

Public Document Pack

Argyll and Bute Council

Comhairle Earra-Ghàidheal Agus Bhòid

Executive Director: Douglas Hendry



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8 December 2022

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held **ON A HYBRID BASIS BY ATTENDANCE IN THE COUNCIL CHAMBER, KILMORY, LOCHGILPHEAD OR REMOTELY BY MICROSOFT TEAMS** on **THURSDAY, 15 DECEMBER 2022** 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** (Pages 3 - 16)
Community Services Committee held on 25 August 2022
4. **ARGYLL & BUTE LOCAL POLICING PLAN (2020 - 2023) - QUARTERLY REPORT (QTR2 - 2022/23)** (Pages 17 - 18)
Report by Divisional Commander for Argyll and West Dunbartonshire Division, Police Scotland
5. **LOCAL POLICE PLAN - POLICE SCOTLAND - CONSULTATION** (Pages 19 - 60)
Report by Executive Director with responsibility for Legal & Regulatory Support
6. **SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q2 - 1 JULY - 30 SEPTEMBER 2022** (Pages 61 - 70)
Report by Local Senior Officer, Scottish Fire and Rescue Service
7. **ARGYLL & BUTE HSCP - PERFORMANCE REPORT NOVEMBER 2022** (Pages 71 - 86)
Report by Head of Strategic Planning, Performance and Technology, Argyll & Bute Health & Social Care Partnership
8. **ARGYLL & BUTE HSCP ANNUAL PERFORMANCE REPORT 2021/22** (Pages 87 - 118)
Report by Head of Strategic Planning, Performance and Technology, Argyll & Bute Health & Social Care Partnership

9. **EDUCATION PERFORMANCE DATA ANALYSIS 2021-22** (Pages 119 - 140)
Report by Executive Director with responsibility for Education
 10. **ANNUAL PARTICIPATION MEASURE 2021-22** (Pages 141 - 146)
Report by Executive Director with responsibility for Education
 11. **SUPPORT FOR PUPILS AND FAMILIES FROM ARMED FORCES SERVICE BACKGROUNDS** (Pages 147 - 156)
Report by Executive Director with responsibility for Education
 12. **CREATION OF HIGH QUALITY STEM CURRICULUM MATERIALS** (Pages 157 - 170)
Report by Executive Director with responsibility for Education
 13. **MULL CAMPUS - DRAFT ENGAGEMENT STRATEGY** (Pages 171 - 192)
Report by Executive Director with responsibility for Commercial Services and Education
- REPORTS FOR NOTING**
14. **EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT** (Pages 193 - 200)
Report by Executive Director with responsibility for Education
 15. **NORTHERN ALLIANCE REGIONAL IMPROVEMENT COLLABORATIVE - PROGRESS AND IMPACT REPORT AND PHASE 4 REGIONAL IMPROVEMENT PLAN** (Pages 201 - 274)
Report by Executive Director with responsibility for Education
 16. **UPDATES TO EDUCATION MANAGEMENT CIRCULARS AND GUIDANCE ON MANAGING DISTRESSED BEHAVIOUR, MANAGING VIOLENCE AND AGGRESSION AND EXCLUSIONS** (Pages 275 - 374)
Report by Executive Director with responsibility for Education
 17. **2021/22 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLE'S SERVICES PLAN 2020 - 23** (Pages 375 - 392)
Report by Chief Social Work Officer, Argyll & Bute Health & Social Care Partnership
 18. **COMMUNITY SERVICES COMMITTEE WORK PLAN 2022/2023** (Pages 393 - 396)

Community Services Committee

Councillor Gordon Blair	Councillor Math Campbell-Sturgess
Councillor Garret Corner	Councillor Audrey Forrest
Councillor Amanda Hampsey	Councillor Daniel Hampsey (Vice-Chair)
Councillor Graham Hardie	Councillor Andrew Kain
Councillor Paul Donald Kennedy	Councillor Liz McCabe
Councillor Dougie McFadzean	Councillor Julie McKenzie
Councillor Yvonne McNeilly (Chair)	Councillor Iain Paterson
Councillor Gemma Penfold	Councillor Dougie Philand
Margaret Anderson	Sandy MacPherson
Alison Palmer	Lorna Stewart

Contact: Fiona McCallum, Committee Services Officer Tel: 01546 604392

MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held on a HYBRID BASIS BY ATTENDANCE IN THE COUNCIL CHAMBER, KILMORY, LOCHGILPHEAD OR REMOTELY BY MICROSOFT TEAMS on THURSDAY, 25 AUGUST 2022

Present:

Councillor Yvonne McNeilly (Chair)

Councillor Gordon Blair	Councillor Dougie McFadzean
Councillor Math Campbell-Sturgess	Councillor Iain Paterson
Councillor Garret Corner	Councillor Gemma Penfold
Councillor Daniel Hampsey	Councillor Dougie Philand
Councillor Graham Hardie	Margaret Anderson, Church Rep
Councillor Andrew Kain	Reverend Sandy MacPherson, Church Rep
Councillor Paul Donald Kennedy	Alison Palmer, Teacher Rep
Councillor Liz McCabe	Lorna Stewart, Teacher Rep

Also Present:

Councillor John Armour	Councillor Amanda Hampsey
Councillor Jan Brown	Councillor Fiona Howard
Councillor Robin Currie	Councillor Luna Martin
Councillor Kieron Green	Councillor Ian MacQuire

Attending:

Douglas Hendry, Executive Director
 Jennifer Crocket, Head of Education: Lifelong Learning & Support
 Wendy Brownlie, Head of Education: Learning & Teaching
 Ross McLaughlin, Head of Commercial Services
 Jane Fowler, Head of Customer Support Services
 Stuart Mclean, Committee Manager
 Louise Connor, Education Manager
 Graeme McMillan, Transformation Programme Manager
 Tony Blow, Stand Agency
 Maggie Croft, Stand Agency
 Superintendent Derek Lang, Police Scotland
 Chief Inspector Simon Shanks, Police Scotland
 Inspector Bart Simonis, Police Scotland
 Group Commander Fraser Grant, Scottish Fire and Rescue Service
 Fiona Davies, Chief Officer, Argyll & Bute HSCP
 Stephen Whiston, Head of Strategic Planning, Performance & Technology, Argyll & Bute HSCP
 Kevin Anderson, General Manager, Live Argyll

The Chair intimated that Councillor Kieron Green, who was not a member of the Community Services Committee, had notified the Executive Director that he wished, in terms of Standing Order 22.1, to speak but not vote on items 9 and 10 of the Agenda. The Chair confirmed that she would exercise her discretion to allow Councillor Green to speak but not vote on items 9 and 10 of this Minute.

The Chair intimated that Councillor Jan Brown, who was not a member of the Community Services Committee, had notified the Executive Director that she wished, in terms of Standing Order 22.1, to speak and vote on item 5 of the Agenda. The Chair confirmed that she would exercise her discretion to allow Councillor Brown to speak but not vote on item 5 of this Minute.

The Chair intimated that Councillor John Armour, who was not a member of the Community Services Committee, had notified the Executive Director that he wished, in terms of Standing Order 22.1, to speak but not vote on items 5 and 11 of the Agenda. The Chair confirmed that she would exercise her discretion to allow Councillor Armour to speak on items 5 and 11 of this Minute.

The Chair intimated that Councillor Luna Martin, who was not a member of the Community Services Committee, had notified the Executive Director that she wished, in terms of Standing Order 22.1, to speak and vote on item 9 of the Agenda. The Chair confirmed that she would exercise her discretion to allow Councillor Martin to speak but not vote on item 9 of this Minute.

The Chair intimated that Councillor Julie McKenzie, who was a member of the Community Services Committee but could not be in attendance today, had submitted a letter in respect of item 9 of the Agenda. It was noted that a copy of this letter had been circulated to the Committee in advance of the meeting.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Audrey Forrest and Julie McKenzie.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. MINUTE

The Minute of the Community Services Committee held on 10 March 2022 was approved as a correct record.

4. THE ELECTION OF TEACHER REPRESENTATIVES TO THE COMMUNITY SERVICES COMMITTEE

A report advising the Committee on the appointment of two non-voting teaching representatives to sit on the Community Services Committee to represent the teacher workforce, was considered.

Decision

The Committee noted the content of the report and endorsed the appointments of Alison Palmer and Lorna Stewart as the representatives nominated as non-voting members of the Community Services Committee.

(Reference: Report by Executive Director with responsibility for Education dated 25 August 2022, submitted)

5. EDUCATION CHANGE PROGRAMME - SCHOOL LEADERSHIP STRUCTURES

A report detailing the programme of engagement which Officers undertook with our communities, our staff, their representative bodies and the wider group of stakeholders in relation to the school leadership model proposals was considered.

The report set out the findings and outcomes of that consultation process and made a number of recommendations in relation to the next steps for this element of the overall process.

The Committee also heard from Tony Blow from the Stand Agency who gave a presentation on the analysis and findings of the engagement and consultation exercise carried out with education professionals, pupils, community bodies, and the general public on the school leadership model proposals.

Motion

To agree the recommendations detailed in the report by the Executive Director with responsibility for Education.

Moved by Councillor Yvonne McNeilly, seconded by Councillor Daniel Hampsey.

Amendment

1. In terms of the School Leadership consultation, the Community Services Committee are invited to:
 - a) note the outcomes and analysis of the extensive engagement and consultation process, involving our communities, our staff and their representative bodies, our school pupils, and the wider group of stakeholders;
 - b) agree that the consultation exercise provided valuable feedback from teachers, pupils and communities and identified areas where improved communication with partners would be beneficial on an area by area committee basis. Local area forums involving members and parent teacher organisations in that area should be established;
 - c) recognise the commitment of the Education Service in striving to deliver the best possible outcomes for the children and young people of Argyll and Bute, in line with Members' ambitions;
 - d) agree that the proposals as consulted on are not progressed;
 - e) note the continued use of shared headships as a useful operational tool to address recruitment challenges only in those areas where there is consensus from staff and parent teacher councils;
 - f) agree that the Education Service, working with Head Teachers and Chairs of Parent Councils, continue to work across all aspects of the Service to deliver improvement, to address the implications of national reform, to address the key issues raised in the consultation and other local and national challenges the Service is encountering, and will continue to encounter (such as those detailed in Sections 5 and 9.3 of this report and in Section 8 and Appendix 1 of this report).
2. In terms of the wider attainment gap and variations between schools, the Community Services Committee are invited to:
 - a) Note the Audit Scotland findings that:

- The poverty-related attainment gap remains wide and inequalities have been exacerbated by Covid-19. Progress on closing the gap has been limited and falls short of the Scottish Government's aims, and
 - There is wide variation in education performance across councils, with evidence of worsening performance on some indicators in some councils, and
- b) agree that the Education Service continues to address the variation in performance within Argyll and Bute schools and work with Head Teachers at a local, and with partners at regional level, to improve outcomes for children and young people. Updates on progress would be reported to Committee within the current performance reports;
- c) agree that, as a result of the outcome of this exercise the process undertaken should be reviewed by our Audit and Scrutiny Committee to confirm best value in senior staff time and consultancies; and
- d) agree that Officers should initiate an amended but deliverable programme to meet the educational challenges ahead with improved structures in place allowing open and constructive dialogue between all partners.

Moved by Councillor Gordon Blair, seconded by Councillor Dougie Philand.

A vote was taken by calling the roll.

Motion

Councillor Garret Corner
Councillor Daniel Hampsey
Councillor Graham Hardie
Councillor Andrew Kain
Councillor Paul Kennedy
Councillor Liz McCabe
Councillor Yvonne McNeilly
Councillor Gemma Penfold
Reverend Sandy MacPherson

Amendment

Councillor Gordon Blair
Councillor Math Campbell-Sturgess
Councillor Dougie McFadzean
Councillor Iain Shonny Paterson
Councillor Dougie Philand
Margaret Anderson

The Motion was carried by 9 votes to 6 and the Committee resolved accordingly.

Decision

1. In terms of the School Leadership consultation, the Community Services Committee:
 - a) noted the outcomes and analysis of the extensive engagement and consultation process, involving our communities, our staff and their representative bodies, our school pupils, and the wider group of stakeholders;
 - b) agreed that the consultation exercise provided valuable feedback from teachers, pupils and communities;

- c) recognised the commitment of the Education Service in striving to deliver the best possible outcomes for the children and young people of Argyll and Bute, in line with Members' ambitions;
 - d) agreed that the proposals as consulted on are not progressed;
 - e) noted the continued use of shared headships as a useful operational tool to address recruitment challenges; and
 - f) agreed that the Education Service, working with Head Teachers, continue to work across all aspects of the Service to deliver improvement, to address the implications of national reform, to address the key issues raised in the consultation and other local and national challenges the Service is encountering, and would continue to encounter (such as those detailed in Sections 5 and 9.3 of the report and in Section 8 and Appendix 1 of the report).
2. In terms of the wider attainment gap and variations between schools, the Community Services Committee:
- a) Noted the Audit Scotland findings that:
 - The poverty-related attainment gap remains wide and inequalities had been exacerbated by Covid-19. Progress on closing the gap has been limited and falls short of the Scottish Government's aims, and
 - There was wide variation in education performance across councils, with evidence of worsening performance on some indicators in some councils; and
 - b) agreed that the Education Service should continue to address the variation in performance within Argyll and Bute schools and work with Head Teachers at a local, and with partners at regional level, to improve outcomes for children and young people. Updates on progress would be reported to Committee within the current performance reports.

(Reference: Report by Executive Director with responsibility for Education dated 12 August 2022, submitted)

The Chair ruled, and the Committee agreed to adjourn the meeting at 1.10 pm for lunch.

The Committee reconvened at 1.45 pm.

6. ARGYLL AND BUTE - EDUCATION STRATEGIC PLAN 2022-24 AND RECOVERY, RENEWAL AND PROGRESS REPORT 2021-22

A report providing an update on the progress made by the Education Service in achieving the priorities included in the Argyll and Bute Annual Education Plan for 2021-22 presented to the Community Services Committee in August 2021, and outlining priority actions for 2022-24 was considered.

Decision

The Committee:

1. noted the progress made with respect to priority actions within the 2021-22 Argyll and Bute Annual Education Plan;
2. approved the Education Strategic Plan 2022-2024 and Recovery, Renewal and Progress Report 2021-22 (Appendix 1);
3. approved the publishing of the Education Strategic Plan 2022-2024 and Recovery, Renewal and Progress Report 2021-22; and
4. approved the submission of the Education Strategic Plan 2022-2024 and Recovery, Renewal and Progress Report 2021-22 to Scottish Government.

(Reference: Report by Executive Director with responsibility for Education dated 1 July 2022 and Education Strategic Plan 2022-2024 and Recovery, Renewal and Progress Report 2021-22, submitted)

7. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - SKIPNESS PRIMARY SCHOOL

A report providing details of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to close Skipness Primary School as detailed in the published Consultation Report (Appendix A); and in accordance with the Schools (Consultation) (Scotland) Act 2010, as amended, was considered.

Decision

The Committee:

1. noted the contents of the Consultation Report (Appendix A); and
2. approved the implementation of the following proposals –
 - a) Education provision at Skipness School be permanently discontinued with effect from 1 December 2022,
 - b) the pupils of Skipness Primary School's catchment area continue to receive their education at Tarbert Primary School on a permanent basis with effect from 1 December 2022, and
 - c) the delineated catchment area of Tarbert Primary School be permanently extended to subsume the whole delineated catchment area of Skipness Primary school from 1 December 2022.

(Reference: Report by Executive Director with responsibility for Education dated 14 July 2022, and Consultation Report – Skipness Primary School dated August 2022, submitted)

8. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - MINARD PRIMARY SCHOOL

A report providing details of the Option Appraisal for Minard Primary School, carried out in accordance with the preliminary requirements set out in Section 12A of the Schools (Consultation) (Scotland) Act 2010, as amended, was considered.

Decision

The Committee:

1. noted the outcome of this consideration of the preliminary requirements; and
2. agreed that Officers now formulate a draft closure proposal that would come back to the June 2023 meeting of the Committee for approval by Members which would subsequently trigger the formal consultation process under the Schools (Consultation) (Scotland) Act 2010.

(Reference: Report by Executive Director with responsibility for Education dated 30 June 2022 and Options Appraisal – Minard Primary School, submitted)

9. **SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - LUING PRIMARY SCHOOL**

A report providing details of the Options Appraisal for Luing Primary School, carried out in accordance with the preliminary requirements set out in Section 12A of the Schools (Consultation) (Scotland) Act 2010, as amended, was considered.

Motion

To agree the recommendations in the report by the Executive Director with responsibility for Education.

Moved by Councillor Yvonne McNeilly, seconded by Councillor Daniel Hampsey.

Amendment

To agree Option B as outlined within page 461 of the full meeting pack while ensuring compliance with the necessary statutory obligations.

Moved by Councillor Gordon Blair, seconded by Councillor Dougie McFadzean.

A vote was taken by calling the roll.

Motion

Councillor Garret Corner
Councillor Daniel Hampsey
Councillor Graham Hardie
Councillor Andrew Kain
Councillor Paul Kennedy
Councillor Liz McCabe
Councillor Yvonne McNeilly
Councillor Gemma Penfold
Margaret Anderson

Amendment

Councillor Gordon Blair
Councillor Math Campbell-Sturgess
Councillor Dougie McFadzean
Councillor Iain Shonny Paterson
Councillor Dougie Philand
Reverend Sandy MacPherson

The Motion was carried by 9 votes to 6 and the Committee resolved accordingly.

Decision

The Committee:

1. noted the outcome of this consideration of the preliminary requirements; and
2. agreed that Officers now formulate a draft proposal that would come back to the June 2023 meeting of the Committee for approval by Members which would subsequently trigger the formal consultation process under the Schools (Consultation) (Scotland) Act 2010.

(Reference: Report by Executive Director with responsibility for Education dated 30 June 2022 and Options Appraisal – Luing Primary School, submitted)

10. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - ACHALEVEN PRIMARY SCHOOL

A report providing an update on the current situation of Achaleven Primary School, and inviting the Committee to agree the recommendations therein, was considered.

Decision

The Committee:

1. agreed that Achaleven Primary School should continue to be mothballed on a temporary basis and the school premises be retained on a care and maintenance basis;
2. agreed that Officers should start the pre-consultation process and produce an Options Appraisal paper for the March 2023 Committee meeting for a decision in relation to the future of Achaleven Primary School; and
3. noted that there had been no requests to use the building since 2021, however if any did come forward they would be considered in light of the current condition of the building, and any recommissioning works required.

(Reference: Report by Executive Director with responsibility for Education dated 25 August 2022, submitted)

11. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - SOUTHEND PRIMARY SCHOOL

A report providing an update on the current situation of Southend Primary School, and inviting the Committee to agree to the recommendations therein, was considered.

Decision

The Committee:

1. agreed that Southend Primary School should continue to be mothballed on a temporary basis and that the building be retained on a care and maintenance basis;

2. agreed that Officers should start the pre-consultation process and produce an Options Appraisal paper for the March 2023 Committee meeting for a decision in relation to the future of Southend Primary School; and
3. noted that there had been no requests to use the building since 2021, however if any did come forward they would be considered in the light of the current condition of the building, and any recommissioning works required.

(Reference: Report by Executive Director with responsibility for Education dated 27 June 2022, submitted)

12. SCHOOL HOLIDAY DATES - 2023-2026

A consultation on School Holiday Dates was carried out during May 2022 with an aim to set the in-service days for teachers and the holiday dates for pupils across the authority for 2023-2026. The consultation included parents/carers, pupils and staff.

The proposed dates, contained within Appendix 1 of this report, were before the Committee for consideration.

Decision

The Committee agreed the school holiday dates for 2023-2026 contained within Appendix 1 of the report.

(Reference: Report by Executive Director with responsibility for Education dated 25 August 2022 and School Holiday Dates 2023-2024 to 2025-2026, submitted)

13. SQA SCHOOL EXAMINATION RESULTS 2022

A report providing an update on the initial outcome of the Scottish Qualifications Authority (SQA) 2022 examination diet for young people in Argyll and Bute was considered.

Decision

The Committee:

1. noted the outcome of the initial SQA examination results for pupils in academic year 2021/22, and that the performance of Argyll and Bute Schools in 2022 was above the current national performance in SQA examinations in three of the four measures (National 4, Higher and Advanced Higher); and
2. requested that the Executive Director provide further reports to the Committee to allow the consideration of updated statistical school and national information, scheduled to be released by Insight (school data analysis tool) in September 2022 and February 2023.

(Reference: Report by Executive Director with responsibility for Education dated 10 August 2022, submitted)

14. KEY PERFORMANCE INDICATORS FQ4 2021/22 - EDUCATION SERVICE

A paper presenting the Committee with the FQ4 2021/22 Key Performance Indicators (KPIs) for the Education Service was considered.

Decision

The Committee reviewed and scrutinised the FQ4 2021/22 KPI Report as presented.

(Reference: Report by Executive Director with responsibility for Education dated 25 April 2022, submitted)

The Chair ruled, and the Committee agreed to vary the order of business and take Agenda items 16, 17, 18 and 19 next.

15. ARGYLL & BUTE LOCAL POLICING PLAN (2020-2023) - QUARTERLY REPORTS (QTR4 - 2021/22 & QTR1 - 2022/23)

Superintendent Derek Lang presented the Quarter 4 – 2021/22 and Quarter 1 – 2022/23 updates in relation to the Argyll and Bute Local Policing Plan 2020 – 2023 and responded to a number of questions asked.

Decision

The Committee reviewed and noted the contents of the reports.

(Reference: Reports for Quarter 4 2021/22 and Quarter 1 2022/23 by Divisional Commander for Argyll and West Dunbartonshire Division, Police Scotland, submitted)

Councillor Gemma Penfold and Margaret Anderson, Church Representative, left the meeting during consideration of the foregoing item.

16. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORTS Q4 1 JANUARY - 31 MARCH 2022 & Q1 1 APRIL - 30 JUNE 2022

Group Commander Fraser Grant presented reports highlighting Scottish Fire and Rescue Service's review of local performance within Argyll and Bute for Q4 2021-2022 and Q1 2022-2023, and responded to a number of questions asked.

Decision

The Committee reviewed and noted the contents of the reports and passed on their congratulations to Volunteer Fire Fighter John Fraser of Coll, who had been awarded the Queens Fire Service Medal earlier this year, and also to on call Fire Fighter Lorraine Taylor who marked 32 years in the fire service at Tarbert.

(Reference: Q4 2021-2022 and Q1 2022-2023 Reports by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

17. ARGYLL & BUTE HSCP - PERFORMANCE REPORT MAY 2022

Consideration was given to a report which provided an update on the impact of service performance with regards to the Covid-19 Pandemic and the progress made with regard

to remobilising health and social care services in Argyll and Bute up to 31 March 2022, which was presented to the Integration Joint Board (IJB) in May 2022.

Decision

The Committee considered and noted the IJB Health and Social Care Partnership report presented to the IJB in May 2022.

(Reference: Report by Head of Strategic Planning, Performance & Technology, Argyll & Bute HSCP dated May 2022, submitted)

18. LIVE ARGYLL

(a) Monitoring and Performance Reporting - Update Report

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 noted and considered the contents of the report.

(Reference: Report by Executive Director with responsibility for Commercial Services dated 9 August 2022, submitted)

(b) Live Argyll Annual Report 2021/22

Consideration was given to Live Argyll's Annual Report for 2021/22.

Decision

The Committee reviewed and noted the contents of the report and passed on their congratulations to Eleanor McKay who had been awarded a Member of the Order of the British Empire (MBE) during lockdown for services to local studies.

(Reference: Live Argyll Annual Report 2021/2022, submitted).

19. SERVICE ANNUAL PERFORMANCE REVIEWS 2021/22 - EDUCATION SERVICE

The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting.

A paper presenting the Community Services Committee with the Service Annual Performance Review and Scorecard 2021/22 for the Education Service was considered.

Decision

The Committee reviewed and approved the Service Annual Performance Review (Service APR) and Scorecard 2021/22 as presented prior to publishing on the Council website.

