma is assisted by Guidance Staff in School as well as Primary Mental Health Workers. Argyll and Bute has a supportive Child and Adolescent Mental Health Service (CAMH's) service. Also training is currently taking place to ensure that all staff working with children and young people are trauma informed. Staff have also been trained in the impact of ACE's on children and young people.

(Articles 2, 4, 39)

4. Argyll and Bute Education Service produced its updated Anti-Bullying Policy, based on the principles of Respect for All (2017), in September, 2019. The policy reflected the views of children in primary and secondary schools who were consulted on their opinions and experiences of bullying. Approximately 50 staff across primary and secondary schools took part in the training sessions delivered by respectme in November, 2019 and schools were asked to produce their own policies by June, 2020. To help monitor the effectiveness of anti-bullying and equalities policies in Argyll and Bute, all schools have been asked to record incidents of bullying in SEEMis Bullying and Equalities Module.

(Articles 19, 28 (2), 37 (a), 39)

### **Cluster 5. Family Environment and Alternative Care**

1. We ensure that younger children have access / are afforded advocacy during processes such as Looked after Child / Looked after and Accommodated Child reviews, Child Protection Case Conferences and Children's Hearings. We engage with Children 1st for this purpose.

(Articles 5, 9, 12, 18, 25)

3. Argyll and Bute has a Corporate Parenting Board and Managers and members receive training on their responsibilities as corporate parents. Managers in agencies such as Education and Health have also received training and understand their role



as corporate parents. Our Corporate Parenting Board engages with care experienced children and young people, respects their rights and listens to their views. There are Participation Groups in place. Argyll and Bute was one of the first areas to take part in the Young Care Inspector Scheme and a Young Care Inspector from Argyll and Bute worked on Care Inspections of children and young people's residential houses.

(Articles 4, 5, 9, 12, 18, 25)

4. Children and young people's residential houses look to provide a good environment for them, including helping them to achieve their educational and work goals, participate in sporting and cultural activities and retain good family and friendship relationships. The houses have Young People's Meetings where they can have their say in the house environment and wider issues.

(Articles 4, 5, 9, 12, 18, 25, 28 (2))

5. Support from the Education lead for care experienced children and young people, in schools, is having a significant impact on outcomes.

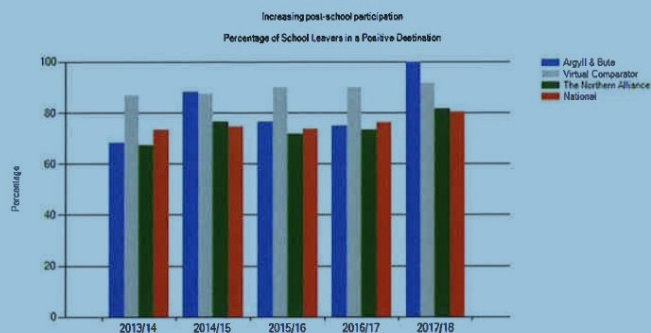
Positive Destinations for Care Experienced Pupils.





### 3.Looked After

#### 3a. Destination by Initial Leaver Destination : National Benchmarking; Looked After



**In 2018, 100% (17 young people) Looked After young people in positive destinations.**

(Articles 4, 9, 12, 18)

6. We ensure learning from significant case reviews impacts positively on practice.

(Articles 2, 4, 12, 37 (9a), 39)

7. All placements of children and young people who are looked after are subject to regular review. Also a robust options appraisal exercise to ensure at the outset, placements are appropriate to need.

(Article 3, 4, 12, 18, 25, 28 (2), 37 (9a))

8. All Early Years Establishments have copies of the 7 Golden Rules of Participation.

(Articles 2, 3, 12)

#### **Cluster 6. Basic Health and Welfare**

1. Welfare Benefits in Argyll and Bute have developed a system of automated benefits that identifies those who should be receiving free school meals and school clothing grants and ensures that they get these.

(Articles 24, 27)

2. Period Poverty:

Prior to the covid19 pandemic period products were freely available in schools for pupils who needed them, there was a Lead Officer on this on behalf of Education, but implementation and budget was managed by each head teacher locally. Also prior to covid19, the Council's Commercial Manager was rolling out the community aspect of



this, including provision to young people (and all others) out with schools. The aim was to help improve the reach of reusable products and, as part of that, immediately prior to the pandemic, arrangements had been made for supplies to go to Kintyre Youth Café and Girl Guiding in Helensburgh who were both keen to trial reusable period products for their young people (along with regular supplies). Monies had been earmarked to improve supplies of reusable products.