(Reference: Report by Executive Director with responsibility for Customer Support Services dated 13 July 2022, submitted)

20. COUNSELLING IN SCHOOLS

A paper presenting an update on the delivery and impact of the first 18 months of the Counselling in Schools service was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education dated 18 July, 2022, submitted)

21. CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

A report providing an update on information about interventions being taken within Education Services to ensure that Care Experienced Children and Young People achieve the best possible educational outcomes, as agreed at the Community Services Committee on 10 June 2021, was before the Committee for information.

The report also detailed the expenditure against the grant allocated by Scottish Government to Argyll and Bute Council for session 2021/22 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education dated 25 August 2022, submitted)

22. SCOTTISH ATTAINMENT CHALLENGE

A paper providing an update on the refreshed Scottish Attainment Challenge which is supported by funding through the Attainment Scotland Fund, the aims of which are to address the challenges of the poverty related attainment gap, was before the Committee for information.

The paper also included an overview of the 2022-23 Scottish Government Pupil Equity Funding (PEF) allocations for Argyll and Bute schools eligible to receive PEF funding (Appendix 1), the draft authority 'core' stretch aims (Appendix 2), and an overview of the planned Strategic Equity Fund (SEF) spend.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education dated 30 June 2022, submitted)

23. OUR CHILDREN, THEIR NURTURING EDUCATION

A report advising on the authority wide Our children, their nurturing education strategy that brings together nurture, adverse childhood experiences and trauma-informed practice, was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education dated 18 July 2022, submitted)

24. EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

A report providing details of all external establishment inspection reports received across Argyll and Bute Education Service during the period January to June 2022 was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education dated July 2022, submitted)

25. PERIOD PRODUCTS: LAUNCH EVENT PLAN

The Period Products (Free Provision) (Scotland) Act 2021 becomes law in August 2022, and all local authorities must have a robust service in place by this time.

A paper outlining how the Council is launching this service into a recognisable and accessible scheme for all who need to use the service was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Commercial Services dated 1 August 2022, submitted)

26. GAELIC LANGUAGE PLAN PROGRESS REPORT

A report providing an update on progress in delivering the actions in the approved Argyll and Bute Council Gaelic Language Plan was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Customer Support Services dated 25 August 2022, submitted)

27. COMMUNITY SERVICES COMMITTEE WORK PLAN 2022/2023

The Community Services Committee work plan for 2022/2023 was before the Committee for information.

Decision

The Committee noted the contents of the work plan.

(Reference: Community Services Committee Work Plan 2022/2023, submitted)

28. LEARNING ESTATE INVESTMENT PROGRAMME (LEIP) UPDATE - POTENTIAL BID FOR NEW MULL CAMPUS

The Learning Estate Investment Programme (LEIP) is the Scottish Government's flagship programme for investment in education and is now into Phase 3. It is the successor to the 'Schools for the Future' programme which the Council has delivered new builds or substantial refurbishments across the education estate at Oban, Kilm, Dunoon, Campbeltown, Lochgilphead etc.

A report providing an update on a potential bid to the fund for a new Mull Campus was considered.

Decision

The Committee noted and considered:

1. the Scottish Government had recently confirmed the timescales for the next round of Learning Estate Investment Programme (LEIP) ie inviting submissions by 31 October;
2. that an Outline Business Case was being prepared for a potential submission to the LEIP process for a new Campus on mull in line with the adopted Learning Estate Strategy;
3. that pre-engagement activity had been ongoing with Mull community about the potential LEIP bid over recent weeks and there had been a number of workshops and meetings in August 2022. Further statutory consultation would take place if a bid was made and successfully progressed to the next stage;
4. the financial position and affordability of a LEIP bid as set out in attached Appendix B. The appendix is publically exempt due to the commercially sensitive nature of financial forecast information contained; and
5. that a paper outlining the Council's approach to LEIP, including feedback from the pre-engagement with the community, would be presented to Council on 29 September. If a bid was progressed a submission would be required by 31 October 2022.

(Reference: Report by Executive Director with responsibility for Commercial Services and Education dated 25 August 2022, 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



There were a total of 4 fatal road casualties within Argyll & Bute during Qtr.2 which is the same figure as in Qtr. 2 last year.

Overall road casualties decreased by 10.8% (-9) in Argyll & Bute by the end of Qtr. 2 compared to the same YTD period last year. Fatalities have increased considerably YTD from 5 to 12 however there has been a reduction in serious injuries from 30 to 28 (-2) and slight injuries from 48 to 34 (-14).

Figures at the end of Qtr.2 show the total number of offences recorded in A&B relating to motor vehicles has increased by 5.3% to 1267 from 1203 last year albeit the current figure remains 3.4% (44) below the previous 5 year average. Drink/ drug driving offences have seen the highest increase (+31), followed by dangerous and careless driving offences with 65 recorded compared to 44 (+21) and 153 compared to 139 (+14), respectively. All remain above the previous 5 year average. Speeding offences continue to show a reduction of 8.1% with 381 recorded versus 350 last year (-31).

Public Protection

Group 2 sexual crimes have increased by 7.5% from 107 to 115 compared to the previous YTD. The increase is due to a rise in indecent / sexual assault crimes from 37 to 54 year on year, with the current figure 32.4% above the previous 5 year average (40.8). Rape crimes have reduced from 26 to 23 but remain above the 5 year average (19.4). Around 49% of all rape and sexual assault crimes related to non-recent reports, 71% occurred in a private setting and 23% were domestic related. Crimes relating to indecent images/communication have seen a slight increase YTD from 27 to 30 crimes, with approximately 37% being committed by persons known to the victim.

87% of rape & sexual assault crimes were committed by persons known to the victim.

At the end of Qtr.2, the detection rate for Group 2 sexual crime overall remains relatively unchanged at 47.8% compared to 48.6% last year and is in line with the previous 5 year average (48.1%). Reflecting high levels of non-recent reporting, the detection rate for rape crime and indecent and sexual assault has reduced from 38.5% to 21.7% and 64.9% to 42.6%, respectively.

Serious & Organised Crime



Across Argyll & West Dunbartonshire 14 persons linked to serious and organised crime have been arrested and £44,116 seized under POCA.

Drugs supply crimes have increased YTD with 22 crimes recorded compared to 18 the previous year. Drug possession charges also increased by 7.7% year on year from 181 to 195. Both figures however remain below the previous 5 year average.



38 cyber-crimes were recorded at the end of Qtr. 2, which is a significant reduction of 65.7% from 111 last year. Cyber-enabled frauds accounted for half of all cyber-related crimes (19) while a further 9 crimes involved threatening and abusive messages sent via social media and 6 to indecent images or communications.

Violent Crime & Antisocial Behaviour

At the end of Qtr. 2, Group 1 crimes of violence increased by 37.7% with 73 crimes recorded compared to 53 in the previous YTD (+20). The current figure remains above the previous 5 year average (43.4). Increased crime levels are primarily due to a rise in offences relating to cruel and unnatural treatment of children (+10), however 11 of the 15 crimes recorded relate to a historic child abuse investigation. Serious assaults have also risen from 19 to 25 crimes, which is slightly higher than the previous 5 year average (20.6), and domestic abuse crimes have risen from 9 to 14.

16 of the 25 serious assaults occurred in a public space, 15 were committed by persons known to the victim.

In line with a continued downward trend in public reported ASB, complaints relating to disorder reduced by 27.8% (-460) while ASB related crimes increased by 9.2% (+80). This is in line with the previous 5 year average (956). The increase in ASB crime is mainly due to a 10.5% rise in common assaults (+36) and a 9.9% increase in crimes relating to threatening and abusive behaviour (+35). Common assaults are 16.4% above the previous 5 year average (326.4). Approx. 40% of common assaults recorded YTD occurred within a private setting with 48% being domestic related. Furthermore, in 42% of all public space crimes the offender was known to the victim.

337 stop searches were undertaken YTD, one third had a positive result

At the end of Qtr.2, the detection rate for Grp 1 crimes was 59%, which is slightly below last year's figure (62.3%) and the previous 5 year average (75%). The detection rate for serious assaults however has risen by 28.8% and is currently high at 92%. For common assault the rate is relatively unchanged at 70.8%, slightly below the previous 5 year average (77.3%) and for crimes relating to the cruel and unnatural treatment of children it has reduced to 40%, however 3 more crimes have been detected.

Vulnerable Persons

Figures at the end of Qtr.2 show a slight increase of 4.9% in the number of adult concerns being raised within Argyll & Bute. In total 781 adult concerns were recorded versus 744 the previous year. Child concerns have seen a slight reduction of 2.7% decreasing from 1199 last year to 1167 this year.



84 missing person reports were recorded by police within Argyll & Bute by the end of Qtr. 2, which is a slight increase from 81 the previous year. The increase is largely due to a rise in MP reports relating to children from 27 to 46 year on year. Almost half related to looked after children.

There have been 364 domestic incidents recorded compared to 365 the previous year. 52.2% of incidents resulted in a crime being recorded. Domestic abuse crimes have increased slightly from 268 to 286 (+6.7%). Both figures remain above the previous 5 year average by 4% and 14.2%, respectively.

Acquisitive Crime



51.9% decrease in vehicle crime



23.4% decrease in housebreakings

Acquisitive crime has increased by 6.7% overall compared to last year with 374 crimes recorded compared to 399. This is slightly above the previous 5 year average (393). The increase is largely due to a rise in common thefts from 131 to 148 (+17) and shopliftings from 44 to 80 (+36). Fraud crimes have also increased from 92 to 100 year on year. All figures are above the previous 5 year average. Housebreakings have reduced from 47 to 36 (-11) largely due to a 31.6% decrease in HB's at domestic dwellings from 19 to 13 crimes. The detection rate for Group 3 acquisitive has increased from 22.7% to 33.1% and is slightly below the 5 year rate (34.1%).



The number of bogus crimes recorded has reduced by 25% from last year with 36 crimes recorded compared to 48 at the end of Qtr. 2. Approx. 89% of all crimes recorded related to social engineering frauds involving scam phone calls/emails or WhatsApp messages.

Argyll & Bute

Local Policing Plan (2020 – 2023)

Quarterly Report (Qtr. 2 – 2022/23)

User Satisfaction / Complaints

User Satisfaction results show that in Argyll & West Dunbartonshire public confidence levels remain high with overall satisfaction levels at 69.8% at the end of Qtr. 2. 37 complaints against the police were recorded in A&B, which is a decrease from 56 last year. The number of allegations against officers has also reduced year on year from 116 to 50.

Fraud Prevention

The Scam Savvy Quiz continues to help community groups learn how to keep themselves safe from fraud with inputs provided to Crossroads Carers, Dunoon and the Cowal Parkinson's Support Group. We have now installed 147 call blockers in partnership with Argyll and Bute Council Trading Standards. TrueCall, who provide the devices, estimate that over the life of the units they will have blocked 89,336 nuisance calls (24,520 will have been scam phone calls), prevented 145 scams, saved vulnerable households £427,061, led to a reduction of £396,680 in NHS, social care & police costs, and an increase in wellbeing & quality of life valued at £526,904. This provides a total benefit of £1,350,645.

Fuel Theft Prevention

Forecourt retailers have been challenged by an increase in fuel thefts from petrol station forecourts. In response to this, local officers have shared guidance from the Association of Convenience Stores with every petrol station which includes the preventing fuel theft guide, technical guidance and a reporting template for drive off of fuel and no means of payment.

County Lines

Our Youth Engagement Officers attended Oban High School highlighting County Lines and provided our young people with information on how to keep safe and report suspicious activity. County Lines drug gangs lure young people into getting involved by gaining their trust only to trap them into exploitation through violence, blackmail and debt bondage.

Youth Engagement

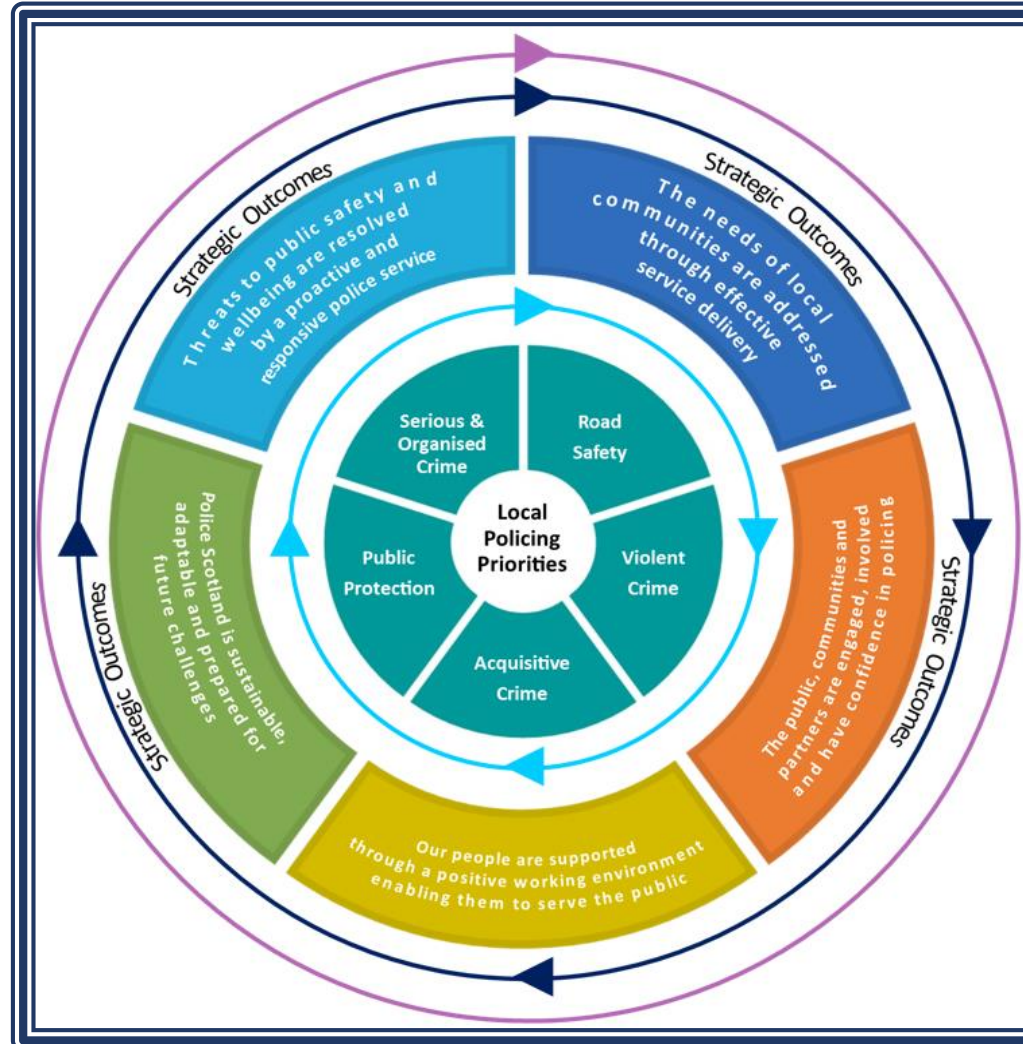
Internet safety and cyberbullying inputs were provided to all new S1 pupils. Internet safety workshops were held for parents at Hermitage Primary and Cardross Primary with plans to expand this further due to the positive feedback received. This aims to provide parents with valuable tools to keep their children safe when they are online.

Publicly Accessible Defibrillators

Police Scotland Youth Volunteers from Clydebank and Dumbarton developed, planned and carried out a lung bursting 3-hour continuous CPR session at Loch Lomond Shores where they successfully raised over £300 on the day. This money will go towards maintaining existing Publicly Accessible Defibrillators (PADs) within West Dunbartonshire, Helensburgh and Lomond Areas.

Keep Safe in Argyll and Bute

Keep Safe is a national initiative in partnership with I Am Me Scotland creating a network of safety place for anyone to use if they feel lost, scared or vulnerable when out in the community. Newly trained premises include Inveraray Jail, Topsy Laird, Salty Dog Café, Rumblin' Tum Café and Lorne Bar and they now feature on the Keep Safe app.



Rural Crime Prevention

Funded Selecta-Mark DNA property marking kits have begun to be distributed throughout Argyll and Bute, particularly to those involved in agriculture who may fall victim to rural thefts. Officers also attended the NFU Scotland Rural Crime Prevention day held in Campbeltown to demonstrate the use of these kits and provided inputs on crime prevention providing the national picture of rural thefts to allow residents to better safeguard their own property.

Safer Streets Initiative

Police Scotland have been working closely with the Royal Navy Police to carry out joint patrols of Helensburgh Town Centre. The initiative aims to provide a proportionate policing presence in the town centre during the night time economy. Inputs were also provided to a number of licenced premises to raise awareness of alcohol-related violence and sexual offences.

Herbert Protocol and Dementia Safeguarding Tag

Focus groups have taken place with people with lived experience of dementia at Helensburgh Dementia Resource Centre and at Crossroads Carers in Dunoon. Inputs were provided on the Herbert Protocol which is an information gathering form designed to be completed for everyone who lives with Dementia which can then be used in the event they go missing to find them sooner. These sessions also enabled focus groups to take place on the new Dementia Safeguarding Tag due to launch in Argyll and Bute in November. This will be the first time this has been used in Scotland and more information will follow upon its official launch.

Road Safety Event

Roads Policing Officers with volunteers from I Am Roadsmart attended Dunoon for a Road Safety Event in August. This provided the opportunity to have an eyesight test, take part in a free assessment drive and manoeuvrability test expert advice on their driving skills. Over 30 assessments were undertaken during the course of the day. The day was supported by Western Ferries, Morrison's, Shearwater Marine Services and Live Argyll.

New Fireworks Legislation

The Fireworks and Pyrotechnic Articles (Scotland) Act 2022 received Royal Assent on 10 August 2022. The Act includes a number of new offences including knowingly buying or attempting to buy a firework or pyrotechnic for a person under the age of 18, and an offence for a person to possess a pyrotechnic article in a public place.

Forward Look:

- Local Policing Plan Consultation
- Bonfire Night including enforcement of new legislation
- Darker days and nights initiatives
- Festive Safety
- Winter Driving

Distress Brief Intervention

Local police officers have received training to enable them to make referrals for Distress Brief Intervention (DBI). DBI is an NHS-led initiative which aims to provide people aged 18 years and over in low level distress with early, time limited, intervention and provides them with self-help to lower their distress. Training inputs from Support in Mind Scotland, who referrals are made to, help officers understand when a referral may be suitable.

Scottish Women's Development Forum - Annual Award Winner!

PC Eilidh Ann Dewar, Oban Police Station has won the "Excellence in Policing" Award at the Scottish Women's Development Forum Annual Awards for the commitment she has made to help evidence and develop a policing model for rural communities. PC Laura Evans, Dunoon Police Station was highly commended as "Police Officer of the Year".

Children & Young People have the best possible start

Education, skills & training maximise opportunities for all

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****LEGAL & REGULATORY SUPPORT****15 DECEMBER 2022**

LOCAL POLICE PLAN – POLICE SCOTLAND - CONSULTATION

1.0 INTRODUCTION

- 1.1 Police Scotland are consulting on local police priorities set out within the Local Police Plan – Argyll and Bute 2023 – 2026 (attached at appendix 1) and have requested input from the Community Services Committee.

2.0 RECOMMENDATIONS

- 2.1 Members are asked to consider and approve the response to Police Scotland consultation regarding the Local Police Plan – Argyll and Bute, attached at appendix 2.

3.0 DETAIL

- 3.1 Police Scotland have invited views on the proposed Local Police Plan – Argyll and Bute, attached at appendix 2.
- 3.2 Police Scotland's Local Police Plans explain how they will deliver on priorities in Argyll and Bute over the next three years. The Plan reflects the diverse range of rural, urban, remote and island communities across the area and draws on information from Police Scotland's Strategic Assessment.
- 3.3 The Local Policing Priorities within the Plan are linked to the Argyll and Bute Outcome Improvement Plan. Taking the local priorities provided by Partners and Police Scotland's own Strategic Assessment and partnership objectives, they have identified the overall priorities for the Argyll and Bute Local Policing Plan as:
1. Acquisitive Crime
 2. Public Protection
 3. Road Safety and Road Crime
 4. Serious Organised Crime
 5. Violence and anti-social behavior

4.0 CONCLUSION

- 4.1 Members are asked to consider and approve the response to Police Scotland's consultation on the 'Local Police Plans – Argyll and Bute' at appendix 2.

5.0 IMPLICATIONS

5.1 Policy – none arising from this report

5.2 Financial – none arising from this report

5.3 Legal – none arising from this report

5.4 HR – none arising from this report

5.5 Fairer Scotland Duty – none arising from this report

5.6.1 Equalities – protected characteristics – none arising from this report

5.6.2 Socio-Economic Duty – none arising from this report

5.6.2 Islands Duty – none arising from this report

5.7 Climate Change – none arising from this report

5.8 Risk - none arising from this report

5.8 Customer Service - none arising from this report

Douglas Hendry - Executive Director with responsibility for Legal & Regulatory Support

Councillor Alasdair Redman – Policy Lead for Economic Growth, Communities and Corporate Services

November 2022

For further information please contact: Stuart McLean, Committee Manager on 01436 658717 or by email on stuart.mclean@argyll-bute.gov.uk

Appendix 1 Argyll and Bute - L Division - Local Policing Plan

Appendix 2 Argyll and Bute Council response to consultation

Argyll and Bute - L Division - Local Policing Plan

Public Consultation Draft

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Foreword

As the Local Police Commander I am pleased to introduce the Local Policing Plan for Argyll & Bute for 2023-26. I was proud to be appointed Divisional Commander of Argyll and West Dunbartonshire in December 2021 and I would like to thank my predecessor, Chief Superintendent John Paterson, for his commitment and dedication to policing this area before my arrival in post.

The plan outlines how police officers and staff, working closely with partner agencies through the community planning process, will focus on local policing priorities over the next three years; it reflects the views of the diverse range of rural, urban, remote and island communities across the area - as well as drawing on information from Police Scotland's Strategic Assessment.

Much has changed since the compilation of the last Local Policing Plan in 2020 and Police Scotland and our partners acknowledge the challenges and opportunities which lie ahead, particularly when we consider both the continued recovery from the global COVID pandemic and the current cost of living crisis; creating an ever changing, uncertain and complex environment.

Local Policing is at the heart of our relationship with communities and all of the officers and staff working across Argyll and West Dunbartonshire are committed to keeping our communities safe by providing a responsive, resilient and focussed service. This Local Policing Plan reflects the need to collaborate, refocus and redirect resources from across a range of sectors to meet the needs of the public. I am committed to developing and enhancing the strong community spirit that exists by building close alliances with our communities and partners across the public, private and third sectors to improve outcomes and reduce inequalities as set out in the Community Empowerment (Scotland) Act 2015.

We are all aware of the impact vulnerability, mental ill-health, alcohol and substance misuse has on both individuals and wider society. A broader understanding of the impact that living through the COVID pandemic has had is also starting to emerge, including the harms caused to individuals. The cost of living crisis is likely to further impact communities, families, households and businesses. It has been well documented that the associated demands placed on policing continue to grow with less than 20% of all calls received by the police service resulting in a crime being recorded.

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In developing our Local Policing Plans for 2023-26, we have consulted widely with our stakeholders – the public, partner agencies and our staff. The feedback we received has informed this plan. We will address priorities and tackle the things which you have told us matter to you the most. This plan builds on the strong foundations already in place, with a continued emphasis on road safety, thefts – including cyber and digital frauds, drug supply and misuse, disorder, crimes of violence and protecting the most vulnerable members of our communities. In addition to tackling traditional and visible crime and criminality, we must find different ways to prevent, disrupt and respond to the ever more inventive and complex use of digital tools and new tactics, often originating from beyond our borders, to commit fraud, extort money or cause harm.

Increased use of social media across all age groups brings with it the requirement to raise awareness, through education, of the potential harm that can be caused and to ensure everyone remains safe on-line and has the confidence to report any matters of concern. In these challenging times, it is clear that the police service cannot meet the needs of everyone on its own. We do not have the skills, expertise or resources to do so. However, we will continue to actively participate in existing and new partnerships, listen to and learn from the experience of our people and communities and utilise our policing expertise to improve resilience, prevent crime and other harm.

Whilst the demands and complexity of the challenges faced by Police Scotland continue to evolve our core values of integrity, fairness, respect and human rights will continue to underpin all we do. As your Local Police Commander I have a statutory responsibility under the Police and Fire Reform (Scotland) Act 2012 to work closely with Argyll & Bute and West Dunbartonshire Local Authorities to ensure our Local Policing Plans are linked to the Local Outcome Improvement Plans. I am determined that officers and staff across the Argyll & West Dunbartonshire Division continue to provide a visible, effective and efficient policing service that is relevant to the communities we serve; preventing and detecting crime whilst providing support and protection to those who need us. I am immensely proud of the work police officers and staff do every hour of every day across the Division to keep people safe, and it's my privilege to serve as your Local Police Commander.

Chief Superintendent Lynn Ratcliff, Local Police Commander, Argyll & West Dunbartonshire Division

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Introduction

Argyll & West Dunbartonshire Division has a large geographical footprint. At just under 3000 square miles, it reaches from Clydebank in West Dunbartonshire as far north as Oban, out to Mull, Coll and Tiree and south to Islay and Kintyre.

Argyll & Bute has a population of just over 86,000 people and covers an area of almost 2,700 square miles making it the second largest local authority area in Scotland. It has a mix of more densely populated areas such as Helensburgh, Dunoon and Oban as well as island and rural communities such as Rothesay, Mull and Islay

Nearly half of Argyll and Bute's population live in areas classed as 'rural' with 43% of Argyll and Bute's population living in areas classed as 'remote rural'.

To address the needs of rural communities, partnership working is at the heart of what we do, as all partners must work collaboratively if we are to serve the public within Argyll and Bute to the very best of our abilities.

Around a quarter of the population of Argyll and Bute also live on one of the 23 inhabited islands which provides another dynamic to rural policing to ensure equality to access of policing services. To help with this, some of our islands have special constables residing there providing a vital link into some of the smaller island communities.

Argyll and Bute has around 25% of its population in the 65+ year group, with recent findings showing a large number of younger people aged 15-24 years who migrate away from Argyll and Bute to study or seek employment. It is predicted that those 75+ years will continue to grow giving a very high number of elderly residents which can bring with it key challenges, particularly when you accompany this with the rurality of the area.

The Chief Constable of Police Scotland has ultimate and overarching responsibility for the policing of Scotland as per Section 17 of the Police and Fire Reform (Scotland) Act 2012.

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Section 47 of the Police and Fire Reform (Scotland) Act 2012 places a statutory responsibility on each Local Police Commander to produce a policing plan for their local authority area. These plans are not solely a legislative responsibility, but also demonstrate Police Scotland's commitment to delivering local and national outcomes.

Our Local Policing Plan 2023-2026 is linked to the Argyll and Bute Outcome Improvement Plan¹ which is currently being reviewed for 2023. It currently provides the local outcomes for Argyll and Bute as:

- Outcome 1 In Argyll and Bute the economy is diverse and thriving
- Outcome 2 We have infrastructure that supports sustainable growth
- Outcome 3 Education, skills and training maximises opportunities for all
- Outcome 4 In Argyll and Bute children and young people have the best possible start
- Outcome 5 People live active, healthier and independent lives
- Outcome 6 People live in safer and stronger communities

The Local Policing Plan will adapt to our changing challenges and demands and as such will be reviewed every 3 months to ensure it accurately reflects the needs of our communities within Argyll and Bute.

¹ [ABOIP v1 2017.pdf \(argyll-bute.gov.uk\)](#)

National strategic alignment

Our strategic outcomes provide a clear route from the Scottish Government's outcomes and priorities, including the Justice Strategy, through Police Scotland's strategies, plans and performance reporting, enabling us to demonstrate alignment and clearly articulate our ambitions and progress as demonstrated below. In addition to the Annual Police Plan, Police Scotland's thirteen local policing divisions produce Local Police Plans which reference distinct priorities, objectives, outcomes and performance measures. They link to wider community planning arrangements, with Local Outcome Improvement Plans taken into account in their development.

- Scottish Government National Outcomes/Strategic Priorities/Justice Vision
- SPA/Police Scotland Strategic Outcomes
- Long Term Policing Strategy: Policing for a Safe, Protected and Resilient Scotland
- Enabler strategies including People, Fleet, Estates, Public Contact and Engagement, Enabling Policing for the Future, Digital Data and ICT, Cyber, Environmental, Procurement, Violence against Women and Girls, Equality Diversity and Inclusion

These are underpinned by plans including the Strategic Workforce Plan, Annual Police Plan, Local Police Plans, Local Outcome Improvement Plans, and Financial Plans.

Police Scotland's strategic objectives



Our Vision | Policing for a safe, protected and resilient Scotland
Our Purpose | The purpose of policing is to improve the safety and wellbeing of people, places and communities in Scotland
Our Values | Fairness | Integrity | Respect | Human Rights



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Argyll and Bute Local policing delivery context

Argyll and West Dunbartonshire Division covers almost 3,000 square miles of land and sea. The area encompasses two local authority areas - West Dunbartonshire and Argyll and Bute. For Argyll and Bute we have two dedicated Area Commanders who have responsibility for day-to-day policing. These command areas are:

- South Argyll, Helensburgh, Lomond, Bute and Cowal; and
- Mid-Argyll, Kintyre, Oban, Lorn and the Islands.

Whilst Argyll & Bute has a population of just over 86,000 people, this number increases significantly during the summer months. Argyll and Bute is the chosen destination for thousands of visitors both national and international every year. The area has a vibrant and diverse population and boasts a significant number of small-scale commercial enterprises supporting the local community.

Uniformed policing in the division consists of response officers, located at hubs throughout the localities. They are responsible for the day to day policing presence in our communities and are the first point of contact for the majority of our frontline response.

The Community Engagement Team (CET) provide specialist support to the Division in respect of crime prevention safer communities and architectural liaison work. The CET ensures the Divert and Deter strands of the Serious Organised Crime Strategy and oversees local imbedding of the UK's Counter Terrorism Strategy known as Contest. Further to this, the CET lead equality and diversity matters and oversee hate crime investigations within the division.

Specialist departments within the division include the Criminal Investigation Department (CID), and the Public Protection Unit (PPU), responsible for the investigation of serious crime, sexual crime and domestic abuse.

The local division are supported by national specialist divisions.

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Our Local Policing Division is supported by a number of national functions including Specialist Crime Division (SCD), Operational Support Division (OSD), Partnerships, Prevention and Community Wellbeing Division (PPCW).

We are also supported by our Contact, Command and Control Division who provide frontline advice, support and assistance to the public and police alike. Their highly skilled staff and officers provide 24 hour support to resolve enquiries, prioritise and task incidents and supply our frontline officers with operationally critical information.

The introduction of the Contact Assessment Model (CAM) changed the way Police Scotland handles calls from the public. With CAM, each call is assessed and prioritised to ensure that where a police response is required, it will be despatched timeously. Where the matter does not require a policing response, and would be more effectively resolved by another agency, the call will be referred accordingly. This will ensure communities across Argyll and Bute receive support from the most appropriate agency and enable police resources to be deployed more effectively to prevent crime and disorder in your area.

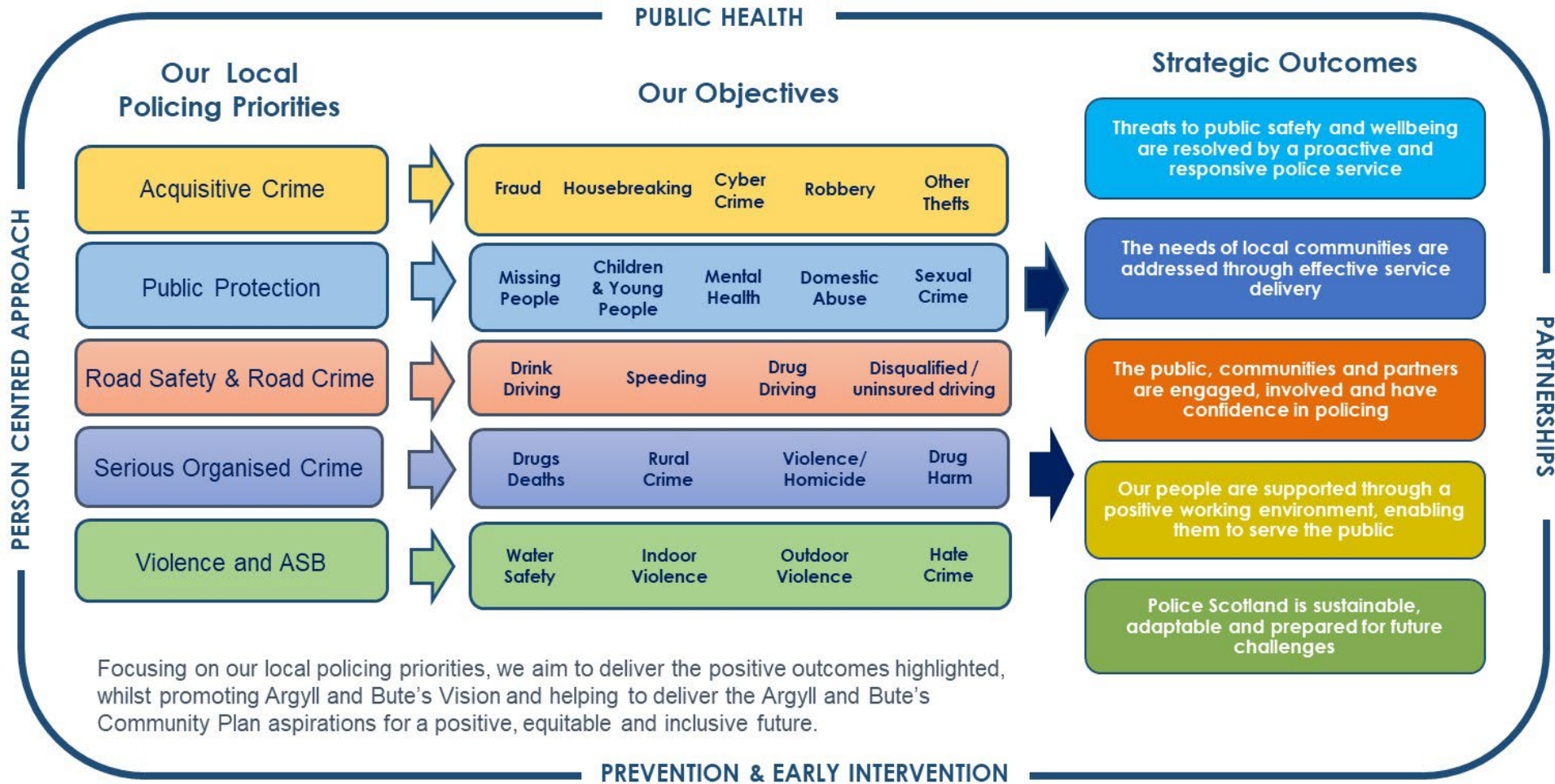
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Local priorities



Plan on a Page Argyll and Bute

Our vision | Policing for a safe, protected and resilient Scotland
 Our purpose | Improve the safety and wellbeing of people, places and communities in Scotland
 Our values | Fairness, Integrity, Respect, Human Rights



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We engaged with the public on this Local Policing Plan through our Your Police Survey, which has been running now for a number of years. We also carried out specific engagement from November 2022 through to February 2023, providing an opportunity for you to tell us what matters to you most for policing in Argyll and Bute.

This reflected past consultation results and underlines that we continue to focus our efforts on areas of concern for the communities we serve. The priorities you identified were:

- Tackling anti-social behaviour
- Tackling crimes related to drugs and alcohol
- Visibility, presence and being approachable
- Traffic related offences
- Improved community engagement
- Tackling violence and domestic abuse

These priorities are not considered in isolation, for example our response to violence against women and girls includes elements of a number of the priorities identified.

While public consultation with the people of Argyll and Bute determines local priorities, national priorities are identified through our National Strategic Assessment, and these also feature in our Annual Police Plan. National priorities include:

- Protecting vulnerable people
- Tackling crime in the digital age
- Working with communities
- Support for operational policing

Together with the local priorities you identified and our shared partnership objectives, we will focus our efforts with equal commitment and determination to deliver positive outcomes for the communities we serve. The resources which inform our priority setting are:

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- Locally we have engaged with our communities to provide results from the Your Police Survey open to everyone in our community of Argyll and Bute. We have promoted this through community councils and Argyll and Bute Third Sector Interface who represent community groups.
- Nationally, we have sources such as the Police Scotland National Strategic Assessment (2023/26) providing crime and incident data, Police Scotland Annual Police Plan (2023/24)
- Argyll and Bute Local Outcome Improvement Plan
- Community Impact Assessments
- Equality and Human Rights Impact Assessments

Taking the local priorities provided by you, alongside our own Strategic Assessment and partnership objectives, the overall priorities for the Argyll and Bute Local Policing Plan are:

- Acquisitive Crime
- Public Protection
- Road Safety and Road Crime
- Serious Organised Crime
- Violence and anti-social behaviour

Only by working together can we achieve the shared vision of an Argyll and Bute which has a positive, equitable and inclusive future

Local objectives and activity

Threats to public safety and wellbeing are resolved by a proactive and responsive police service

We find ourselves moving at an ever-increasing pace from the physical to the digital world; a move that creates new and complex crime types. It also affects traditional crime, much of which now has a digital element.

To protect our communities effectively, we will continue to explore innovative technologies and partnerships.

We will continue to be a key contributor to local joint planning and delivery, helping drive a shift to prevention and early intervention across services.

Objective: Keep people safe in the physical and digital world

Activity: Implement new measures to reduce threat, risk and harm to vulnerable missing people.

Key Milestones:

- Ensure Herbert Protocol continues to be implemented for those living with dementia whether that is at home or in care establishments.
- Promote the use of the Purple Alert app within communities to enable community awareness to find someone living with dementia if they go missing.
- Hold focus groups with those living with dementia, younger people and those in the business sector around the use of Dementia Safeguarding Tags.
- Develop a communications plan to launch the Dementia Safeguarding Tags with those living with dementia, business sector and wider public.
- Launch the Dementia Safeguarding Tags within communities of Argyll and Bute.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

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- How effective is the implementation of the Herbert Protocol in helping find people living with dementia who go missing?
- How well have Argyll and West Dunbartonshire Police Division promoted the Purple Alert app?
- How effective is the Dementia Safeguarding Tag in assisting people living with dementia when they are out in the community?
- How inclusive were the focus groups held to discuss the Dementia Safeguarding Tags?

Activity: Work with partners to reduce the impact of Cyber-crime.

Key milestones:

- Deliver cyber-crime awareness events to those most at risk including vulnerable adults and younger people, alongside partner agencies including Trading Standards.
- Increase preventative work to highlight dangers of cyber-crime including use of Youth Engagement Officers to deliver inputs to schools and Community Engagement officers to deliver inputs to older adults.
- Work with partners in education to prevent cyber bullying.
- Work with partners in education to provide parents with tools to keep their young people safe online.

Update expected: Y1-3 Quarterly

Performance measures and insights:

- How many cyber-crime awareness events have been held with partner agencies?
- How effective has the division been in reducing the impact of cyber-crime?
- How well are Argyll and West Dunbartonshire doing in providing information to parents to help prevent cyber-bullying?

Objective: Design services jointly to tackle complex public safety and wellbeing challenges

Activity: Develop partnership approaches to tackle drug related deaths, drug related harm and improve community wellbeing

Key milestones:

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- Provide crime prevention inputs at local drug recovery cafes to break down barriers with service users.
- Conduct intelligence led road policing stops and checks to divert those involved in drugs supply across the geography from travelling to supply drugs.
- Contribute to all drugs related death reviews as part of the Alcohol and Drugs Partnership in Argyll and Bute.
- Provide county lines inputs to front line partners including social work, education staff, housing and environmental services.
- Enhance our approach to those exploited by Serious Organised Crime Groups in the drugs supply chain (county lines and cuckooing), safeguarding victims and maximising investigative focus on bringing those involved in the coordination of such activity to justice.
- Reduce drug harm by working in partnership with stakeholders to support individuals at risk whilst targeting those who exploit the vulnerable through drugs supply.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How effective have the crime prevention inputs been at drugs recovery cafes as a way to break down barriers between police and service users?
- Have intelligence-led vehicle stops led to an increase in drug-related detections?
- How well received are our inputs at Drugs Related Death Review meetings chaired by the Alcohol and Drugs Partnership?
- How many County Lines inputs have been provided to different partners?
- How effective are Argyll and West Dunbartonshire Police Division at encouraging reporting of drug intelligence within communities?

Activity: Implement a refreshed approach to Children and Young People underpinned by a Children's Rights Approach to policing.

Key milestones:

- Work with child protection partners to mitigate the risks posed to children and young people including online sexual abuse and exploitation.

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- Ensure we meet our corporate parenting responsibility by upholding the rights and securing the wellbeing of Care Experienced Young People.
- Create a refreshed Joint Investigative Interview (JIT) suite in Dumbarton Police Station to improve our response to child protection for children who have been abused or neglected.
- Provide a consistent point of contact for the school community, delivering and participating in inputs and initiatives to provide focus on early and effective intervention through education.
- Introduce the Scottish Child Interview Model (SCIM) to ensure best practice of local authority and police working closely together to provide the best possible service to children at risk.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- What work has been carried out with partners to mitigate the risks of online sexual abuse and exploitation, and how effective has this been?
- Has the JIIT suite in Dumbarton been completed and how effectively is this being used?
- How many inputs have been provided within education establishments for young people?
- Has the roll out of SCIM taken place and how successful has this been?

Objective: Support policing through proactive prevention

Activity: Support the implementation of Distress Brief Intervention throughout Argyll and Bute.

Key milestones:

- Identify officers suitable for training for the launch of Distress Brief Intervention taking an incremental approach to ensure adequate service provision with Level 1 providers.
- Support officers in completion of both online and face to face training to ensure they are appropriately trained as Level 2 officers.
- Monitor referrals to Support in Mind Scotland in accordance with training provided for Level 2 referring officers.

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- Promote Distress Brief Intervention as an additional tool to support those with low level distress.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How many officers have completed the training for Distress Brief Intervention?
- Is training, awareness and guidance in place for officers and staff within the required timescales?
- How many referrals have been made that are suitable for engagement with Support in Mind Scotland?
- How effective are Argyll and West Dunbartonshire Police Division in supporting the implementation of Distress Brief Interventions?

Activity: Support the delivery of the National Water Safety Strategy to reduce accidental drownings and water-related suicides.

Key milestones:

- Work with partner agencies within the Partnership Approach to Water Safety in Argyll and Bute.
- Inputs provided within secondary education establishments.
- General education messages including improved signage and awareness.
- Sharing of consistent social media messages to reach a wide audience.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How well are Argyll and West Dunbartonshire Police Division contributing to the Partnership Approach to Water Safety?
- Have the number of water related incidents seen a change since the start of this educational activity?
- Is messaging around social media consistent across all partners to get the right messages across?

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The needs of local communities are addressed through effective service delivery

To create your Local Police Plan we have engaged and consulted with the public, stakeholders, community representatives and partners including other service providers to ensure we have a shared understanding of the local community and the role of policing within it.

We will continue to improve the services we provide as society evolves, embedding accessibility and inclusivity into all that we do.

We continue to be able to call upon additional operational support and specialist services to assist with incidents and investigations, large planned and unplanned events, and other situations where these resources are needed ensuring our focus remains on the needs of the local community.

Objective: Understand our communities and deliver the right mix of services to meet their needs

Activity: Tackle residential and commercial housebreakings and other forms of acquisitive crime through prevention measures

Key milestones:

- Ensure a range of prevention messages and mediums to provide wide ranging education to all sections of our community including those who may not yet have reliable internet services.
- Provide face to face inputs with elderly communities on fraud prevention and increase capability of “cared for at home” network to reach those who may be housebound for educational purposes to prevent frauds.
- Strengthen local partnerships to make use of call blocker and other technologies to keep people safe from frauds.
- Engage with the business community and financial institutions to raise awareness, encourage target hardening, target criminality and protect those vulnerable to acquisitive crime.

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- Continue to work with Argyll and Bute Council sharing information where possible and jointly promoting campaigns such as Shut out Scammers.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How are different platforms being used to push out education and prevention messages?
- How effective are prevention messages to differing age groups within our communities?
- What funding has been successful for call blockers in conjunction with partner agencies?
- How effective are the partnerships in Argyll and Bute to help prevent frauds and other acquisitive crimes?
- How well is the local Doorstep Crime guidance being followed and how many referrals have been made as part of this?

Objective: Support our communities through a blend of local and national expertise

Activity: Develop a robust process to tackle anti-social behaviour including both indoor and outdoor violence

Key milestones:

- Draft revised Information Sharing Protocol for ASB in conjunction with Argyll and Bute Council and Registered Social Landlords.
- Enhance actions at the Monthly multi-agency ASB meetings to ensure victims are protected and those responsible are engaged.
- Implement Summer Safety and Festive Safety Plans in relation to the night time economy and licensed premises in conjunction with partners in Argyll and Bute Council and licensees.
- Increase the number of trained Keep Safe Places present throughout Argyll and Bute to assist in tackling hate crime and supporting vulnerable people to live independently within our communities.
- Gather and share information on youth issues, with partner agencies and the School Community, identifying and focussing on young people in particular

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who are displaying behavioural difficulties, who are offending or at risk of offending in the school or in the wider community.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- Is our Information Sharing Protocol regarding ASB up to date and fit for purpose?
- How effective are our multi-agency ASB meetings at protecting victims?
- How effective have our Summer Safety and Festive Safety Plans been in relation to the night time economy and licensed premises?
- How effective have our Keep Safe premises been in supporting vulnerable people to live independently within our communities
- How effective is Argyll and West Dunbartonshire Police Division at tackling violent crime?

Activity: Improve and encourage reporting of domestic abuse throughout all communities and target perpetrators

Key milestones:

- Ensure domestic abuse investigations are progressed in accordance with Police Scotland's forthcoming Violence Against Women and Girls strategy.
- Provide inputs from specialist departments to frontline officers who routinely attend domestic incidents.
- Support local and national domestic abuse campaign material through social media, officers promoting at community councils and display of posters.
- Support businesses in our local communities to receive Domestic Abuse awareness training through Medics Against Violence (MAV).
- Enhance local focus for domestic incidents through Multi Agency Tasking and Coordinating (MATAC) by proactively targeting domestic abuse offenders at a local level, supported by national specialise expertise and align with MARAC.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

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- How effective is Argyll and West Dunbartonshire Police Division at keeping victims of domestic abuse safe, and encouraging them to report incidents.
- How supported do our response officers feel when dealing with domestic abuse incidents.
- Is our support for local and national campaigns effective and well received?
- How many businesses have we engaged with to encourage sign up to the Medics Against Violence inputs?

Objective: Support the changing nature of communities

Activity: Through intelligence led policing and proactive engagement with all road uses, reduce death and serious injury on Argyll and Bute's road network.

Key milestones:

- Deliver a calendar of campaign activity, in partnership with key stakeholders, to improve driver attitudes/behaviour and reduce injury on the road network throughout Argyll and Bute.
- Work with GPs and social work departments to ensure those suitable for DVLA assessments for retaining driving licences are supported with partner agencies.
- Make our roads safer by positively influencing driver, cyclist, pedestrian and horse rider behaviour through high visibility patrolling by specialist Roads Policing officers and use of Operation Close Pass and Lose the Blinkers.
- Carry out high visibility speed detection in local communities at locations of most concern to those within each locality.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How effective are Argyll and West Dunbartonshire Police Division's activities to improve road safety in Argyll and Bute?
- How well are the division doing in encouraging referrals to DVLA where someone may not be suitable to continue driving?
- How well received have Operation Close Pass and Lose the Blinkers been in promoting road safety?
- Have deaths and serious injuries been reduced in Argyll and Bute?

The public, communities and partners are engaged, involved and have confidence in policing

Our values are at the heart of everything we do. Our human rights based approach to policing along with ethical and privacy considerations are of the utmost importance to the service we provide. The communities we serve should feel confident that we will always police in a way that is fully underpinned by our values of fairness, integrity, respect and human rights.