Following the pandemic, the operation was moved online, with pupils and people in communities able to order their own supplies directly from Hey Girls using online form. The online order enables individuals to order standard supplies as well as reusable products to best suit their needs. In addition the website was updated to reflect these changes, and merged all of the information across both projects into one, for consistency: <https://www.argyll-bute.gov.uk/sanitaryprovision>

Statutory changes are coming into effect for provision and we will continue to keep abreast of these. This approach will continue for the foreseeable future, but products remain available in schools.

(Articles 6, 24, 27)

### 3. School Nursing Services:

"School Nursing services are committed to delivering a service to Argyll and Bute's children and young people focusing on prevention, early intervention and support for our most vulnerable. The overarching focus for School Nursing is outlined in the Scottish Government's document, the key priorities sit under the headings Vulnerable children and families, mental health and wellbeing and risk taking behaviours. School Nursing teams are working in partnership with multi-agency colleagues in order to prevent Adverse Childhood Experiences and where they have occurred mitigating their short term and long term effects."

<https://www.gov.scot/binaries/content/documents/govscot/publications/corporate-report/2018/09/school-nursing-role-integrated-community-nursing-teams-school-nursing-priority/documents/00540611-pdf/00540611-pdf/govscot%3Adocument/00540611.pdf>

(Articles 24, 25)

4. The Housing Consortium recognises the need to support children and their families affected by homelessness and particular barriers. Argyll and Bute was one of the first Council's to sign up to The Make a Stand Pledge which has been developed by the Chartered Institute of Housing in partnership with Women's Aid and the Domestic Abuse Housing Alliance. By signing up to the Pledge, Argyll and Bute Council has committed to providing specific support for people experiencing domestic abuse. Recent changes to the Housing Policy mean that women fleeing domestic violence do not have to register as homeless but can be put onto general housing waiting list and the housing associations are prioritising domestic abuse cases for housing.





(Articles 4, 18, 27, 39)

5. Argyll & Bute, Strategic Housing Investment Plan 2020/21 - 2024/25. Impact Assessments were carried out on Equalities; Fuel Poverty and Energy Efficiency; Health Inequalities; Child Poverty; Homelessness; Gypsy/Travelers; and Rural & Island impacts. There is a commitment to provide housing that will enable people to remain in their own homes for as long as possible where they are older or affected by disability. In addition the LHS specifies a minimum target of 10% of new build should be purpose designed as specialist provision to suit households with medium to high level particular needs

(Articles 4, 18, 27, 39)

6. The Council has developed a more cohesive partnership with the Integrated Health & Social Care body to ensure that the Strategic Housing Investment Plan (SHIP) process is fully aligned with the health and social care integration agenda and other relevant plans such as the “Keys to Life” strategy for persons with learning disabilities, the Integrated Children’s Services Plan, the refreshed national housing strategy for Older Persons published in August 2018, “Age, Home and Community: the next phase”; and the Fairer Scotland for Disabled People strategy published by the Scottish Government in 2016; among others.

(Articles 4, 18, 27, 39)



7. Argyll and Bute Council fully supports the Scottish Government’s commitment to improve the lives of our Gypsy/Traveller communities; and continues to work in partnership with Argyll Community Housing Association (ACHA), who own and manage the two official, operational, Travelling Person sites in Argyll and Bute, and other stakeholders to drive forward positive improvements for this client group.

(Articles 4, 24, 27)



8. Fuel Poverty is recognised as a major issue in Argyll and Bute, the Council works with ALLenergy (fuel poverty charity) and a range of Advice Services to make improvement in this area.

(Articles 4, 24, 27)

9. A Community Food Forum has been created which brings together food banks and other food organisations which provide food and other resources when families are in crisis.

(Articles 4, 24, 27)

10. Helping children and young people through transitions in their lives is recognised as key to health and wellbeing. This includes in education, through to training, employment and further education. Also with regards to moving on from care and where they may become involved in the Justice system. This will be a key element in the Youth Justice Strategy which is currently being developed.