The safety and wellbeing of the people we serve are enhanced by providing services that work efficiently. We will listen and seek to understand the changing needs of diverse communities, bringing both professionalism and empathy to our interactions making changes to our services when required. Engaging with people strengthens relevance, responsiveness and accountability and builds trust. We will improve and refocus our engagement activities where these are not reaching diverse communities and are not representative of the society we serve.

Objective: Embed the ethical and privacy considerations that are integral to policing and protection into every aspect of the service

Activity: Enable and support effective engagement and communication with the public, including promotion of our Local Police Plan

Key Milestones:

- Ensure Your Police Survey is accessible for all including those who do not have access to electronic means.
- Utilise forms of communication including Neighbourhood Watch Scotland Alerts, Rural Watch, local newspapers and community newsletters to ensure effective engagement for those who do not engage directly with Police.
- Carry out engagement events with our local communities, paying particular attention to seldom heard groups who might not engage digitally with Police Scotland.

Update expected:

OFFICIAL

- Y1-3 Quarterly

Performance measures and insights:

- How well are we engaging with the public in continual dialogue to ensure effective and inclusive input to the Local Police Plan?

Objective: Protect the public and promote wellbeing across Scotland by providing services that are relevant, accessible and effective

Activity: Promote and improve rural communities and environmental wellbeing so that people can flourish and feel safe.

Key milestones:

- Continue to lead on the Divisional Partnership Against Rural Crime group ensuring all key partners are involved and included.
- Raise awareness of livestock worrying offences and coordinate local campaigns focusing on consequential outcomes and publicise successful prosecutions.
- Build local and national intelligence profiles of those involved in rural theft through use of technologies.
- Increase use of Rural Watch to detect and intercept suspect vehicles.
- Raise awareness of up to date security methods and produces and share proven prevention tactics and techniques to make fuel more difficult to steal from rural locations.
- Support equestrians to have safe and responsible access to the countryside and promote equine road safety.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How well supported do those in the agricultural and forestry communities feel by Argyll and West Dunbartonshire Police Division?
- How effective has the livestock worrying campaigns been in preventing livestock attacks?
- What have we done to build local intelligence profiles?
- How many members are signed up to Rural Watch and how well used is this platform been in raising awareness of rural crime?

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- How well are we promoting up to date security methods through letters to victims of rural crime and proactively on social media?
- How well have we supported the equine community to be safe on the roads?

Objective: Work with local groups and public, third sector and private sector organisations to support our communities

Activity: Engage the third sector through Argyll and Bute Third Sector Interface (Argyll TSI) and statutory partners to develop an appropriate information service signposting those in our communities to support for mental health, relationships and addictions.

Key milestones:

- Support Argyll TSI and Statutory Living Well Networks to develop a community directory able to be accessed by all.
- Work with Argyll TSI and Statutory Living Well Networks to develop a frontline services support card that can be utilised by local Police Scotland officers, Scottish Ambulance Service and Scottish Fire and Rescue Service and passed to those who may wish to self-prescribe to local support.
- Ensure once these support cards are developed that they are made available to those within custody settings for anyone coming through Custody centres throughout Argyll and Bute.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How well have we supported Argyll TSI in their development of the Community Directory?
- How successful are Argyll and West Dunbartonshire at signposting people to support services?
- Do we have support cards in every custody setting in Argyll and Bute and how well have we supported their use?

Activity: Engage with third sector groups and partners in Argyll and Bute Council to support refugees, including those displaced by the conflict in Ukraine

Key milestones:

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- Participate in community planning to ensure that displaced people have a distinct route to accommodation, support and care.
- Work with third sector groups to raise awareness of Police Scotland and the support services we provide amongst refugees
- Expand the Keep Safe initiative to be inclusive for refugees to use and access. .

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- Does qualitative feedback from third sector refugee groups indicate that refugees feel supported by Argyll and West Dunbartonshire Police Division?
- How many community events have we attended supporting refugees?
- How well have we promoted the Keep Safe Initiative to be inclusive for refugees?

Public Consultation Draft

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Our people are supported through a positive working environment, enabling them to service the public

The safety and wellbeing of our officers and staff are at the heart of Police Scotland's commitments. The challenges for policing are significant and the part policing plays in daily life will become ever more important as Society faces huge challenges. Policing is also coming under increasing scrutiny and pressure in relation to our actions.

We will create the environment for our staff to be able to work effectively and equip them to make decisions, ensuring they are trusted and empowered to do so.

Objective: Prioritise wellbeing and keep our people safe, well equipped and protected

Activity: Enhance our communication throughout Argyll and West Dunbartonshire Policing Division to focus on our people, ensuring they have a strong identity.

Key milestones:

- Engage with staff and officers across Argyll and Bute to develop a local communication strategy that fits their needs.
- Produce a monthly divisional bulletin that is people focussed and celebrates achievements of officers and staff through a person centred approach.
- Ensure enhanced local representation from Scottish Police Federation to ensure we are listening to concerns raised by our people and that their views are acted on.
- Continue to develop and monitor responses to the staff survey and ensure that our responses are visible to our officers.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How has local communication evolved to suit the requirements of officers and staff?
- How well is our bulletin being received by frontline officers and staff at addressing the items they wanted to be included?

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- What local footprint do we have for local divisional federation representatives at all ranks?
- What progress have we made since the latest staff survey in supporting the needs of our people?

Objective: Support our people to be confident leaders, innovative, active contributors and influencers

Activity: Establishment of Divisional Improvement Team to ensure local officers are well connected and supported.

Key milestones:

- Enhance our capability for Taser deployments for all communities throughout Argyll and Bute providing a safe geographical coverage.
- Continue to promote wellbeing champions and access to support services such as Police Treatment Centres, occupational health and Employee Assistance Programme.
- Promote Your Safety Matters for all officers and staff in Argyll and West Dunbartonshire Police Division.
- Establish Staff led improvement group to ensure all officers and staff are listened to and that change is driven from the grassroots of our service.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How many officers are taser-trained, and what is our spread of taser-trained officers throughout Argyll and Bute?
- How well are our officers being supported in accessing support services and are these being well used?
- Are we promoting Your Safety Matters in a meaningful way?
- How has our staff-led improvement group led to change in Argyll and Bute?

Activity: Support delivery of national and bespoke training throughout Argyll and Bute for Constables, Sergeants and Inspectors.

Key milestones:

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- Support officers through lateral and vertical development by identifying those suitable for local and national training.
- Develop and support our probationary constables and sergeants through a structured continuous professional development programme.
- Ensure a sustainable recruitment model promoting “live local, work local” for more rural communities.
- Ensure delivery of Police Incident Officer Training to all ranks within rural postings to improve officer awareness of the requirements of Police Incident Officer.
- Enhance support to first line managers through creation of a supervisory toolkit relevant to Argyll and Bute.
- Coordinate awareness inputs to all officers and staff of access to partnership support such as HM Coastguard.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- Do we have a well-structured plan in place to support probationers and newly promoted sergeants to ensure their needs are met?
- In what ways have we supported the ‘live local, work local’ recruitment drive?
- Is our local Police Incident Officer training being well received at constable and sergeant rank in rural stations?
- Is the supervisory toolkit fit for purposes and being well used, how are we ensuring feedback and regular updates?
- How well are we supporting our officers and staff not only through promotion, but through personal development at a lateral level?

Objective: Support our people to identify with and demonstrate Police Scotland values and have a strong sense of belonging

Activity: Develop and implement divisional people plans to support the implementation of the People and Equality, Diversity and Inclusion strategies.

Key milestones:

- Review and evaluate existing approach

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- Support officers through lateral and vertical development by identifying those suitable for training both nationally and that required through the nature of rural and remote policing.
- Develop and support our probationary constables and sergeants through a structured continuous professional development programme.
- Make progress towards ensuring that our workforce is representative of the communities it serves and undertake positive action recruitment with under-represented communities.
- Enhance support to first line managers through creation of a supervisory toolkit relevant to Argyll and Bute.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How does Argyll and West Dunbartonshire Police Division proactively promote and support equality, diversity and inclusion initiatives?
- Do our people feel like they are being developed in accordance with their ambitions?
- How well are we at supporting positive action recruitment?
- Is the supervisory toolkit fit for purposes and being well used, how are we ensuring feedback and regular updates?

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Police Scotland is sustainable, adaptable and prepared for future challenges

Ongoing political, technological, economic and societal changes as well as unforeseeable emergencies on a local and global scale require the police service to adapt and respond to future challenges in order to maximise the benefits of future opportunities. This includes working to reduce the impact of our activity, estates and fleet on the environment. Police Scotland aims to make a significant contribution to the Scottish Government's 2040 carbon neutral target and 2045 zero greenhouse gas emissions target.

Everyone has a role to play in improving financial sustainability, making efficient use of resources and eliminating waste to deliver best value. Procurement of and demand for goods and services will remain under scrutiny, ensuring resources are used in the most efficient way possible to meet the greatest need.

Objective: Use innovative approaches to accelerate our capacity and capability for effective service delivery

Activity: Deliver a sustainable and revised policing model for Argyll and Bute that better serves our communities and enables our officers to have enhanced capacity and capability for rural policing.

Key milestones:

- Undertake work with key enabling functions to establish a methodology and evidence base to deliver a revised policing model for rural and remote policing areas
- Ensure any evidence base includes the bespoke requirements of rural and remote policing
- Link to and support the work of the National SLWG on Rural and Remote Policing other work-streams such as Recruitment, Retention, Promotion and Allowances
- Maximise staff welfare and wellbeing in the design of any new model
- Provide an evidence base for future Workforce Planning submissions
- Deliver a revised inspector model for rural policing providing better access for incident oversight and management.

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- Work with Police Scotland estates to provide improved accommodation for rural officers.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- What is our evidence base for a revised policing model for rural and remote policing?
- How well is our connectivity from local to national in terms of the Rural and Remote Working groups?
- How sustainable is our policing model for Argyll and Bute?
- Does our policing model for Argyll and Bute allow us to adapt to seasonal variations in incidents?
- Does our revised inspector model provide better support for our people to ensure effective service delivery in rural communities?
- Are our estates within Argyll and Bute fit for purpose?

Objective: Commit to making a positive impact through outstanding environmental sustainability

Activity: Develop and implement innovative and sustainable methods to deliver a modern policing service in Argyll and Bute.

Key milestones:

- Identify training and funding for cycling equipment for our officers.
- Better utilise pedal cycles for officers in smaller villages to provide visibility and approachability
- Continue to support the roll out of electric vehicles.
- Foster biological diversity, and improve wellbeing of staff by establishing green space for social, recreation and relaxation activities.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How many cycle trained officers do we have in Argyll and Bute?
- How accessible are alternative transport methods for officers carrying out high visibility patrols and community engagement?

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- Are electric vehicles being utilised within Argyll and Bute and what is the footprint of vehicle availability across our hubs.
- How many of our offices have access to wellbeing gardens?

Objective: Support operational policing through the appropriate digital tools and delivery of best value

Activity: Support the implementation of the digital data and ICT strategy including Mobile Working, national Core Operating System and Digital Evidence Sharing Capability

Key milestones:

- Support the training of officers in receiving Mobile Devices for notebook purposes.
- Support the development of the national Core Operating System (COS) by ensuring local officers are able to use the system effectively and this is quality controlled.

Update expected:

- Y1-3 Quarterly

Performance measures and insights:

- How well are Argyll and West Dunbartonshire Policing Division doing to roll out the use of mobile devices to operational officers?
- What local training and awareness is available to support officers in using the COS systems.

Governance and performance

Policing by consent is the bedrock of our approach. Public trust and confidence can only be maintained through the legitimacy engendered by effective governance, transparency and accountability.

Our Performance Framework links to our local and national plans enabling monitoring and measurement of progress on our priorities for policing and strategic outcomes.

Key to delivering excellence in service provision is working collaboratively to support the Community Planning Partnership and the Community Empowerment (Scotland) Act 2015.

Our Local Police Plan reflects the priorities that local communities, businesses and organisations have told us matter most to them. We will continue to work with our communities and partners to listen to concerns and ensure we respond effectively to emerging issues.

An overview of divisional performance against our strategic outcomes and shared objectives is provided by the Divisional Commander at the Argyll and Bute Community Services Committee on a quarterly basis. The performance reports are a matter of public record and are stored on the Argyll and Bute Councils Website.²

Local Area Commanders regularly liaise with and provide updates to the community and elected representatives at various forums and, to complement this, Community Policing officers provide local policing ward updates to community councils and residents' groups.

² [Browse meetings - Community Services Committee - Argyll and Bute Council \(argyll-bute.gov.uk\)](https://www.argyll-bute.gov.uk/CommunityServicesCommittee)

Equality, diversity and inclusion

Our work is underpinned by our commitment to equality and diversity, both in our dealings with the public we serve and our own staff. We promote the core policing values of human rights, integrity, fairness, and respect within our organisation and the communities we police.

We recognise that effective consent-based policing must reflect the needs and expectations of the individuals and local communities we serve. Our aim is to ensure that our service is fair, consistent and transparent and that we focus on our key objective of protecting the most vulnerable in our society.

The Code of Ethics for policing in Scotland sets out the standards of behaviour expected of all staff. It encapsulates Police Scotland's core values and statutory obligations under the Police and Fire Reform (Scotland) Act 2012. The Code sets out both what the public can expect from us and what we should expect from each other.

The Scottish Police Authority (SPA) Equality Outcomes (2017/21) sets out their commitment to not only comply with equality legislation, but to ensure that the implementation of their equality actions positively contributes to a fairer society through advancing equality and good relations in all that we do.

We are committed to developing and promoting best practice in the refresh of our Equality outcomes for 2022. These can be found along with our commitment and duties to equality, diversity & inclusion at: <https://www.scotland.police.uk/about-us/equality-and-diversity/>.

This plan will be subject to an Equalities and Human Rights Impact Assessment (EqHRIA) in compliance with the Scottish Public Sector Equality Duty in its final iteration in 2023. Separate EqHRIAs will be undertaken for the activities described in this plan as required.

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Engaging with us

Argyll and West Dunbartonshire Police Division
Dumbarton Police Station
Stirling Road
Dumbarton
G82 3PT

We are here to help

Dial 999 for an emergency that requires urgent police attention.

For non-emergency contact call the 24- hour non-emergency contact centre on 101. If you have information about a crime in your area and wish to provide it anonymously, call Crimestoppers charity on 0800 555 111.

If you have any concerns or issues you wish to discuss, you can contact your local Community Policing Team by phoning 101.

For more detailed information about your local community policing team and other services that Police Scotland provides, please visit our website at www.scotland.police.uk

If you would like this information in an alternative format or language, please phone us on 101 to discuss your needs. Service users who are deaf or have a hearing impairment can contact Police Scotland via Next Generation Text (NGT) on 18001, 101 for non-emergency, or 18000 in an emergency.

Meaningful and effective engagement involves genuine dialogue, respect, integrity, transparency and accountability. It provides an opportunity for people to shape our services and influence decisions made. Insight from effective engagement helps identify practical solutions and determine changes required to meet the needs of the communities we serve.

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Police Scotland is committed to continuous improvement in all that we do. If you have something to tell us about our service, please contact us at:

<https://www.scotland.police.uk/contact-us/>

Further information about our wider engagement can be found in our consultation and engagement hub at: <https://consult.scotland.police.uk/>

Police Scotland has a number of active social media channels that provide a range of information and insight into policing, both nationally and in your local area. A full list of our social media accounts can be found on our website. Our local channels can be found at:

Twitter: [Argyll and Bute Police](#)

Facebook: [Argyll and West Dunbartonshire Police Division](#)

Please note that our social media channels are not monitored 24/7 and should not be used for reporting crime. Please dial 999 in an emergency, and 101 in a non-emergency situation.

Inclusive and accessible engagement

We aim to embed accessibility and inclusivity into our services to make them work for everyone.

This Local Police Plan was subject to an Equality and Human Rights Impact Assessment (EqHRIA). A summary of the EqHRIA has been published alongside this document at...

This Local Police Plan can be made available in various alternative formats. For more information, please contact us via our online form:

<https://www.scotland.police.uk/contact-us/>

Deaf, deafened, hard of hearing or speech-impaired callers can contact us via Text Relay on 18001101.

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Local Police Plan 2023-2026 - Community Consultation Argyll and Bute Council Response

To what extent do you agree or disagree with the following statements:

- The local priorities specified in the Local Police Plan are fit for purpose.

Strongly agree

- The local objectives and activities specified in the Local Police Plan are fit for purpose.

Strongly agree

- Overall, the Local Police Plan is fit for purpose.

Strongly agree

[Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know].

2. Please leave any further comments you have about the draft Local Policing Plan for your area.

Argyll and Bute Council supports and endorses Argyll and Bute - L Division - Local Policing Plan and Police Scotland's wish to work closely with partner agencies through the community planning process.

Argyll and Bute has a unique mix of densely populated areas as well as island and rural communities, which often means that priorities can differ dependent on area and this is reflected in the plan. We also welcome the commitment to listen and seek to understand the changing needs of diverse communities.

We welcome the coordinated approach taken during the preparation of the Plan, specifically that it is linked to the 6 outcomes that have been created to support the Argyll and Bute Community Planning Partnership (CPP), aligning priorities that are important to our local communities.

Argyll and Bute, indeed Scotland, has changed considerably since the introduction of the last Local Policing Plan in 2020 it is therefore welcome that the Plan will be reviewed every 3 months to ensure it accurately reflects the needs of our communities within Argyll and Bute.

We acknowledge that cognisance was given to the demographics of Argyll and Bute when preparing the Plan noting that to protect our communities effectively, Police Scotland will continue to explore innovative technologies and partnerships. This was illustrated at the recent cycle of Community Planning Group meetings where Partners were advised of the 'Dementia Safeguarding Tag', just one example of the approach taken by the service to embed accessibility and inclusivity in all that it does.

The way in which the priorities will be taken forward, specifically the activities and the associated milestones, performance measures and insights ensures that Partners are clear on how these feed into the overall plan and how the outcomes are to be measured, enabling robust monitoring and measurement of progress.

Argyll and Bute Council look forward to working with Police Scotland to deliver a visible, responsive, resilient and focussed service and welcome the overall priorities for the Argyll and Bute Local Policing Plan which are complemented by the incorporation of Police Scotland's Strategic Assessment and the Scottish Government's outcomes and priorities.



**Argyll & Bute Performance Report
Q2 - 1st July 2022 - 30th September 2022**



**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 that through targetting risks at a local level we are all **"Working Together for a Safer Scotland."**

The plan has been developed to complement key partnership activity embedded across Argyll & 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	0	0	1	2	1	11
Dunoon Ward	1	0	0	2	2	7
Helensburgh and Lomond South Ward	0	0	1	2	0	4
Helensburgh Central Ward	3	0	1	0	1	25
Isle of Bute Ward	0	0	0	2	0	17
Kintyre and the Islands Ward	1	0	2	1	2	23
Lomond North Ward	0	0	4	5	0	6
Mid Argyll Ward	1	0	2	2	1	21
Oban North and Lorn Ward	2	0	10	0	0	24
Oban South and the Isles Ward	1	0	4	1	3	34
South Kintyre Ward	1	0	2	1	0	10
Total Incidents	10	0	27	18	10	182







Year on Year Change	● -41%	● -100%	● -31%	● -28%	◆ 43%	◆ 26%
3 Year Average Change	● -13%	● -17%	▲ 0%	▲ -2%	◆ 8%	▲ -1%
5 Year Average Change	◆ 13%	▲ 0%	◆ 22%	◆ 21%	◆ 27%	◆ 27%

About the statistics within this report

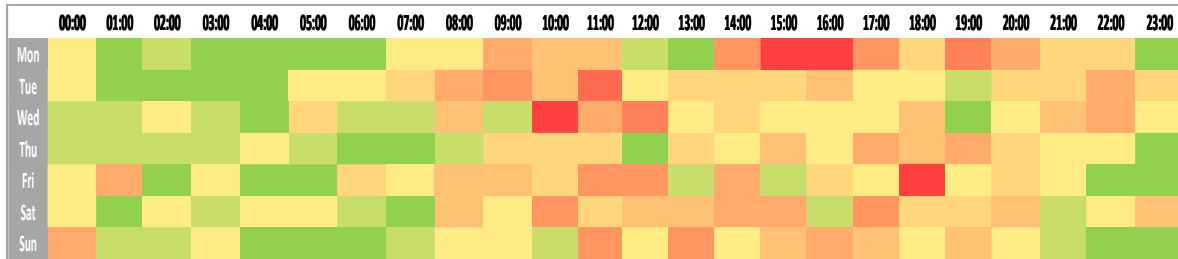
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference 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

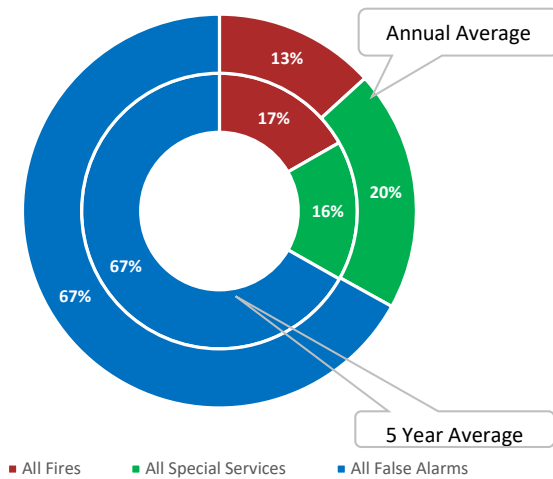
Argyll & Bute Activity Summary

 <p>62 fires primary & secondary</p> <p>-37% (-37)</p>	 <p>93 special services</p> <p>12% (10)</p>	 <p>314 false alarms</p> <p>8% (23)</p>
 <p>469 total number of incidents</p> <p>-1% (-4)</p>	 <p>27 fire & non-fire casualties</p> <p>-43% (-20)</p>	 <p>£358,540 economic cost of ufas incidents</p>

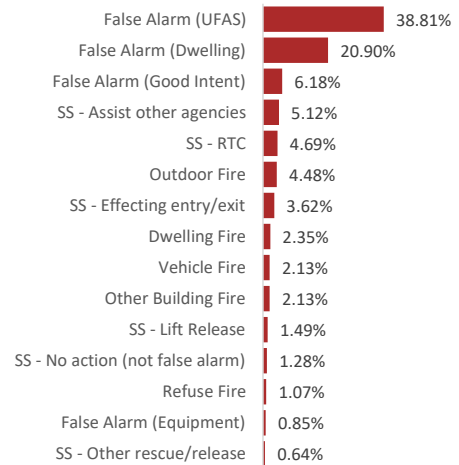
Activity by Time of Day



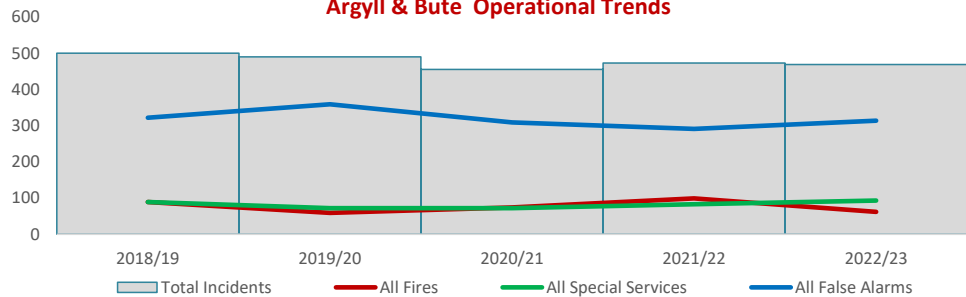
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends

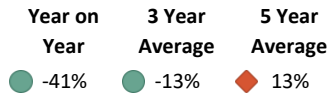


	2018/19	2019/20	2020/21	2021/22	2022/23
All Fires	89	59	74	99	62
All Special Services	89	72	72	83	93
All False Alarms	322	359	309	291	314
Total Incidents	500	490	455	473	469

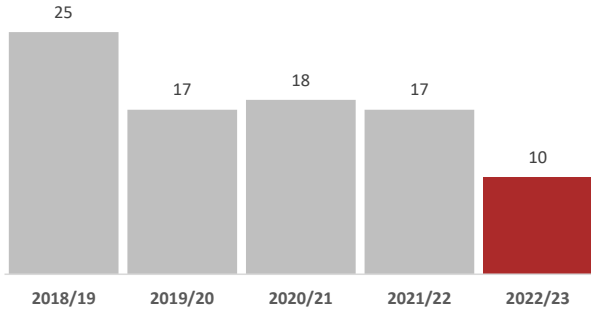
Domestic Safety - Accidental Dwelling Fires



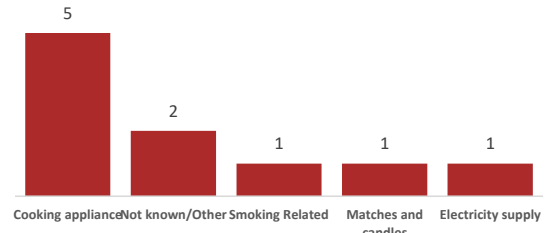
Performance Summary



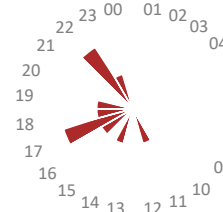
Accidental Dwelling Fires to Date



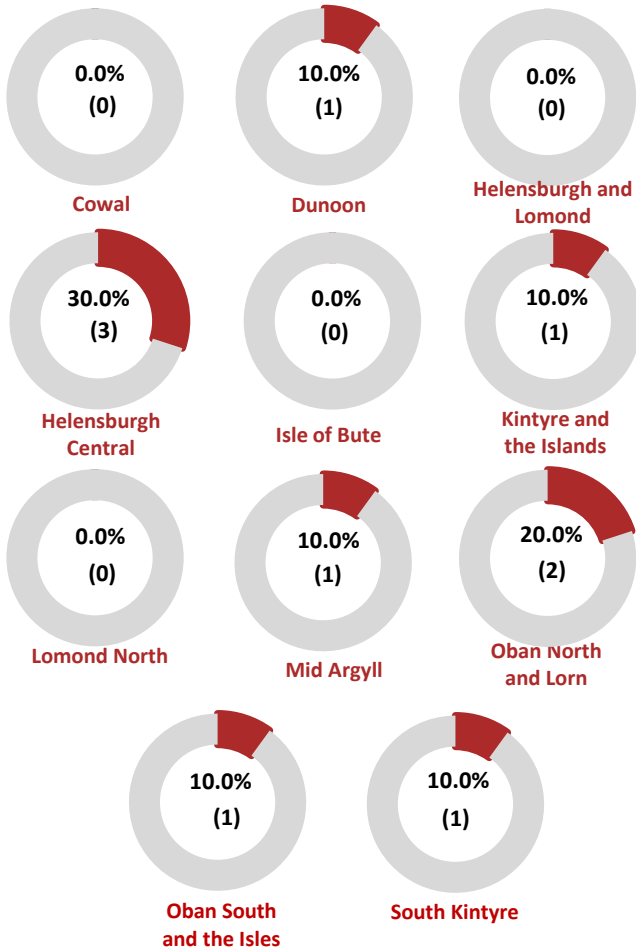
Main Source of Ignition



Accidental Dwelling Fires by Time of Day



Accidental Dwelling Fires Activity by Ward (% share)



Severity of Accidental Dwelling Fires



No Firefighting Action
50.0% (5)



Direct Firefighting
30.0% (3)



Heat/Smoke Damage Only
50.0% (5)



No fire Damage
50.0% (5)

Human Factors



Distraction
30.0% (3)



Alcohol/Drug Impairment
10.0% (1)

Automatic Detection & Actuation



Detection Present
70.0% (7)



Detection Actuated
100.0% (7)



Calls Made via Linked Alarms
80.0% (8)

Domestic Safety - Accidental Dwelling Fire Casualties

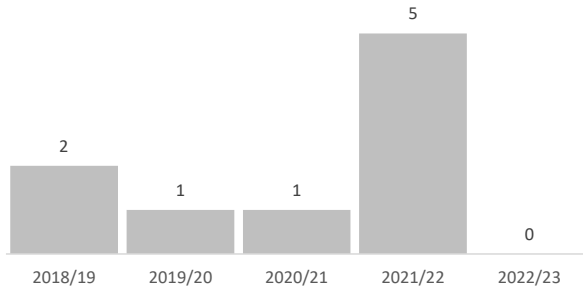


Performance Summary

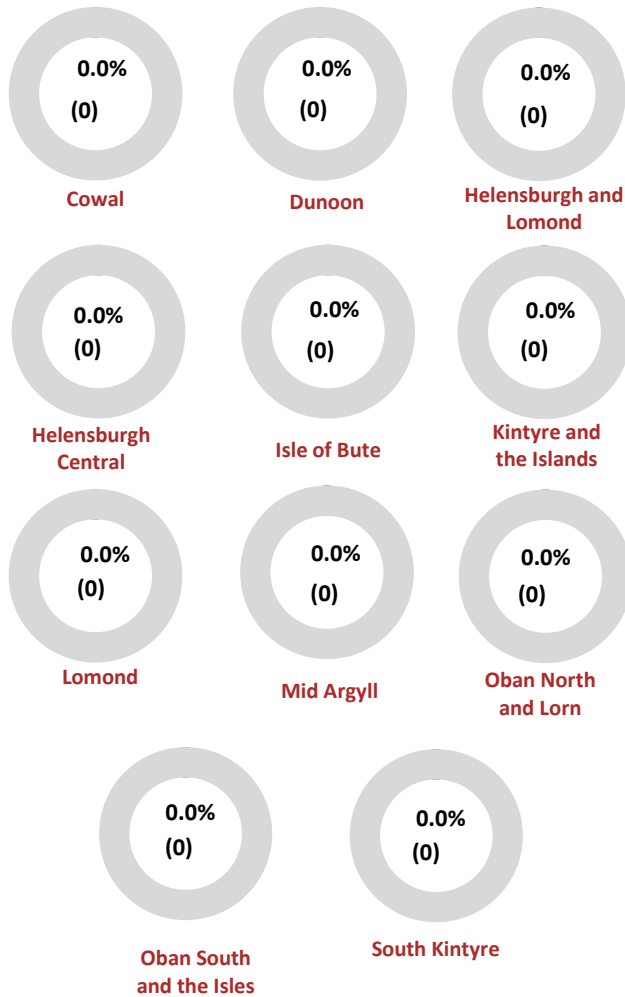
Year on Year 3 Year Average 5 Year Average

● -100% ● -17% ▲ 0%

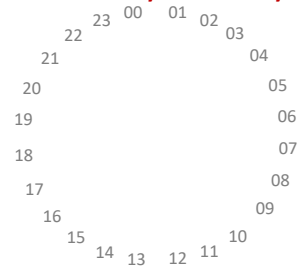
Accidental Dwelling Fire Casualties Year to Date



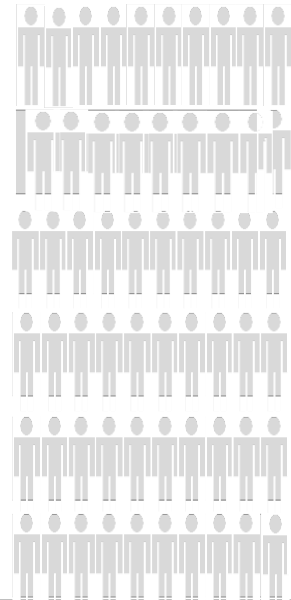
Accidental Dwelling Fire Casualties by Ward (% share)



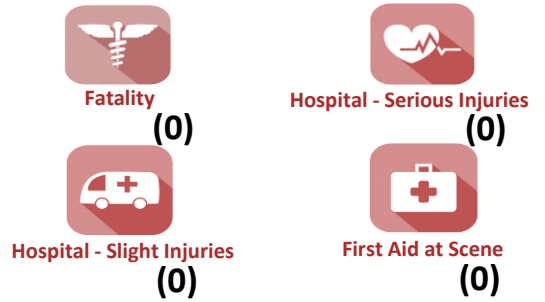
Fire Casualties by Time of Day



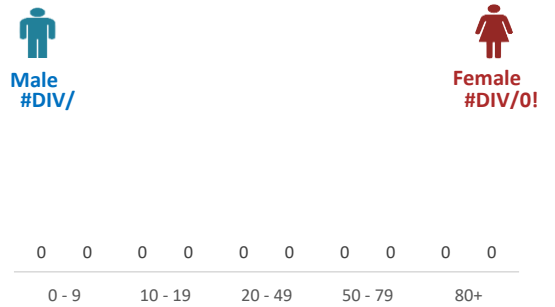
Nature of Injury



Extent of Harm



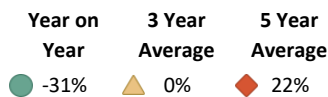
Age / Gender Profile



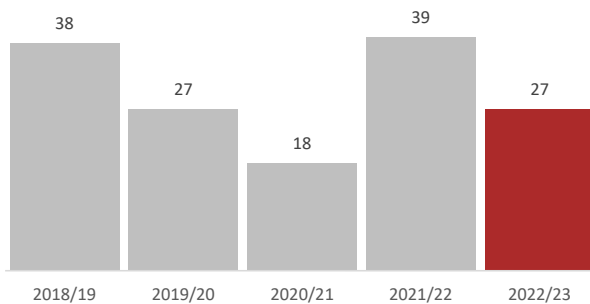
Unintentional Injury or Harm



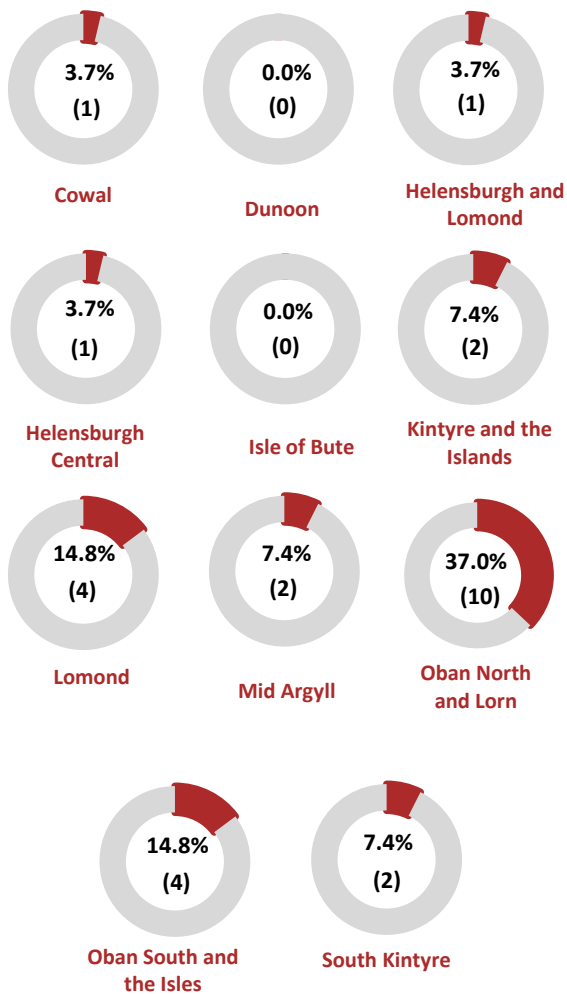
Performance Summary



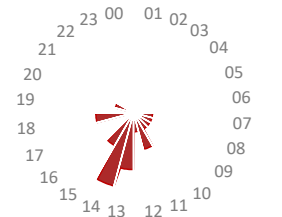
Non-Fire Casualties Year to Date



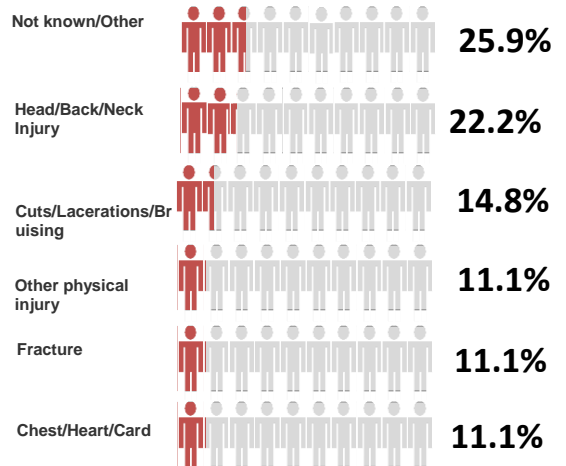
Non-Fire Casualties by Ward (% share)



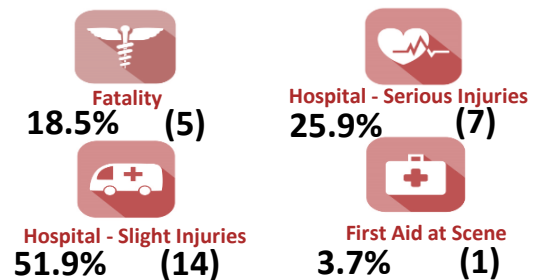
Non-Fire Casualties by Time of Day



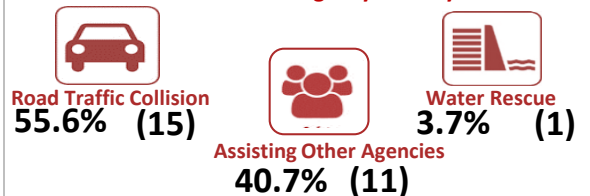
Nature of Injury



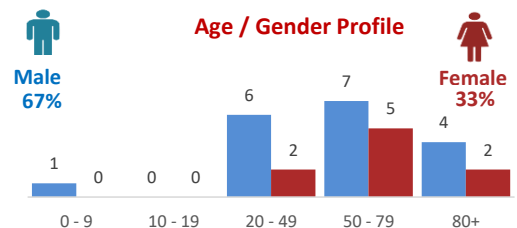
Extent of Harm



Non-Fire Emergency Activity



Age / Gender Profile



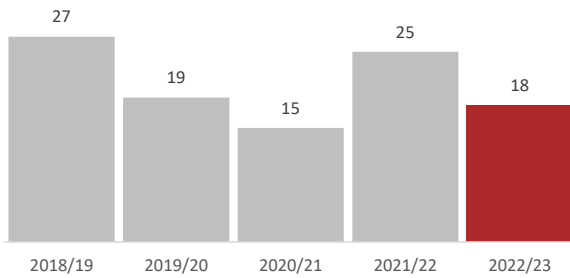
Deliberate Fire Setting



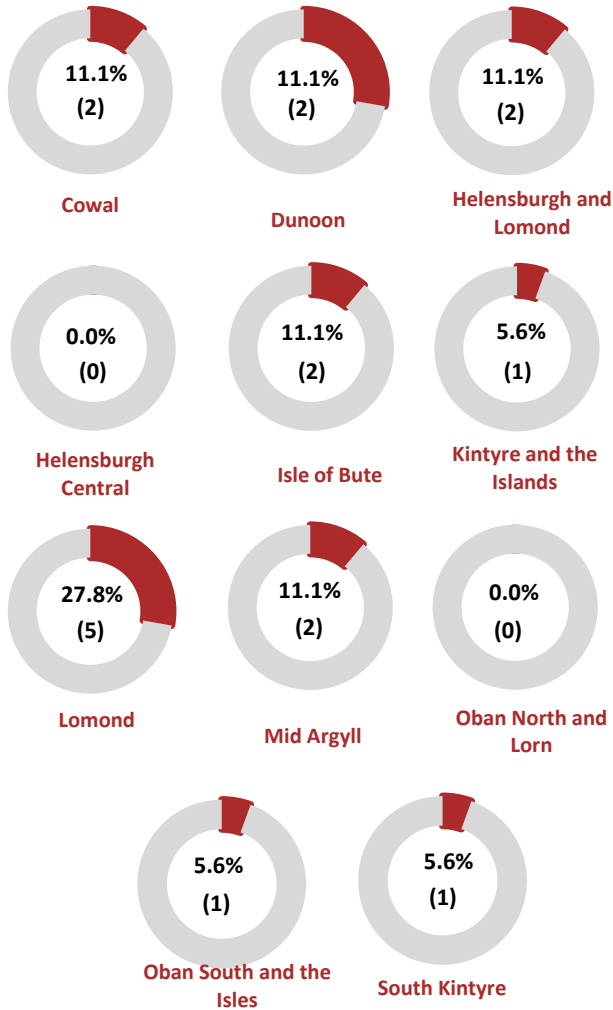
Performance Summary

Year on Year: -28%
 3 Year Average: -2%
 5 Year Average: 21%

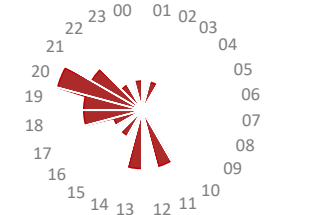
Deliberate Fires Year to Date



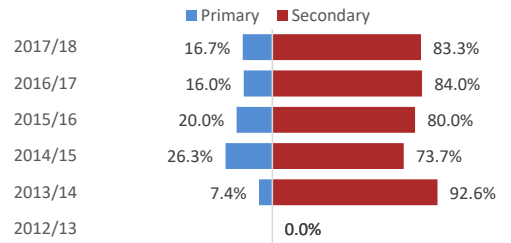
Deliberate Fires by Ward (% share)



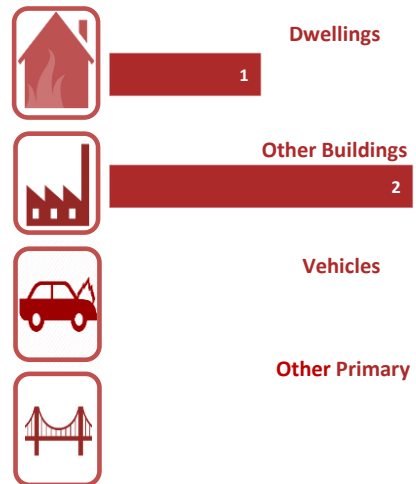
Deliberate Fires by Time of Day



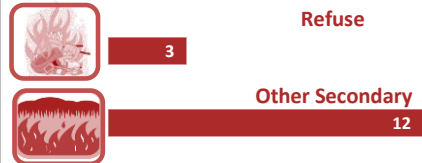
Deliberate Fires by Classification



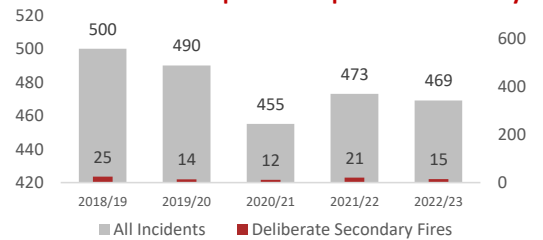
Primary Fire Ratio by Activity Type



Secondary Fire Ratio by Activity Type



Deliberate Fires Compared to Operational Activity



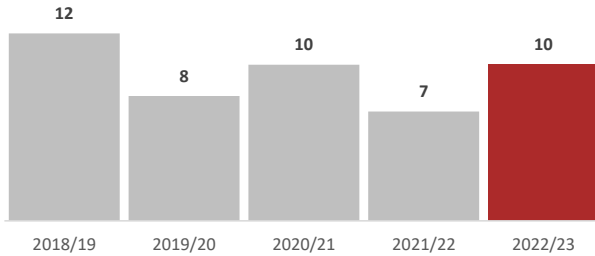
Non Domestic Fires



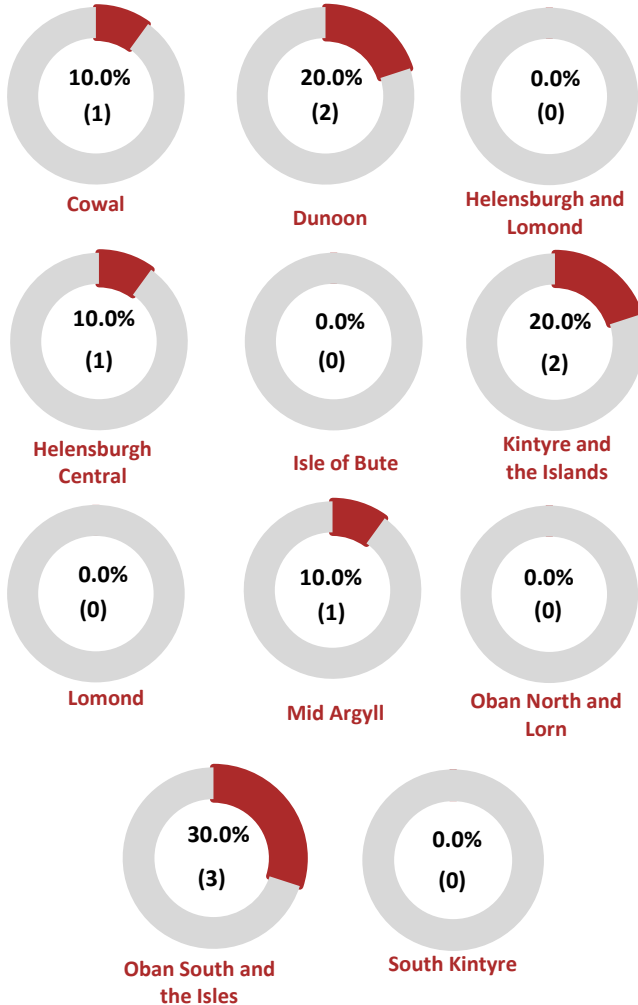
Performance Summary

Year on Year	3 Year Average	5 Year Average
43%	8%	27%

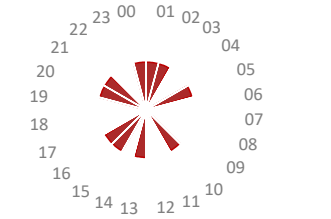
Non-Domestic Fires Year to Date



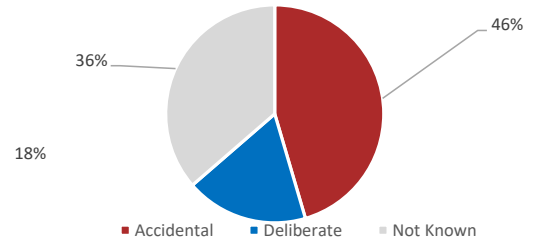
Non-Domestic Fires by Ward (% share)



Non-Domestic Fires by Time of Day



Non-Domestic Fires by Nature of Origin



Severity of Non-Domestic Fires



No Firefighting Action
30.0% (3)



Direct Firefighting
50.0% (5)

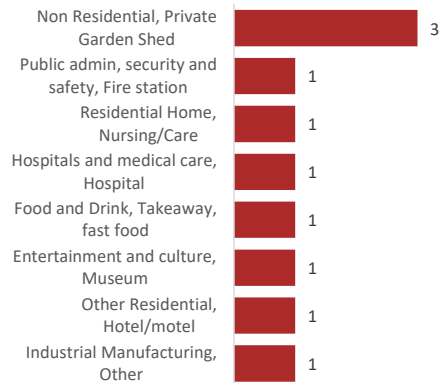


Heat/Smoke Damage
40.0% (4)



No Fire Damage
60.0% (6)