(Articles 4, 5, 6, 18, 24, 27, 37, 39)

11. Educational Psychology has developed a resource called Our Children, Their Mental Health. <https://www.argyll-bute.gov.uk/our-children-their-mental-health> To support schools and other staff working with children and young people in addressing mental health wellbeing needs.

(Articles 2, 4, 12, 39)

12. The extension of Early Learning and Childcare LC hours to 1140 has continued on target during the covid19 crisis.

(Articles 2, 4, 12)

13. Argyll and Bute Council continues to develop strategies both in Education and in the Community to ensure that Scottish Government funding to end period poverty, through the Access to Free Period Product Initiative, has maximum impact.

(Articles 6, 24, 27 (1-3))

### **Cluster 7. Education, Leisure and Culture**

1. Argyll and Bute provides education that achieves results for its children and young people that are above the national average in terms of qualifications achieved.



Nomis, official labour market figures show that between Jan.2109 – Dec.2019 Argyll and Bute's population scored more highly in terms of qualifications then both the Scottish and UK average in most respects.

	Argyll and Bute Level	Argyll and Bute %	Scotland %	Great Britain %
NVQ4 and Above	22,300	44.6	45.3	40.3
NVQ3 and Above	31,300	62.6	60.8	58.5
NVQ2 and Above	39,300	78.6	75.6	75.6
NVQ1 and Above	44,400	88.8	83.5	85.6
Other Qualifications	2,00	4.0	6.7	6.7
No Qualifications	3,600	7.2	9.8	7.7

(Articles 4, 28 29, 31)

2. Argyll and Bute is a mixture of town, villages and remote and island places. We provide a high number of small primary schools to meet this need. Also two School Hostels (Dunoon and Oban) in order to facilitate the education and welfare of children and young people from remote and island places.

(Articles 4, 28, 29, 31)

3. Live Argyll works to provide children and young people with sports and leisure activities that allow them to participate in a wide range of activities. This includes activities that are specifically aimed at facilitating the involvement of children and young people with disabilities. Another barrier can be poverty which can cause social exclusion. Live Argyll endeavours to counteract this by providing sports equipment, low cost activities, arrangements to assist with transport and activities conducted as locally as possible.

(Articles 2, 4, 6, 23, 28, 29, 31)

4. Argyll and Bute Education Services have established an LGBTQ+ Network comprising education staff, children and young people and partner agencies such as the NHS, Police Scotland, SDS (careers), CLD and third sector agencies such as MAYDS to provide support to schools, student groups and individual children and young people, to raise awareness of LGBTQ+ inclusion, and to provide training, resources and support in social and emotional wellbeing. Funding has been achieved



through Awards For All for outreach work and guidance is available to the group through Stonewall Scotland's Champions scheme, of which Argyll and Bute is a member.

(Articles 28, 29, 30, 31)

5. Argyll and Bute seeks to provide outdoor nursery provision, for example the Silver Birch Outdoor Nursery, planned to open in August 2020. Stramash also operates an outdoor in the Oban area.

(Articles 18, 27, 28, 29, 31)

6. A number of measures are in place in our schools to ensure that discrimination does not take place. For example policy states that a young person in care cannot be excluded without notification to the Head of Children and Families Social Work Services and discussion taking place. There is an anti-bullying programme in place in all schools.

(Articles 4, 3, 12, 18, 28, 29)

7. The 3 assets approach is in place in Early Years. <https://blogs.glowscotland.org.uk/ab/public/sali/uploads/sites/1389/2016/12/0416010/0/ELC-Three-Assets-May-2019.pdf>

(Articles 3, 12, 28, 29)

## **Cluster 8. Special Protection Measures**

1. On the Isle of Bute the Syrian Resettlement Team works in a multiagency way to support Syrian children and families; the team includes Social Care, Health and third sector partners like The Bute Advice Centre. Clear success of the resettlement programme on Bute for many children and young people.

(Articles 4, 22, 24, 27, 28, 39)

2. Schools in Argyll and Bute provide Interpreters and other support services where required by Migrants and asylum seekers.