Non-Domestic Fires by Premises Type

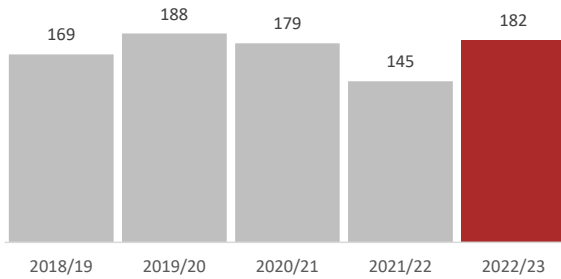


Unwanted Fire Alarm Signals

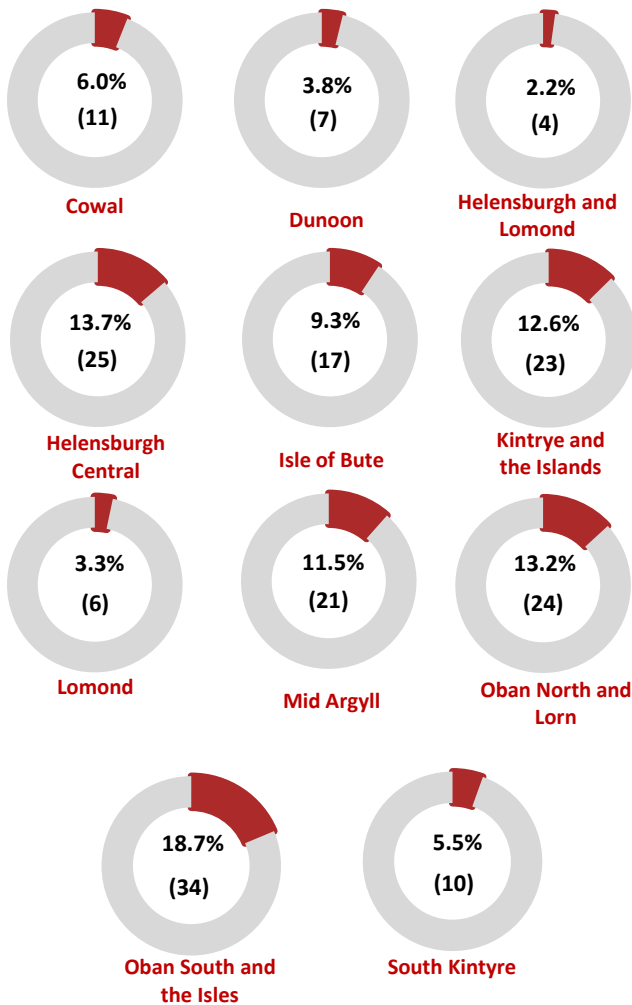


Performance Summary
 Year on Year: 26%
 3 Year Average: -1%
 5 Year Average: 27%

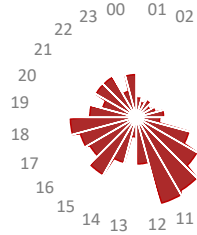
Unwanted Fire Alarm Signals Year to Date



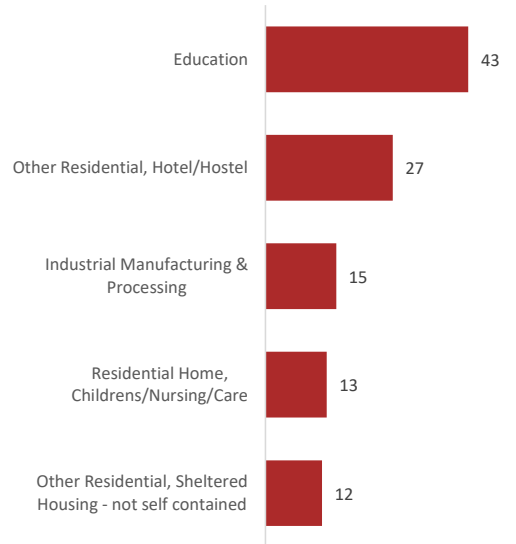
Unwanted Fire Alarm Signals by Ward (% share)



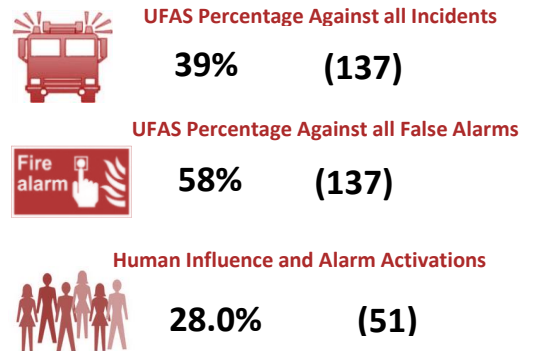
Unwanted Fire Alarm Signals by Time of Day



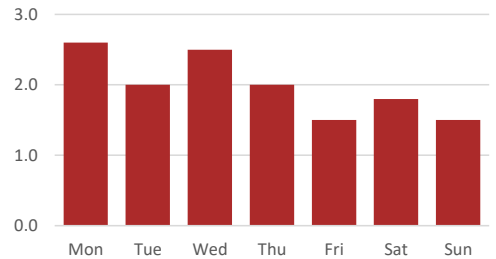
Unwanted Fire Alarm Signals - Top 5 Premises



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: 15 December 2022

Title of Report: Argyll & Bute HSCP- Performance Report November 2022
Presented by: Stephen Whiston Head of Strategic Planning, Performance and Technology

The Community Services Committee is asked to:

- Consider the IJB HSCP performance report presented and approved at the IJB in November 2022

1. Introduction

Reporting against the HSCP Health & Wellbeing Outcome Indicators continues to be affected by the legacy of the Covid19 pandemic.

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 alongside the ongoing vaccination of staff and public and a specific directed action by the SGHD to reduce waiting times.

The attached report was presented and approved at the IJB at its November Meeting 2022 following governance scrutiny at its Clinical and Care Governance Committee.

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:

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 Performance and Technology

Clinical & Care Governance Committee

Agenda item:

Date of Meeting: 26th October 2022

Title of Report: Health & Social Care Partnership- Performance Report (Nov 2022)

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

The Clinical & Care Governance Committee is asked to:

- Acknowledge performance against target with regards to the Outpatient & Inpatient Long Waiting Times for November and previous month.
- Note the performance with regards to the Treatment Time Guarantee (TTG) - Inpatient/Day Case Waiting List
- Note the update with regards to progress with the development of the Integrated Performance Management Framework(IPMF)
- Acknowledge Delayed Discharge performance and forecasting
- Acknowledge progress against CAMHS & Psychological Therapies 18 week LDP standard

EXECUTIVE SUMMARY

New Key Performance Indicators (KPI's) have been established in relation to long waiting times across both inpatient and outpatient specialities for 2022, 2023 & 2024. This report details current performance against the new targets building on previous remobilisation performance. In addition this report also focusses on performance with regards to Treatment Time Guarantee (TTG), Delayed Discharge and CAMHS/Psychological Therapies 18 Week Local Delivery Plan (LDP) Standards with an update on the Integrated Performance Management Framework (IPMF).

1. INTRODUCTION

This report details performance against the six new targets set for reducing Long Waiting Times across Scotland, the focus of which is to eliminate:

- two year waits for outpatients in most specialities by the end of August 2022
- 18 month waits for outpatients in most specialities by the end of December 2022
- one year waits for outpatients in most specialities by the end of March 2023
- two years waits for inpatient/day cases in the majority of specialities by September 2022
- 18 month waits for inpatient/day cases in the majority of specialities by September 2023
- one year for inpatient/day cases in the majority of specialities by September 2024

2. DETAIL OF REPORT

The report details performance for November 2022 with regards to the Health & Social Care Partnership, Greater Glasgow & Clyde and NHS Highland.

3. RELEVANT DATA & INDICATORS

4.1 Long Waiting Times Performance

The table below details current performance against Long Waiting Times targets for August and September 2022 and is extracted from New Outpatient Monthly Management Information. The RAG (Red, Amber & Green) status bar identifies performance against current and future targets.

Performance Indicator	Target	August 2022 (Actual)	September 2022 (Actual)	RAG
Eliminate two year waits for outpatients in most specialities by the end of August 2022	0	0	0	Green
Eliminate 18 month waits for outpatients in most specialities by the end of December 2022	0	3	3	Amber
Eliminate one year waits for outpatients in most specialities by the end of March 2023	0	6	4	Amber
Eliminate two years waits for inpatient/day cases in the majority of specialities by September 2022	0	0	0	Green
Eliminate 18 month waits for inpatient/day cases in the majority of specialities by September 2023	0	0	0	Green
Eliminate one year for inpatient/day cases in the majority of specialities by September 2024	0	0	0	Green
Total Waits	0	9	7	

(MMI Data- August & September 2022)

The table below identifies the new outpatient speciality waits greater than 1 Year as at 4th September 2022.

Specialities	>1Yr	>18 Months	>2 yrs.	Total
Endoscopy	1	1	0	2
Gynaecology	0	1	0	1
Neurology	1	0	0	1
Pain Management	1	1	0	2
Trauma and Orthopaedic	1	0	0	1
Total Waits	4	3	0	7

(MMI Data- 4th September 2022)

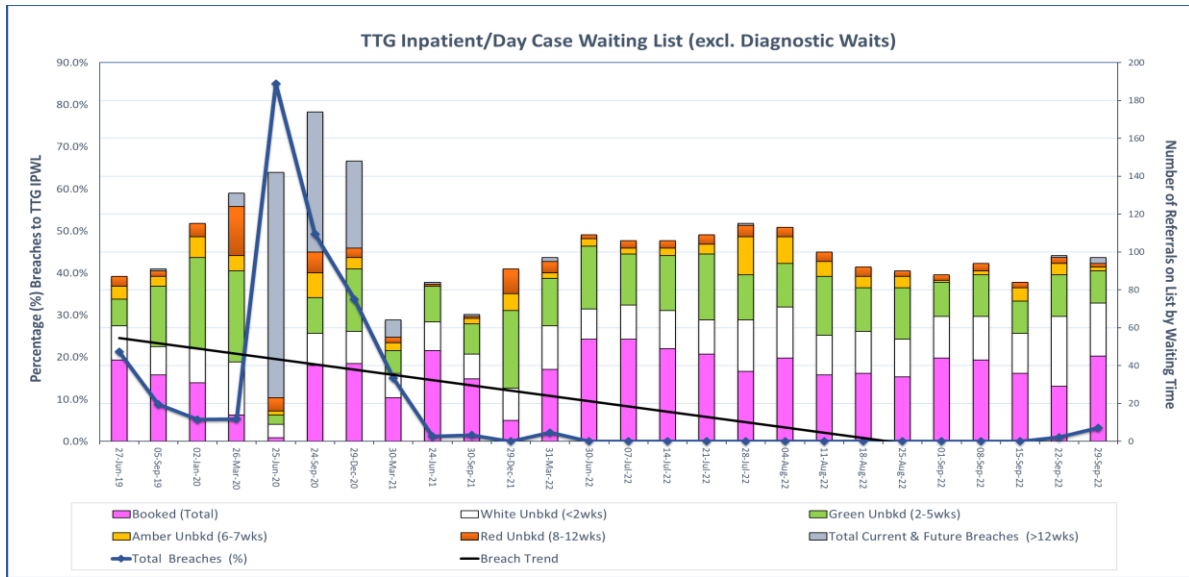
Performance Assessment:

- There are no waits estimated longer than 2 years for current Consultant and Nurse led specialities against a (0) target by August 2022
- With regards to waits longer than 18 months data for September note 3 waits, 1 Endoscopy, 1 Gynaecology and 1 Pain Management for consecutive months against a target of (0) by December 2022
- Performance with regards to outpatients waits exceeding 1 year note (6) August against a reduction of (4) in September, this equates to an overall 40% reduction against the target of (0) for March 2023

4.5 Treatment Time Guarantee (TTG) - Inpatient/Day Case Waiting List

Argyll & Bute Inpatient/Day Case Activity

The graph below identifies current performance with regards to Inpatient /Day Case -12 week breaches and current overall performance as at 4th August 2022 in Argyll and Bute at LIH, Oban



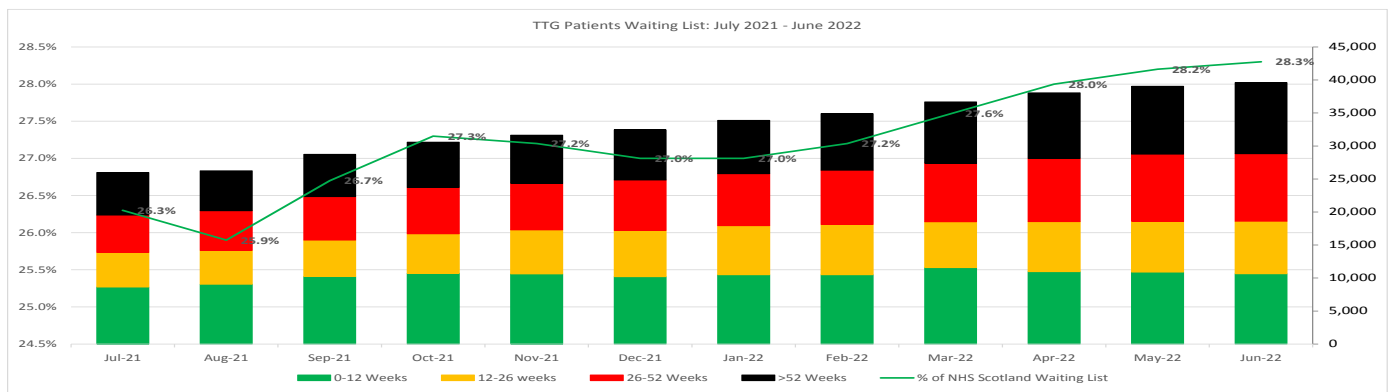
(TTG Performance Report- 4th August 2022)

Performance Assessment:

- Currently 3 breaches with regards to TTG Inpatient/ Day Case waits greater than 12 weeks
- For September (47.4%) booked appointment performance has seen a 9.6% increase at the same time on the previous month August (37.8%)
- NHS Highland Board performance is noted in both **Appendix 1 & 2**

Greater Glasgow & Clyde

The graph below identifies TTG Inpatient/Daycase Patient Waiting Times by Length of Wait (July 2021 – June 2022)



(Greater Glasgow & Clyde Performance Assurance Information- August 2022)

Performance Assessment:

- At the end of June 2022, there were 39,595 patients on the overall waiting list. Of this total 10,776 patients were waiting >1 year, 5,419 were waiting >18 months and 2,810 were waiting >2 years. Targets have recently been set for long waiting patients in each of these time

bands including no patients waiting >104 weeks by end of September 2022 and no patients waiting >78 weeks by September 2023. Local management information shows a further reduction in the number of patients waiting >2 years in that there are currently 2,519 patients waiting >104 weeks as at 27 July 2022.

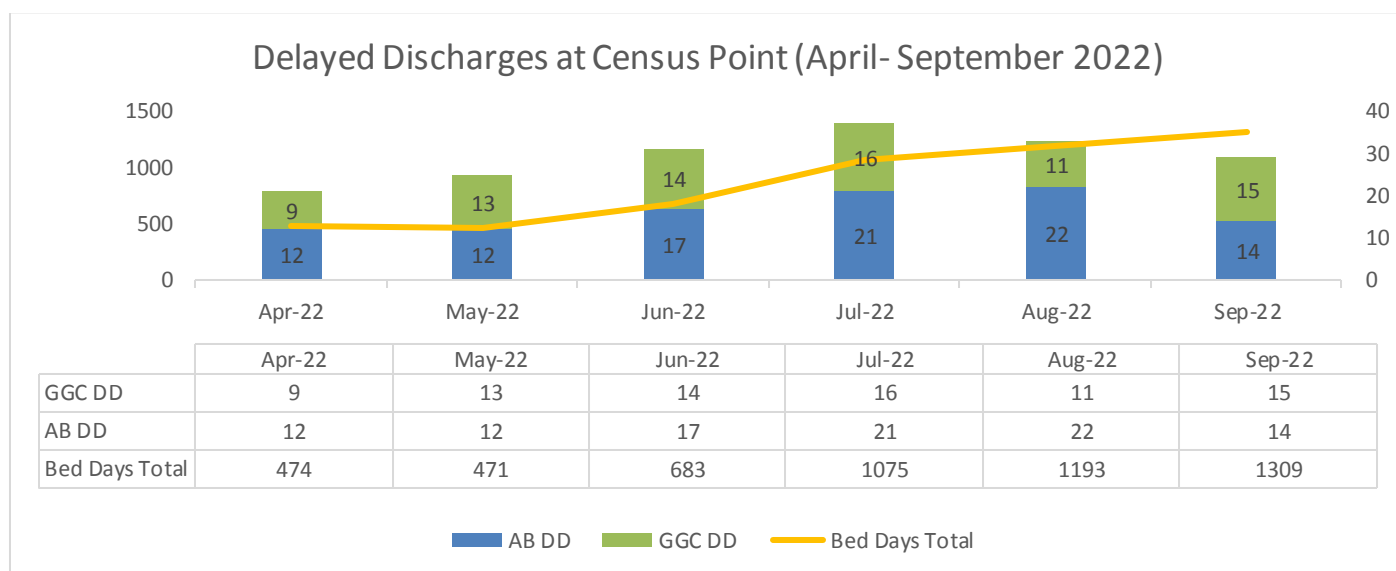
- Currently 29.9% of the over 12 week’s national waiting list at the end of June 2022.
(Trajectories are currently being developed for the new planned care targets that have been set.)
- There are a number of challenges in the adult pathway around Orthopaedics, Urology and Neurosurgery (Spinal) and within paediatrics there are challenges within Ear Nose and Throat and Paediatric Surgery. There is a risk that the targets will not be met without additional capacity.

4.6 Integrated Performance Management Framework (IPMF) Update

- IPMF Development Sessions have been completed with all Service Leads and Heads of Service
- Work for October will focus on bringing together the draft KPI’s to form the first iteration of the performance dashboard- analyst will be engaging with Heads of Service and Service Leads to further refine and finalise indicators.
- Target setting will be across November and December with the first draft presented to the Senior Leadership Team in January 2023

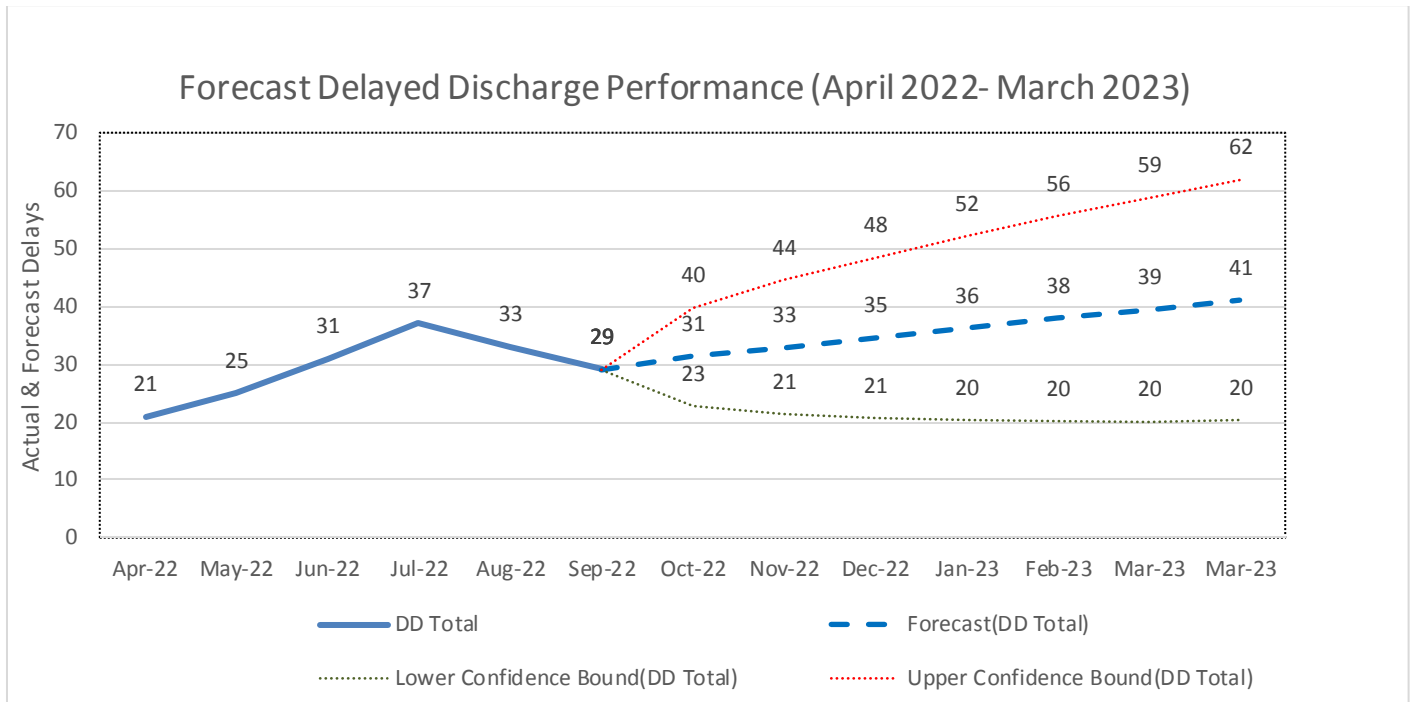
5. Delayed Discharge

The table below notes performance with regards to the total monthly delays and associated bed days occupied, the local target is 12 and the national target is 0 delays, the data below includes the breakdown of HSCP and Greater Glasgow & Clyde Hospital delays.



(Weekly DD Census Reporting April- September 2022)

The data forecasting table below identifies the current total delays data and projects this forward for the rest of the financial year with up and below trend modelling.



(Weekly DD Census Reporting April- September 2022- Excel Forecast Data Smoothing Algorithm)

Performance Assessment:

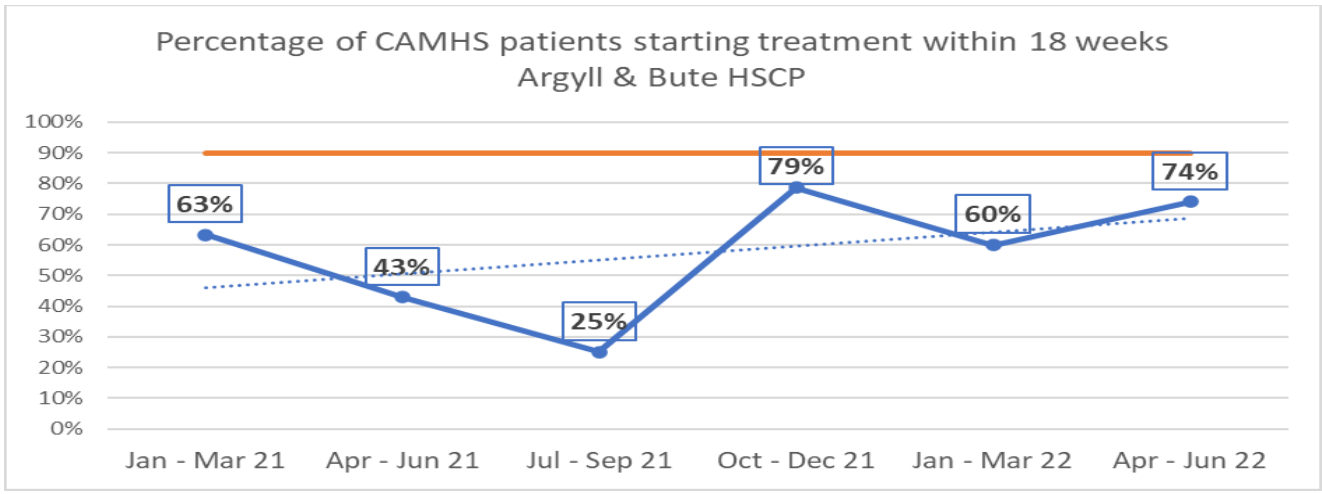
- Performance against the local monthly target of 12 remains consistently above, for both delays in Argyll & Bute Hospitals and Greater Glasgow Hospitals. Alongside this, the data notes that bed days occupied by those delays has significantly increased month on month.
- From April (474) the beds days occupied has seen a 94% increase as at September (1309), effectively identifying that more people are being delayed in hospital for longer
- Argyll & Bute specific delays have an average number of delays (16) this is against an average number of delays for GG&C (13)
- Forecast performance notes the potential for an increasing trend using the current data projected forward to March 2023. This is in-turn modelled against upper and lower confidence boundaries to show a better and worse case scenario, this is not definitive but designed to identify potential future performance informed by actual monthly data.