(Articles 4, 12, 17, 18, 22, 27)

3. ADP services run programmes and one to one support for children, young people and their families who are experiencing drug misuse issues. This is also recognised as a child protection issue and guidance is in place, see Practitioners guide to working with Children and young people affected by parental substance misuse (GOPR Protocol). **Practitioners guide to working with Children and young people affected by parental substance misuse (GOPR Protocol)**



(Articles 4, 12, 18, 33, 24, 39)

4. Argyll and Bute has a child sexual exploitation strategy and key workers in child protection, children's services, education and residential care have received training in this area. See Multi Agency Practice Guidance Child Sexual Exploitation **Multi Agency Practice Guidance Child Sexual Exploitation**

(Articles 4, 18, 33, 34, 37, 39)

5. An Early Effective Intervention (EEI) system is in place in order to divert children and Young people from involvement in the justice system.

(Articles 4, 18, 33, 34, 37, 40)

6. A Community Justice Implementation Group is in place to ensure best possible outcomes for children, young people and adults involved with the justice system or who have parents who are involved.

(Articles 4, 18, 33, 34, 37, 40)

7. Reviews in custody for young people take place and the Practice Guidance: Custody of Children and Young People Convicted on Indictment under Section 205(2) or Section 208 of the Criminal Procedure (Scotland) Act 1995, are adhered to.

(Articles 4, 18, 37, 40)

8. We have a strong GIRFEC practice model. The GIRFEC Collective Leadership Programme is in place in Argyll and Bute.

(Articles 4, 5, 12, 17, 18, 33, 34, 37, 39)



## Key Actions Going Forward

Action	Plan / Strategy linked to	Who action is carried out by	How impact has / will be assessed	Timescale for action
Ensure that Child Rights and Wellbeing Impact Assessments are carried out, where relevant, in relation to new policies, plans and strategies.	Children's Rights Plan 2020 – 2023; Children and Young People's Service Plan 2020 – 2023; Fairer Scotland Duty: Equality Act 2010. Island Scotland Act 2018	Council and partners.	Review of numbers and impacts of CRWA's on an annual basis. Feedback from the children / young people and the public on published assessments.	Annually in December
Young Peoples Advisory Group is created. It will work to ensure that children and young people are actively engaged and involved in the development of future services.	Children and Young People's Service Plan 2020 - 2023	Argyll & Bute's Children Strategic Group	Group is formed; feedback from children and young people; Individual service planning reflects actions arising from feedback from children and young people	2023
The multi-agency focus across schools and communities for children and young people will ensure maximum impact in key areas such as; good mental health and wellbeing, personal skills, leadership, team building and communication.	Children and Young People's Service Plan 2020 - 2023	Education; HSCP; Third Sector; SDS.	Feedback from children and young people. Improvements noted in the key areas noted.	By 01/12/2022





Ensure that young people are able to have their voices heard at Integration Joint Board and Community Planning Partnership through the involvement of representatives such as School Pupil Councils, MSYPs and Youth Forums	Children and Young People's Service Plan 2020 - 2023	HSCP; Education. Argyll and Bute Council.	Evidence of key issues being discussed at School Pupil Councils etc. Evidence of IJB engaging with children and young people and listening to their views. Findings from the SALSUS Survey will ensure partners respond to the voices of children and young people	By 01/12/2021
Multi-agency awareness training with regards to understanding and applying the UNCRC Children's Rights Plan	Children and Young People's Service Plan 2020 - 2023	HSCP; Education; Third Sector; SCRA; Argyll and Bute Council staff and elected members	Evidence of training having taken place for key staff groups / Councillors / Panel Members etc.	Commenced by 01/12/2021
The findings of the Independent Care Review are taken forward within a multiagency approach. The findings of the Independent Care Review are embedded in practice across the partnership	Children and Young People's Service Plan 2020 - 2023	Multi-agency led by Children Strategic Group	The lives of care experienced children are improved. Evidenced by the Five foundations of the promise being kept. Also feedback from children and young people.	By 01/12/2022
Develop a multiagency Youth Justice Strategy that meets the needs of	Argyll and Bute Youth Justice Strategy	Multi-agency but led by Head	Youth Justice National Standards are met;	By 01/07/2021



children and young people and takes account of their views.	2020 – 2023. National standards for Scotland's Youth Justice Services 2002.	of Justice Services.	Feedback from children and young people.	
Children and Families Transformation Board to ensure that consultation with children and young people is considered in relation to every project.	Children and Young People's Service Plan 2020 - 2023	Head of Children's Services.	Project Initiation Documents / Business case / Engagement Specifications reflect that consultation has been considered / taken place.	01/012021
Ensure that children and young people are taught about their rights and the broader human rights agenda in Schools. Look at the number and level of RRS and how this grows year on year.	Education Service Plan 2017 - 2020	Head of Education Service	Evidence of teaching and information sharing. Feedback from children and young people.	From 1/09/2020
Look at supporting children with a parent in custody.	Children and Young People's Service Plan 2020 - 2023	Community Justice Implementation Group.	Agreed multi-agency guidelines. Feedback from parents and children.	By December 2020
Further develop the automated benefits approach, ensuring that more children receive free school meals and uniform grants.	Benefits Team	Benefits Manager	Percentage increase year on year of families receiving these benefits.	Ongoing
Ensure that the Local Child Poverty Action Report reflects the rights of children, as	Argyll and Bute Local Child Poverty	Lead for Child Poverty Action	Report is accepted by Scottish Government	November 2020





specified in the UNCRC.	Action Report 2019		and Argyll and Bute Council. Feedback from children and young people (reviewed annually).	
Look at what facilities and opportunities exist to encourage the health and wellbeing of children and young people, for example free sports passes / Live Argyll / Libraries etc. Ensure equal access to these.	Children and Young People's Service Plan 2020 - 2023	Head of Children's Services	Feedback from children and young people. Evidence of usage.	April 2021

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**Addendum 1 Key Documents and Plans:**

**The United Nations Convention on the Rights of the Child.**

[https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_united\\_nations\\_convention\\_on\\_the\\_rights\\_of\\_the\\_child.pdf?\\_ga=2.174658018.1999023234.1593702630-61273816.1593702630](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.174658018.1999023234.1593702630-61273816.1593702630)

**The United Nations Convention on the Rights of the Child; in child friendly language**

<https://sites.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf>

**Children and Young People (Scotland) Act 2014**

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

**SHANARRI Practitioner Resources**

<https://www.gov.scot/publications/shanarri/>

**Argyll and Bute; Corporate Plan; 2018 - 2022**

[http://intranet.argyll-bute.gov.uk/sites/default/files/corporate\\_plan\\_2018\\_181119\\_v2.pdf](http://intranet.argyll-bute.gov.uk/sites/default/files/corporate_plan_2018_181119_v2.pdf)

**Argyll and Bute's Children and Young People's Services Plan 2017 – 2020**

[https://www.argyll-bute.gov.uk/sites/default/files/cyspsm\\_from\\_site.pdf](https://www.argyll-bute.gov.uk/sites/default/files/cyspsm_from_site.pdf)

**Argyll and Bute's Children and Young People's Service Plan 2020-2023**

**Argyll and Bute: Education Annual Plan 2019/20 and 2018/19 Progress Report**

<https://www.argyll-bute.gov.uk/moderngov/documents/s140351/Education%20Annual%20Plan%20and%20Progress%20Report%20201920.pdf>

**Argyll and Bute Corporate Parenting Plan; April 2018 – March 2021**



[https://www.argyll-bute.gov.uk/sites/default/files/cpp\\_v3\\_screen\\_version\\_1.pdf](https://www.argyll-bute.gov.uk/sites/default/files/cpp_v3_screen_version_1.pdf)

Argyll and Bute Strategic Housing Investment Plan 2019/20 - 2023/24

<https://www.argyll-bute.gov.uk/moderngov/documents/s133067/ABC%20SHIP%202019.20-23.24%20approved%20draft%2023.10.18.pdf>

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## Addendum 2 History of Human Rights Legislation

The Universal Declaration of Human Rights is the foundation for international human rights law. It was adopted by the UN General Assembly in 1948 to provide common human rights standards for all peoples and nations in a post-war world. From this arose nine core international human rights instruments or treaties, including the UN Convention on the Rights of the Child (UNCRC). The UNCRC duplicates some of the rights found in other international instruments. This is because the UNCRC affirms and articulates the significance of these rights for children and young people. The UN Committee on the Rights of the Child monitors the implementation of the UNCRC.