6. CHILD & ADOLESCENT MENTAL HEALTH & PSYCHOLOGICAL THERAPIES

6.1 CAMHS Waiting Time Performance

Completed Waits

The table below identifies the quarterly percentage of patients starting treatment within 18 weeks from Jan 2021 to June 2022



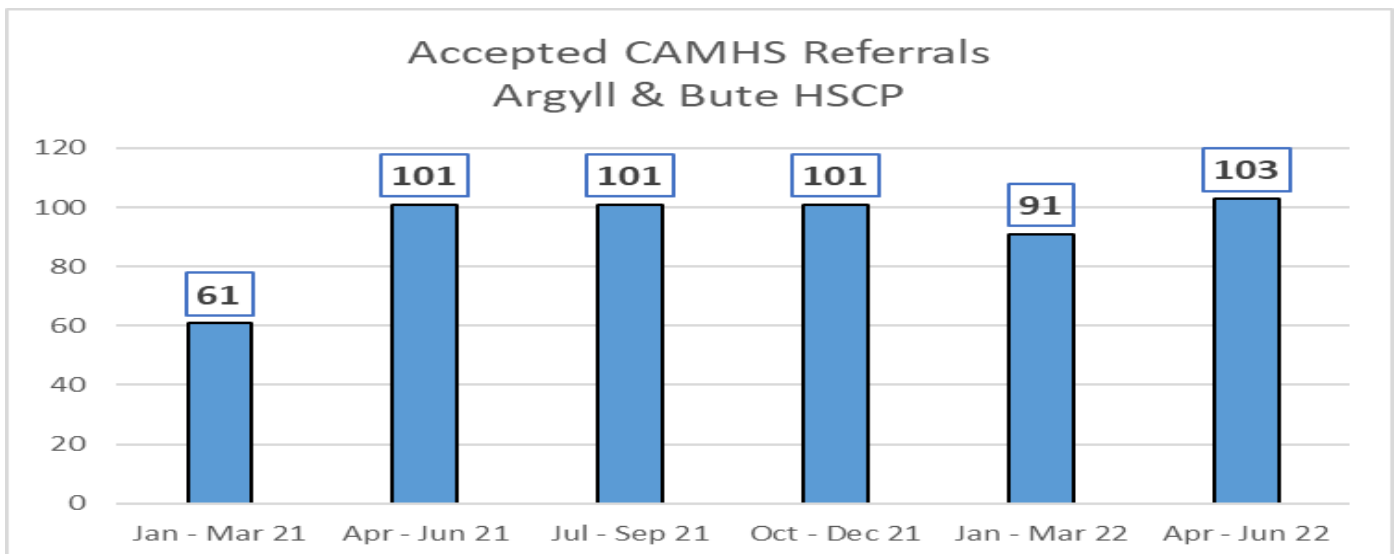
(TrakcarePMS & manual team data collection via NHS Highland)

Performance Assessment:

- For the quarter ending June 2022, 74% of patients were seen within 18 weeks of referral, an increase from 60% in the previous quarter ending March 2022 and an increase from 43% in the same quarter ending June last year.
- Performance against the 90% target continues to improve. September 2022 data is yet to be released but indications from July and August look to be consistent around circa 70%.
- The number starting treatment has remained relatively consistent at an average of 30 patients per quarter.

Referral Rates

The table below identifies the quarterly number of accepted CAMHS referrals January 2021 to June 2022



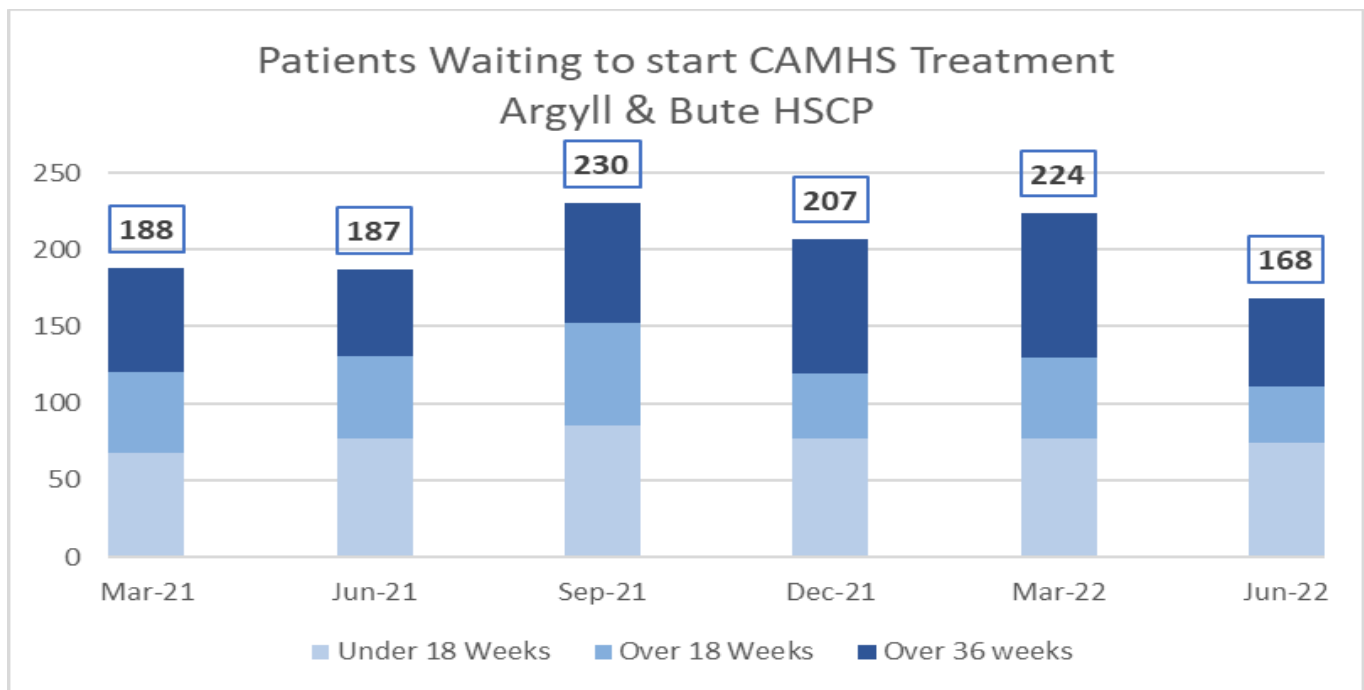
(TrakcarePMS & manual team data collection via NHS Highland)

Performance Assessment:

- 103 patients were referred to CAMHS in the quarter ending June 2022, the referral rate up to and including August 2022 remains steady and shows a slight increase from 2021.

Ongoing Waits

The table below identifies the number of patients each quarter waiting to start CAMHS treatment, March 2021 to June 2022



(TrakcarePMS & manual team data collection via NHS Highland)

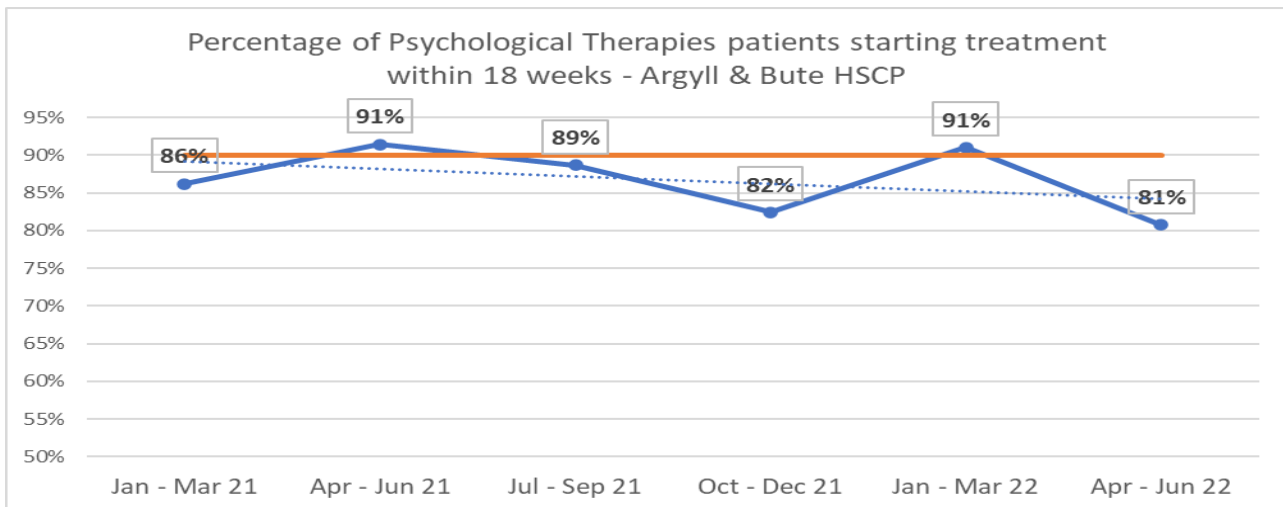
Performance Assessment:

- 168 patients were waiting to start treatment as at June 2022, a 25% reduction in waiting list size from the quarter ending March 2022. Around half of all those waiting have waited longer than 18 weeks and this has been the case since the beginning of 2021.
- The number waiting over 36 weeks has decreased by 40% from the previous quarter and looks to be continuing to improve.
- August 2022 data indicates that the longest waiting patients are being tackled/data quality exercises to cleanse the list may be ongoing. The service is now wholly on the TrakcarePMS system which will help with this going forward.

6.2 Psychological Therapies Waiting Time Performance

Completed Waits

The table below identifies the quarterly percentage of patients starting treatment within 18 Weeks from January 2021 to June 2022



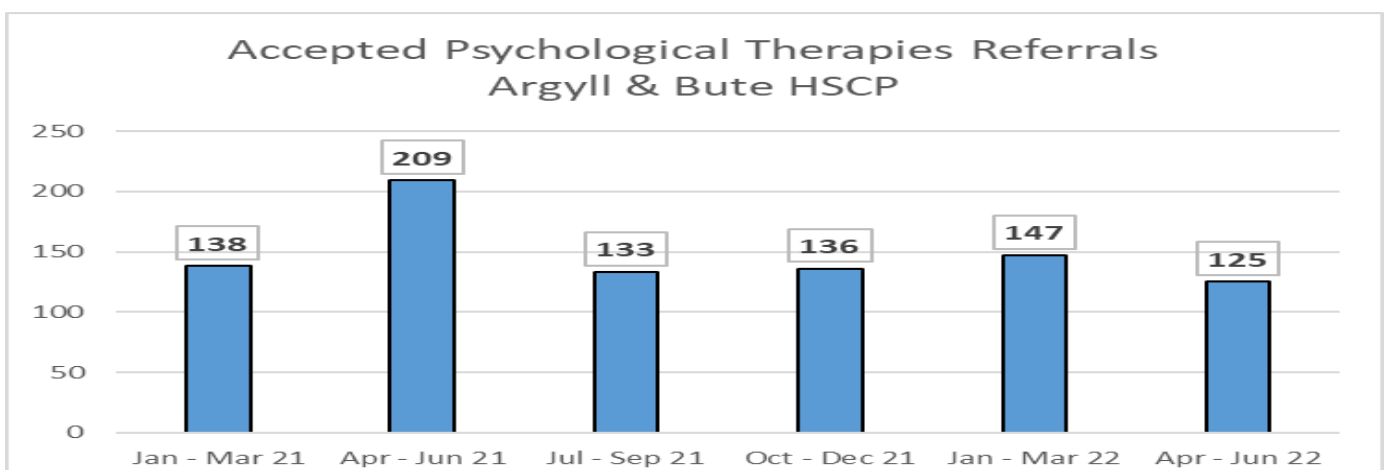
(TrakcarePMS & manual team data collection via NHS Highland)

Performance Assessment:

- For the quarter ending June 2022 81% of patients were seen within 18 weeks of referral, a decrease from 91% in the previous quarter ending March 2022 and from 91% in the same quarter ending June last year. There was a slightly smaller number of patients starting treatment this quarter, possibly due to clinician summer leave etc, and as such percentage attainment can show greater variation due to small sample size.
- September 2022 data is yet to be released but July and August data indicate close to 100% compliance with the 18 week target.
- On average the numbers starting treatment has remained constant at around 90 patients per quarter.

Referral Rate

The table below identifies the number of quarterly referrals accepted for Psychological Therapies from January 2021 to June 2022



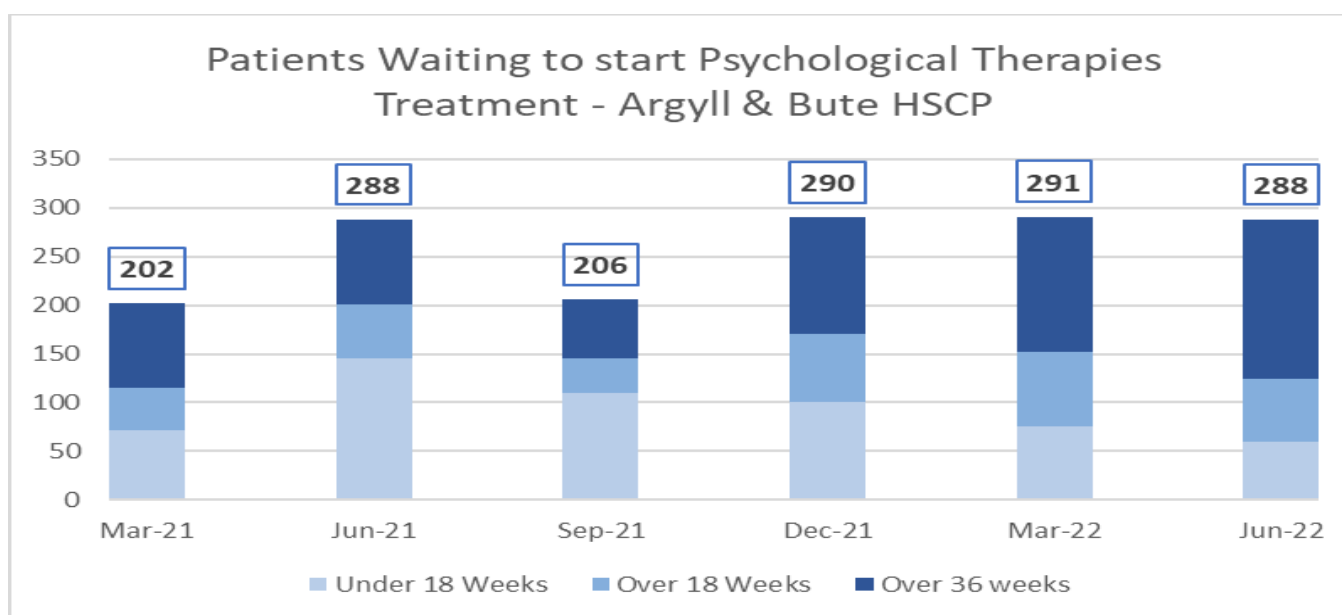
(TrakcarePMS & manual team data collection via NHS Highland)

Performance Assessment:

- 125 patients were referred to Psychological Therapies in the quarter ending June 2022, the referral rate up to and including August 2022 remains steady and shows a slight decrease from 2021.

Ongoing Waits

The table below identifies the quarterly number of patients waiting to start Psychological Therapies from March 2021 to June 2022



(TrakcarePMS & manual team data collection via NHS Highland)

Performance Assessment:

- 288 patients were waiting to start treatment as at June 2022 and the waiting list size has been around this level since the beginning of the year and shows an increase since 2021.
- Although performance against the 90% target is positive, waiting times experienced by those yet to be seen have increased with 79% of all those on the list waiting 18 weeks and above, an increase from circa 50% during 2021.
- 57% of all those waiting to be seen have waited over 36 weeks and the number of longest waiting patients continues to rise, this trend is also consistent with the August 2022 data.
- The service continues to work on waiting list prioritisation to ensure patients are being booked in order of length of wait.

7. CONTRIBUTION TO STRATEGIC PRIORITIES

The monitoring and reporting of performance with regards to Argyll & Bute HSCP, Greater Glasgow & Clyde and NHS Highland ensures the HSCP is able to deliver against key strategic priorities.

8. GOVERNANCE IMPLICATIONS

8.1 Financial Impact

Performance data is required in order to evidence service level performance and activity in line with cost and service efficiency as well as evidence the impact of additional funding provided to reduce waiting times.

8.2 Staff Governance

There has been a variety of staff governance requirements identified and continue to be progressed and developed include health and safety, wellbeing and new service redesign and working practices.

8.3 Clinical Governance

Clinical Governance and patient safety remains at the core of prioritised service delivery against the National Health & Wellbeing Outcomes Indicators **(Appendix 3)**

9. PROFESSIONAL ADVISORY

Data used within this report is a snapshot of a month and data period, where possible data trends and forecasting are identified to give wider strategic context.

10. EQUALITY & DIVERSITY IMPLICATIONS

EQIA not required

11. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

Data use and sharing within this report is covered within the A&B & NHS Highland Data Sharing Agreement

12. RISK ASSESSMENT

Risks and mitigations associated with performance data sources and reporting are managed and identified within the monthly Performance & Improvement Team- Work Plan

13. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Not applicable with regard to this performance report, but access to this report for the public is via Argyll and Bute Council and NHS Highland websites.

14. CONCLUSION

The Clinical Care Governance Board is asked to consider the transitional work ongoing with regards to the new Long Wait performance indicators focussed on continuing to improve long waiting times across Scotland. Work continues in the development of the Integrated Performance Management Framework of the HSCP. Current Delayed Discharge performance with forecasting ahead of Winter Pressures is also presented.

15. DIRECTIONS

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

REPORT AUTHOR AND CONTACT

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Appendix 1- Board Level KPI's – 26th September 2022

Board Level KPIs Summary

	26 September 2022								
	OPWL - waiting over 12 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)	TTG - patients waiting over 12 weeks	TTG - patients waiting over 26 weeks	OPWL - waiting over 26 weeks
SCOTLAND	255,127	66.3%	2,960	1,149	25,975	0	98,705	69,640	131,812
Ayrshire & Arran	27,457	67.4%	287	197	1,820	0	6,042	4,337	17,018
Borders	6,907	74.3%	32	14	557	0	1,936	1,372	4,125
Dumfries & Galloway	4,894	72.5%	81	43	1,021	0	1,871	787	1,736
Fife	12,928	55.9%	227	101	1,289	0	2,685	1,123	5,633
Forth Valley	7,307	39.2%	346	199	1,121	0	1,985	867	2,251
Grampian	20,245	62.4%	216	48	1,977	0	13,364	9,656	11,078
Greater Glasgow & Clyde	80,791	70.3%	509	79	6,470	0	29,195	22,017	44,327
Highland	12,103	76.8%	77	15	1,281	0	5,329	3,950	6,592
Lanarkshire	26,413	58.1%	504	168	3,710	0	8,168	6,157	11,655
Lothian	42,464	62.7%	672	283	4,645	0	19,401	13,846	21,844
Orkney	378	91.2%	0	0	137	0	116	46	82
Shetland	311	93.5%	0	0	184	0	119	57	71
Tayside	12,720	87.5%	9	2	1,655	0	7,662	5,070	5,360
Western Isles	185	96.3%	0	0	108	0	188	81	35
Grampian as a % of Scotland		7.30%	4.18%	7.61%		13.63%	13.92%	7.94%	8.40%
Highland as a % of Scotland		2.60%	1.31%	4.93%		5.43%	5.69%	4.74%	5.00%
Tayside as a % of Scotland		0.30%	0.17%	6.37%		7.81%	7.31%	4.99%	4.07%

Appendix 2- Proportion of Outpatients Waiting Over 12 Weeks by Health Board (26th September 2022)



Appendix 3- Health & Wellbeing Outcome Indicators (HWBOI's) - September 2022

Core Suite of Integration Indicators - Annual Performance

Important: Please read the following notes carefully prior to using the figures provided in this worksheet.

The rates presented below relate to the year for which data is most recently available and generally complete for most areas. The individual indicators contain more specific information.

Select Partnership of Residence

Argyll and Bute ▼

Indicator	Title	Partnership rate	Scotland rate	Year of latest data	
Outcome indicators	NI - 1	Percentage of adults able to look after their health very well or quite well	90.8%	90.9%	2021/22
	NI - 2	Percentage of adults supported at home who agreed that they are supported to live as independently as possible	75.0%	78.8%	
	NI - 3	Percentage of adults supported at home who agreed that they had a say in how their help, care, or support was provided	66.9%	70.6%	
	NI - 4	Percentage of adults supported at home who agreed that their health and social care services seemed to be well co-ordinated	66.0%	66.4%	
	NI - 5	Percentage of adults receiving any care or support who rate it as excellent or good	68.6%	75.3%	
	NI - 6	Percentage of people with positive experience of care at their GP practice	77.6%	66.5%	
	NI - 7	Percentage of adults supported at home who agree that their services and support had an impact on improving or maintaining their quality of life	76.7%	78.1%	
	NI - 8	Percentage of carers who feel supported to continue in their caring role	38.0%	29.7%	
	NI - 9	Percentage of adults supported at home who agreed they felt safe	76.4%	79.7%	
	NI - 10	Percentage of staff who say they would recommend their workplace as a good place to work	NA	NA	
Data indicators	NI - 11	Premature mortality rate per 100,000 persons	386	466	2021
	NI - 12	Emergency admission rate (per 100,000 population)	12,139	11,641	2021/22
	NI - 13	Emergency bed day rate (per 100,000 population)	108,810	111,293	2021/22
	NI - 14	Emergency readmissions to hospital within 28 days of discharge (rate per 1,000 discharges)	89	106	2021/22
	NI - 15	Proportion of last 6 months of life spent at home or in a community setting	90.8%	89.8%	2021/22
	NI - 16	Falls rate per 1,000 population aged 65+	29.8	22.9	2021/22
	NI - 17	Proportion of care services graded 'good' (4) or better in Care Inspectorate inspections	80.0%	75.8%	2021/22
	NI - 18	Percentage of adults with intensive care needs receiving care at home	71.9%	64.9%	2021
	NI - 19	Number of days people spend in hospital when they are ready to be discharged (per 1,000 population)	584	761	2021/22
	NI - 20	Percentage of health and care resource spent on hospital stays where the patient was admitted in an emergency	22.5%	24.2%	2019/20
	NI - 21	Percentage of people admitted to hospital from home during the year, who are discharged to a care home	NA	NA	NA
	NI - 22	Percentage of people who are discharged from hospital within 72 hours of being ready	NA	NA	NA
	NI - 23	Expenditure on end of life care, cost in last 6 months per death	NA	NA	NA

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Community Services Committee

Title of report: Argyll & Bute HSCP Annual Performance Report 2021/22

Presented by: Stephen Whiston Head of Strategic Planning, Performance and Technology

Date: 15 December 2022

The Community Services Committee is asked to:

- To note the Annual Performance Report (attached) for the Health and Social Care Partnership (HSCP) for the year 2021/22

1. Background:

The HSCP Integration Joint Board receive the Annual Performance Report for the HSCP each year covering the previous years performance allowing comparison to previous years commencing in 2016/17, 2017/18, 2018/19. The 2019/20 report publication was initially postponed due to the commencement of the pandemic and a condensed report was considered 2020/21, the 2021/22 APR is attached herewith

The required content of the report is set out in The Public Bodies (Joint Working) (Content of Performance Reports) (Scotland) Regulations 2014

<http://www.legislation.gov.uk/ssi/2014/326/contents/made>

This year, due to on-going impacts of the COVID-19 pandemic the IJB was advised in the summer that our report was unable to be published to the usual statutory timescale. This was in accordance with Part 3 of the Coronavirus (Scotland) Act 2020, and the IJB took the decision to postpone the publication of the 2021/22 Annual Performance Report to its November 2022 meeting.

As per guidance the annual performance report must include the following:

- Assessment of performance in relation to the 9 National Health and Wellbeing Outcomes
- Assessment of performance in relation to integration delivery principles
- Assessment of performance in relation to the Partnership's Strategic Plan
- Comparison between the reporting year and previous reporting years, up to a maximum of 5 years. (This does not apply in the first reporting year)

- Financial performance and Best Value
- Information about Localities
- Details of Service Inspections
- Details of any review of the Strategic Plan.

The 2021/22 Annual Performance Report continued to focus on how the HSCP responded to the pandemic, scaling up the vaccination programme and further remobilisation of services including actions and plans in place to commence dealing with the backlog of patients on waiting lists.

Performance activity against the National Health and Well Being outcome indicators is presented using 2021 calendar year data as a proxy for 2021/22 financial year as directed by the SGHD and should be noted accordingly.