The European Convention on Human Rights (ECHR) -drafted by the Council of Europe in 1950 and in force from 1953 -was the first regional agreement for the protection of human rights. The primary focus of the ECHR is on political and civil rights. This is complemented by the European Social Charter which sets out economic, social and cultural rights -what the Council of Europe calls 'the rights of every day', many of which are of importance to children and young people, including the right to housing, health, education, and legal and social protection.

The ECHR has been incorporated into UK domestic law through the Human Rights Act (HRA) 1998. It has been applied in a series of legal cases affecting children and young people, a growing number of which refer to Articles of the UNCRC. There is a reporting cycle for Scottish commitments to the various UN and European human rights monitoring Committees (as part of the UK-wide reports). To inform our human rights approaches, we can seek advice from two public bodies based in Scotland:

1. The Scottish Human Rights Commission (SHRC) works on legal, policy and practice issues that affect people's human rights in Scotland.
2. The Equality and Human Rights Commission (EHRC) in Scotland works closely with the SHRC.

(Introducing CRWA; Scottish Government; Feb.2019)

All children have the same human rights as adults but only the UNCRC articulates these rights within the framework of children's lives and experiences.

### All Scottish Ministers have a duty to:

- Keep under consideration whether there are any steps which they could take to give better or further effect to the requirements of the UNCRC; and, if they consider it appropriate, to take those steps under s.1(1) of the 2014 Act.
- Take such account as they consider appropriate of any relevant views of children of which they are aware under s.1 (2) of the 2014 Act.
- Promote public awareness and understanding of the rights of children under s.1 (3) of the 2014 Act.

### Public bodies such as Local Authorities and Health Boards have a duty to:



- Report back every three years on the steps each has taken to secure better or further effect of UNCRC requirements under s.2 and Schedule 1 of the 2014 Act.
- Eight child wellbeing indicators set out in s.96 of the 2014 Act – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (sometimes known by the acronym SHANARRI) – support the implementation of children’s rights in practice.

(Getting it Right in Policy and Legislation; Children’s Rights Legislation in Scotland, a Quick Reference Guide. The Scottish Government; Feb.2019.)

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**ARGYLL AND BUTE COUNC****COMMUNITY SERVICES COMMITTEE****EDUCATION****11 MARCH 2021**

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**EDUCATION – ADDITIONAL RESOURCES 2021/22**

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**1. EXECUTIVE SUMMARY**

- 1.1 The Council set its revenue budget for 2021/22 at the Council meeting held on 25<sup>th</sup> February 2021. Specific provision was made for improving opportunities for people and communities, including £600K for “investing in the wellbeing of our young people – mental health and wellbeing resources and support for vulnerable children and families”.
- 1.2 The purpose of this report is to advise that the Education Service are currently preparing options for the utilisation of these additional funds and will present a further report to Community Services Committee on 10<sup>th</sup> June 2021.

**2. RECOMMENDATIONS**

Members are asked to:-

- 2.1 Note that the Education Service are currently working on the development of suitable options to utilise the additional £600K agreed at the budget meeting; and
- 2.2 Agree that a further report, setting out proposals for implementation, will be tabled at the Community Services Committee scheduled for 10<sup>th</sup> June 2021.

**3. DETAIL**

- 3.1 At the budget meeting held on 25<sup>th</sup> February 2021 the Council agreed to allocate an additional £600K “to fund a package of measures to boost the wellbeing and build back the resilience of young people, in particular those most vulnerable, following the Covid-19 pandemic, including counselling and increased provision of childcare for children under three.”
- 3.2 The Education Service are in the process of preparing a range of possible options for implementation, to maximise the use of these additional funds. A report setting out details of the proposals within scope, together with the arrangements that will be put in place to allow monitoring and scrutiny of

progress against the expenditure of these funds, will be tabled at the next Committee meeting in June 2021.

#### **4. CONCLUSION**

- 4.1 An additional £600K has been allocated to invest in the wellbeing of our young people. Options are currently being worked up by Officers within the Education Service to utilise these funds, which will be presented to Members at the Community Services Committee in June 2021.

#### **5. IMPLICATIONS**

- 5.1 Policy – options for use of the additional funds will developed in line with relevant policies and procedures
- 5.2 Financial – Utilisation of an additional £600K within the Education revenue budget for 2021/22
- 5.3 Legal – options for use of the additional funds will developed in line with relevant legislation
- 5.4 HR – none arising from this report
- 5.5 Equalities/Fairer Scotland Duty/Islands – none arising from this report
- 5.6 Risk – none arising from this report
- 5.7 Customer Services – none arising from this report

**Douglas Hendry - Executive Director with responsibility for Education**

**Policy Lead – Councillor Yvonne McNeilly - Education**

2<sup>nd</sup> March 2021

**For further information, please contact:**

Laura Blackwood - Directorate Support Officer - 01546 604325



## Community Services Committee Work Plan 2021 - 2022

This is an outline plan to facilitate forward planning of reports to the Community Service Committee.

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
<b>11 March 2021</b>				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr3 2020/21)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q3 – 1 October – 31 December 2020	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report February 2021	Argyll and Bute HSCP	Quarterly	
	Education Performance Report FQ3 2020/21	Education	Quarterly	
	Argyll and Bute Community Learning and Development Plan (2021 – 2024) - Update	Education		
	Counselling in Schools	Education		
	School Leaving Date Exceptional Circumstances	Education		
	Argyll and Bute Children’s Rights Report 2020 - 2023	Education		
	Education – Additional Resources 2021/22	Education		
<b>10 June 2021</b>				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr4 2020/21)	Police Scotland	Quarterly	

## Community Services Committee Work Plan 2021 - 2022

	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q4 – 1 January – 31 March 2020	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – Financial Quarter 3 2020/21	Argyll & Bute HSCP	Quarterly	
	Education Performance Report FQ3 2020/21	Education	Quarterly	
	Care Experienced Children and Young People	Education		
	Trauma Training	Education		
	Progress Report on draft 2021-24 Argyll and Bute Community Learning Plan	Education		
	External Education Establishment Inspection Report	Education	Quarterly	
<b>26 August 2021</b>				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr1 2021/22)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q1 – 1 April – 30 June 2021	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – Financial Quarter 4 2020/21	Argyll & Bute HSCP	Quarterly	

## Community Services Committee Work Plan 2021 - 2022

	Argyll & Bute Health and Social Care Partnership – Annual Report 2020/21	Argyll & Bute HSCP	Annually in August	
	Live Argyll – Monitoring and Performance Reporting Update	Commercial Services	Annually in August	
	Live Argyll Annual Report 2020/21	Live Argyll	Annually in August	
	Education Performance Report FQ1 2021/22	Education	Quarterly	
	Argyll and Bute Annual Education Plan 2021-24 Argyll and Bute Community Learning Plan	Education	Annually in August	
	External Education Establishment Inspection Report	Education	Quarterly	
<b>16 December 2021</b>				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr2 2021/22)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q2 – 1 July – 30 September 2021	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – Financial Quarter 1 - 2021/22	Argyll & Bute HSCP	Quarterly	
	Education Performance Report FQ2 2021/22	Education	Quarterly	
	Draft Education Service Plan 2022-23	Education	Annually in December	
	External Education Establishment Inspection Report	Education	Quarterly	
<b>10 March 2022</b>				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr3 2021/22)	Police Scotland	Quarterly	

## Community Services Committee Work Plan 2021 - 2022

	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q3 – 1 October – 31 December 2021	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – Financial Quarter 2 2022/23	Argyll & Bute HSCP	Quarterly	
	Education Performance Report FQ3 2021/22	Education	Quarterly	
	External Education Establishment Inspection Report	Education	Quarterly	
<b>Future Reports – dates to be determined</b>				
	The Expansion of Funded Early Years Learning and Childcare in Scotland – Argyll and Bute Early Learning and Childcare Updated Delivery Plan	Education		
	Education (Scotland) Act 2016	Education		
	Children and Young People’s Services Plan 2020-2023			
	Schools (Consultation) (Scotland) Act 2010 - Luing Primary School	Education		
	Argyll & Bute Health and Social Care Partnership – Annual Report	Argyll & Bute HSCP	Annually in August	
	Argyll and Bute Annual Education Plan	Education	Annually in August	
	Draft Education Service Plan	Education	Annually in December	
	Live Argyll Annual Report	Live Argyll	Annually in August	