2 Content

The Annual Performance Report for 2021/22 aims to illustrate how the HSCP with all its partners continued to respond to the Covid19 pandemic and the roll out of the extensive Covid19 vaccination programme.

Alongside this was the continued remobilisation and recovery of service provision in NHS and social care within a Covid19 environment and actions to address the backlog in routine waiting times for patients.

3 Conclusion

The IJB was presented with the Argyll and Bute HSCP Annual Performance Report for 2021/22 for approval at its November meeting which it duly did. It is publicly available by the HSCP website.

4. GOVERNANCE IMPLICATIONS

Financial Impact

Included within the Annual Performance Report.

Staff Governance

Included within the Annual Performance Report

Clinical and Care Governance

Included within the Annual Performance Report Indicators

5 EQUALITY & DIVERSITY IMPLICATIONS

As there is no change in policy and an equality impact assessment is not required.

6 GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

No impact on GDPR or current data sharing agreements.

7 RISK ASSESSMENT

Impact on strategic and operational risks will be assessed within existing risk assessment processes.

8 PUBLIC & USER INVOLVEMENT & ENGAGEMENT

The Annual Performance Report is for the JBs use but will be available for the public.

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ANNUAL PERFORMANCE REPORT

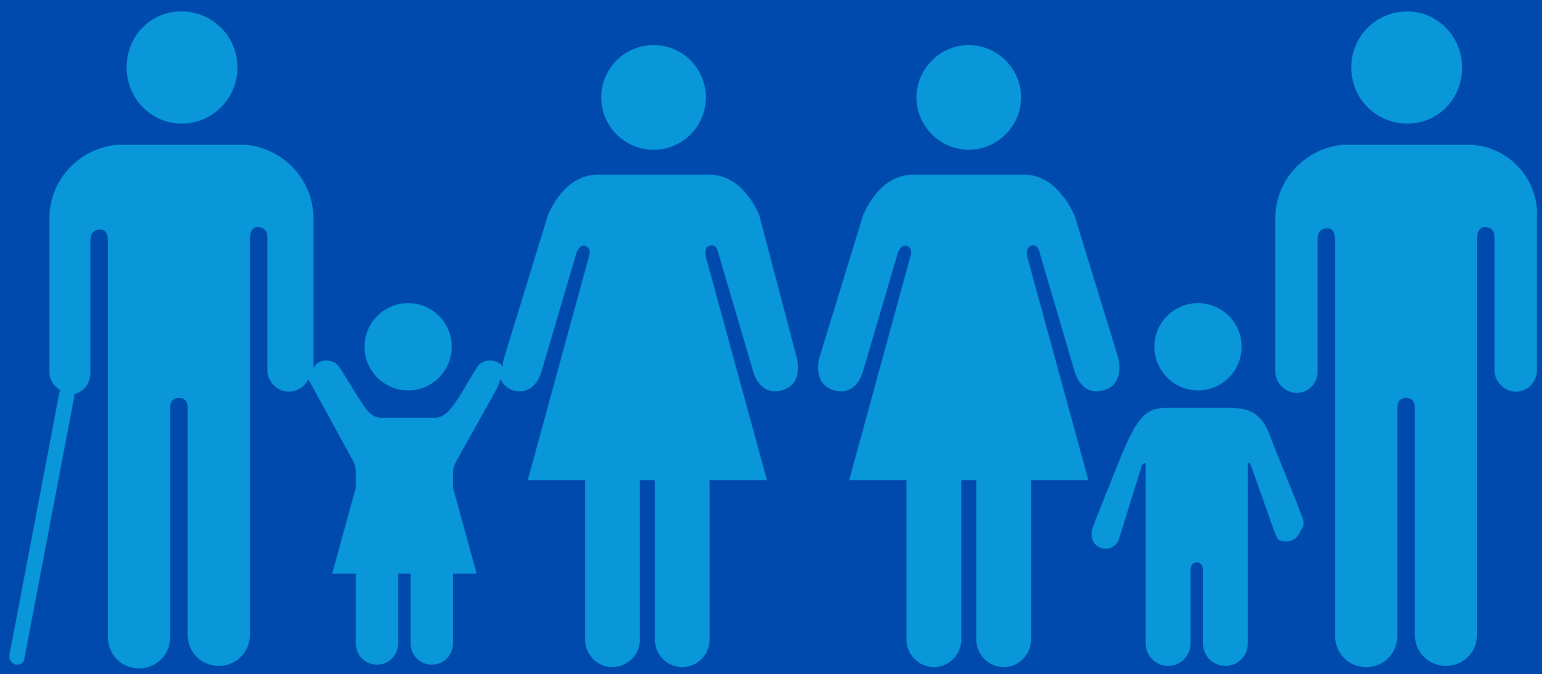


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Appendices

Appendix 1

Health & Wellbeing Outcome Indicators 2021

Appendix 2

Health & Wellbeing Outcome Indicators Benchmarking 2021

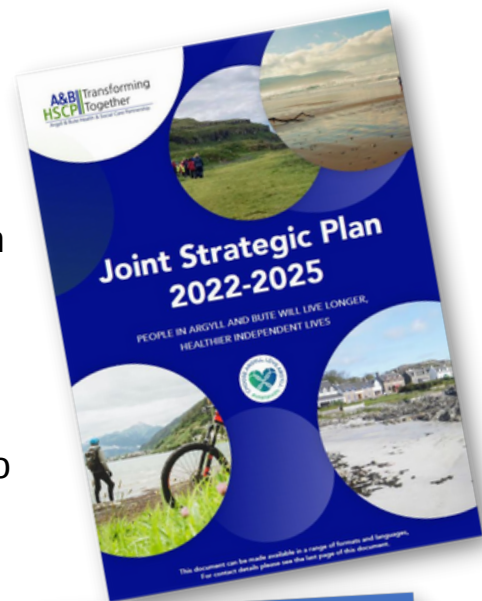
Foreword

Argyll and Bute Health and Social Care Partnership has experienced another difficult year as a result of the Covid 19 Pandemic.

Our Staff, Partners, Carers and Volunteers continue to demonstrate the upmost dedication, hard work, resilience and commitment to our services. We appreciate the length of time we have now been working in response to the relentless challenges Covid 19 brings and are proud of what has been achieved. We continue to be thankful and grateful for everyone's efforts in these difficult times.

Within this year, services have begun to return to a new normal, and focused on remobilisation, basically catching up on activity lost. During the latter half of 2021, we have been out to consultation with our staff, independent and third sector and the public in preparation for the HSCP new Strategic Plan for 2022-2025 and the Joint Strategic Commissioning Strategy.

It was fabulous listening to the views of our communities and we look forward to further engagement in the future to ensure that we plan and deliver services which enables the **people of Argyll and Bute to live longer, healthier and independent lives.**



Sarah Compton-Bishop
Chair of Argyll & Bute Integration Joint Board



Fiona Davies
Chief Officer of Argyll & Bute HSCP

Introduction

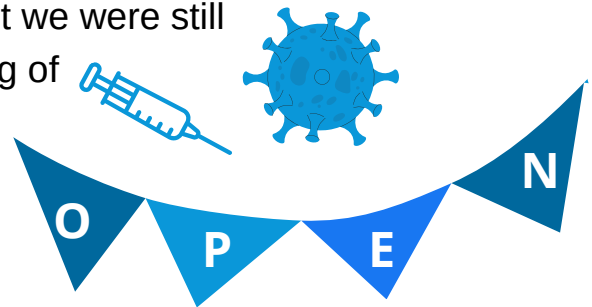
Welcome to Argyll and Bute's Annual Performance report for the year 2021 as required by Public Bodies (Joint Working) (Scotland) Act of 2014.

This document sets out how the Health and Social Care Partnership (HSCP) has performed and builds on the information published within previous reports and to provide progress around our remobilisation out of the Covid 19 pandemic.

The HSCP is a complex organisation bringing together a range of partners, services and substantial financial resources. The partnership is responsible for meeting local and national objectives and it is therefore important that we publically report on how we are performing against the agreed outcomes that we aspire to.

The Annual Performance report provides an opportunity to reflect on the past year. A year that was extremely challenging yet we were still

able to celebrate achievements like the opening of the Marshall Unit on the Isle of Bute, and the immense effort and success of the vaccination programme.



It is important to remember that the circumstances related to the pandemic have influenced the progress of some of our transformation plans and also our performance in some areas throughout the year.

Remobilisation



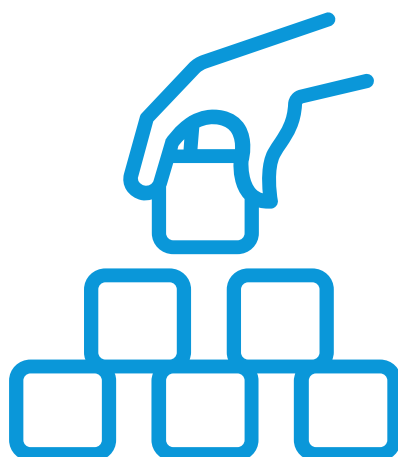
Throughout 2021 the HSCP continued to work hard to 'remobilise' and return to delivering services at full capacity in an accessible, patient centred and sustainable way.

Acute activity delivered across Argyll & Bute from and within Lorn & Islands Hospital and outreach from NHS Greater Glasgow & Clyde was increased, and our 12 week waiting times performance returned to pre-pandemic levels. Waiting list validation and management was a priority and additional clinics to improve waiting times further increased capacity within specialties where we previously experienced pressures. The Chronic Pain service which was a longstanding pressure began to be delivered Highland wide from the Fort William Belford Hospital, and in October 2021 we secured a visiting Gastroenterology specialist, reinstating this service to the HSCP. We do acknowledge a small number of specialties where we operated at lower than 100% capacity and the loss of service in some areas. We continue to work with NHS GGC and explore all options locally to improve accessibility.

Service change brought about by the Covid 19 pandemic and recruitment difficulties led to some challenges and for most specialties this meant a shift to a blend of face to face and virtual clinics. In 2021 the NHS Near Me video consulting service saw nearly 7000 consultations and more than 3800 hours in Argyll & Bute, a record number. Uptake remains high demonstrating sustained change in the way in which patient care is being delivered.

Wherever possible we maximised our Allied Health Professionals (AHP's) services to support consultant led activity. This allowed for service redesign through improved, patient centered pathways and in turn improving access times. In some of our hospital sites during 2021, advanced physiotherapy practitioners triaged and treated patients referred to the orthopaedic consultant where this was clinically appropriate.

Based on the success of this the HSCP will look to progress a complete redesign of the orthopaedic service and this will be done during 2022. This year we had also planned to introduce a centralised appointing service to standardise outpatient clinic access, improve accessibility and patient care. Due to other priorities this will now be progressed in 2022.



Key achievements



Dialysis Isle of Bute

On the 11th November 2021, the HSCP welcomed it's first Dialysis patients into the new Marshall Unit in the Victoria Hospital Rothesay, Isle of Bute.

The community of Bute had been fundraising for a number of years for a dialysis unit to prevent the difficult journey for patients 3 times a week to Inverclyde.

The HSCP has been incredibly fortunate to receive the full amount of funding required to fund all the capital costs of the project from both the Dr J N Marshall Trust and the Bute Kidney Patients Support Group.

The Unit is now operational 6 days a week and employs 4 Dialysis nurses. There are 3 dialysis machines and chairs within the Unit. Patients are enjoying the benefits of less travel to receive treatment and less disruption in bad weather from ferry cancellations.

Overall, this has been a tremendous effort from the local community and the population of Bute will benefit from this service for years to come.



Vaccination Programme

Following the development of safe vaccines to protect the population from the devastating impact of Covid 19 the HSCP had to quickly mobilise services to vaccinate the population.

The delivery of the programme brought challenges like nothing faced before. Dedicated staff ensured we meet these challenges to reduce the impact of Covid 19 on those most at risk, and was therefore essential that Argyll and Bute had effective plans in place to deliver Covid 19 vaccines to protect those most at risk, prevent ill health in the community and minimise further pressure on the NHS and social care services.

Logistics around the vaccine supply chain, transport and storing of the vaccine all took careful planning, especially to our Island communities.

The HSCP postponed any non urgent work prioritising the rapidly evolving situation. Communication and guidance was key for staff delivering vaccinations, working with the Scottish Government and developing programme command groups Argyll and Bute successfully ramped up the vaccination programme. The vaccination programme continues to hold vaccination clinics for first, second and third booster doses including children 5-11 in Argyll and Bute.

The table below details the success to date and how many people in each age category have vaccines. The 5-11 figures are different as only immunosuppressed children should have had primary plus booster and vaccination of this cohort is ongoing mainly due to the restriction around children who have tested positive (there is a 12 week wait from that point before they can be vaccinated).

Co-hort	Population	2 Vaccinations + Booster	2 Vaccinations	1 Vaccination	Not Vaccinated
5 - 11 years	6157	18 (0.3%)	279 (4.53%)	685 (11.13%)	5175 (84.05%)
12 - 64 years	53962	40297 (74.6%)	11065 (20.5%)	2180 (4.03%)	420 (0.77%)
65+ years	22342	20845 (93.3%)	903 (4.04%)	77 (0.34%)	517 (2.3%)





- ☆ We have engaged widely and published a new Children and Young People Service Plan, developed and published a new Corporate Parenting plan, developed a multi-agency approach in drafting and implementing a new Children Services Commissioning Plan. We have developed and gathered feedback survey to be circulated to S2 and S4 school pupils. This work is being implemented and is well established and is driven by a robust multi-agency approach
- ☆ Our 3 Children's Houses as well as our Adoption and Fostering Services are graded 5 (Very Good)
- ☆ 100% of our Young People leaving care in the last year were offered appropriate housing
- ☆ We have fully embedded all elements of the Universal Health Visitor Pathway and in line with "Best Start" we provide continuity of Midwifery care to women across Argyll and Bute
- ☆ We are using the Model for Improvement to test the use of assessment tools and interventions aimed at supporting Children to reach their developmental milestones at 13 – 15 months and 27 – 30 months
- ☆ We are also using the Model for Improvement to test methods to ensure multi-agency chronologies are in place for Children and Young People following an Initial Referral Discussion (IRD) where the decision is to progress to child protection procedures
- ☆ We have initiated a redesign of the Child and Adolescent Mental Health Services (CAMHS) including the deployment of additional staffing which will ensure a clear and accessible pathway is available to all young people in secondary school
- ☆ We have developed GIRFEC (Getting It Right For Every Child) infomercials by young people for use in schools to promote understanding of the Named Person role and the National Well-being indicators





Child Poverty

- ☆ We have developed a Child Poverty Action Plan that sets out what we are doing locally to tackle child poverty; we review this every year. This plan and other actions are guided by a multi-agency Child Poverty Action Group
- ☆ We have engaged with children and young people via School Councils to gain their ideas and views of the plan. We have produced child friendly versions of the plan. We look to engage with community groups and are currently doing this, for example, via the Living Well networks
- ☆ Community and staff awareness of child poverty is important, as is their knowledge of how it is being tackled in Argyll and Bute. We use events like Challenge Poverty Week to get information out via media posts and other methods. We have also developed a Council Child Poverty Website that provides information on the plan and links to key sources of support relating to housing, benefits, employability, domestic abuse etc
- ☆ We recognise the importance of the third sector in tackling child poverty and a number of key agencies are represented in the CPAG and contribute to planned work, for example ALLenergy and Third Sector Interface (TSI)
- ☆ We know that training to raise the awareness of staff about poverty is important; they need to be able to respond to service users with empathy and respect. It is also important for them to be able to ask the difficult money questions well and signpost people to where they can get support and the right kind of advice. Money Counts training has been developed for use in Argyll and Bute and will be rolled out to a wide range of staff. We have also commissioned Awareness Raising Training and this should begin to be rolled out to staff in 2022
- ☆ We look to act across a wide range of areas, such as housing, food and fuel poverty, by having a broad range of members from those sectors. We recognise that employability and benefits are important areas and these are represented in CPAG





Child Protection

- ☆ CPC has continued to deliver child protection training via Microsoft Teams and monthly CPC chat lead by Lead Officer CP has continued , which promotes communication between CPC and frontline staff and managers
- ☆ DA Pathway launched , audited and now embedded
- ☆ New information leaflets designed by children via a competition in schools
- ☆ Young Person Support & Protection protocol review initiated and staff and young people consulted via survey
- ☆ Reflect & Learn concept approved and 2 have been carried out so far this year
- ☆ Audit activity has continued with 8 weekly audit of IRD and 1 CP Plan audit
- ☆ Communications to children and parents/carers re. National 'For Kid's Sake' campaign ran twice and online safety campaigns
- ☆ Advocacy work has continued for children on the CPR




Adult Support and Protection

- ☆ A range of training and development activity took place for Council Officers and we provided training on Defensible Decision Making; Modern day slavery; Older adult abuse and presented a Large Scale Investigation (LSI) Learning event
- ☆ Contributed to the Multi-agency Risk Assessment Conferences (MARAC) awareness training
- ☆ Provided a biannual Committee Development Session
- ☆ Ensured staff protected on investigations etc, and noted no real fall in referrals and activity
- ☆ Produced a Monthly Newsletter on issues pertinent to ASP
- ☆ Addressed financial harm, establishing an APC sub-group and ensuring regular information on the subject
- ☆ Focused development of AP multi –agency awareness





Violence Against Women and Girls

- ☆ The VAWP has developed its membership and now includes a wide range including; Police, Fire and Rescue, Colleges and Universities, Health, Social Care, Housing, Education, Adult and Child Protection and key third sector partners
- ☆ The VAWP Lead and Chair are working with the Community Justice Lead to ensure that the work of the partnership is properly integrated into the Argyll and Bute Community Justice Plan
- ☆ The VAWP has supported and advised on the introduction of a Domestic Abuse Policy for Council employees and the introduction of a Domestic Abuse Pathway
- ☆ The need for the introduction of the Safe and Together Model to Argyll and Bute services has been promoted to the Chief Executive, Head of the HSCP and Heads of Service and has been agreed as a key area of development. A bid was submitted to the Developing Equally Safe Fund to achieve this and this was successful; £68,582 was granted and will cover a Safe and Together initial roll out. It will also cover a wide range of other training including: Routine Enquiry, Awareness Raising, Working With Men and Harmful Traditional Practices. This will take place over a period of 2 years from mid October 2021. Also encompassed in this work will be a research project that will look at the effectiveness of these actions and the views of lived experience people, staff, managers and perpetrators
- ☆ A VAWP led group is looking at the issue of domestic abuse and women and girls with learning difficulty and is currently identifying training and practice issues
- ☆ The work of the MARAC continues to be developed and is enhancing the safety of those women at highest risk of domestic violence. A further roll out of training on the DASH model of assessment is planned
- ☆ The 16 Days of Action were marked by a range of local actions including the lighting up of Statues and Buildings and a poster competition within schools





- ☆ Contributed funding to a two year research project led by the Violence Against Women & Girls Partnership which will include understanding victims experiences and additionally review the behaviors of men who perpetrate violence against women and girls
- ☆ We have analysed the connections between Justice Social Work delivery and Community Justice developing a draft improvement plan for 2022-2024
- ☆ Secured funding from the Corra Foundation to review our prison Custody to Community Pathway
- ☆ Developed strategic links into the Alcohol & Drugs, Community Safety and Violence Against Women & Girls Partnerships
- ☆ Developed strong partnership working with the national body Community Justice Scotland
- ☆ Undertaking a review of the Community Justice Partnership to refresh our focus in light of the new national Justice Strategy and the pending Community Justice Strategy



Public Health

- ☆ An annual report of activity for 2020-21 is published here (ablivingwell.org)
- ☆ Conducted a scoping exercise by engaging with staff to complete a survey designed to identify gaps in knowledge around health screening (50 frontline Mental Health and Learning Disability staff and 19 Primary Care staff completed the survey)
- ☆ Supported the implementation of the Scottish Government 'Every Life Matters' Strategy on Suicide Prevention, within the heightened economic and social pressures felt by individuals throughout the Covid 19 pandemic
- ☆ Supported the completion of the Equalities Outcome Framework mainstreaming report to meet the Scottish Specific duties of the Equality Act and refreshed the Equalities Outcomes in partnership with Argyll and Bute Council and NHS Highland in summer 2021
- ☆ Developed a Joint Strategic Needs Assessment for the Joint Strategic Plan and Joint Strategic Commissioning Strategy
- ☆ 73 successful smoking quits were recorded by the Stop Smoking Advisors using technology and innovative approaches to deliver their service





Adult Care-Older Adults/Adults and Hospitals

- ☆ Development of a robust assurance function for care homes and care at home service. This included the development of a Care Home Task Force a partnership with care homes and colleagues across the HSCP/NHS/Council
- ☆ Establishment of an Adult Planning and Development Group to establish an agreed strategic vision and operational delivery of adult services and a refocus of the Care Homes and Housing work-stream to identify the need and direction of commissioning for the future
- ☆ Establishment of an Older Adult and Dementia Reference Group to ensure community engagement becomes part of the overall planning and development process
- ☆ Re-establishment and redesign of day services providing a focus on critical respite for unpaid carers
- ☆ Establishment of a Care at Home Strategy Group with a short term and longer term action plan taking account of immediate pressures and to plan for future development
- ☆ Agreed proposals to permanently fund a 24 hour responder service with agreement that solutions are required for our island communities
- ☆ Appointment of an Unscheduled Care Lead to ensure all elements of hospital discharge and prevention of admission are standardised and integrated
- ☆ Initial work is taking place to establish plans for the islands, taking account of the Island's Act and developing unique island solutions beginning with conversations on Coll, Mull and Tiree
- ☆ Implemented the Enhanced Community Dementia Team model in 3 localities within Argyll and Bute. Developed an operational framework for the service and recruited key posts to develop the Enhanced Service. This key service is still developing





Learning Disabilities Service

- ☆ Development of additional Core and Cluster models across A&B for Learning Disability services
- ☆ Initiated the review and redesign of internal LD Day Services staffing structures across Argyll and Bute, to ensure equity and consistency across locations and ensuring they are fit for the future
- ☆ Increased oversight and voice of LD & Autism services following the HSCP management restructure
- ☆ Improved our communication and engagement with communities and service users, through the newly established HSCP Engagement Framework
- ☆ Improved management of transitions cases through re-establishment of the Disability Transitions Group and better transition links with schools



Mental Health

- ☆ Completed a review of our Community Mental Health Teams recommendations of which (still subject to approval) will be actioned via our Mental Health and Dementia Steering group
- ☆ Identified resource to deliver the Wellness Recovery Action Planning (WRAP) approach to enable people to self-manage their mental wellbeing
- ☆ Islay trial of 'Near Me' the use of video consultation to support primary care mental health workers and clients
- ☆ Agreed a new locality based consultant model of care





Primary Care

- ☆ Pharmacotherapy teams are in place to provide a new medicines management service within most GP practices in each locality. Teams comprise of pharmacists and pharmacy technicians. A remote hub model has been created in Helensburgh
- ☆ A plan for a primary care nursing team with posts located either in community hospitals or in GP practices has been agreed in consultation with individual GP practices to support community treatment and care and vaccination transformation within existing primary care modernisation funding
- ☆ First Contact Practitioner Musculoskeletal Physiotherapists are in post are providing a service to some practices in each locality and to remote and island GP practices
- ☆ A Primary Care Mental Health Service is now operational for some GP practices in all localities providing time limited intervention for patients with common mental health problems. There is a monthly average of 90 patients now referred to this service
- ☆ Merged the GP Practices on the Isles of Mull and Iona and recruited GPs to the new Mull and Iona Medical Group under an independent General Medical Services Contract
- ☆ Undertaking a review of the strategic plan for the provision of primary medical services for the patients of Kintyre Medical Group
- ☆ Creation and implementation of 3 Whole Time Equivalent (WTE) Advanced Practice Anticipatory/Emergency Care Nurses working in partnership across 5 GP Practices within Helensburgh and Lomond Locality
- ☆ Established locality wide GP Out of Hours (OOHs) services in all mainland areas, centred on the local hospital. Continued to support the single island service on Islay
- ☆ A 3 year contract to commission a Community Link Worker service for 10 GP practices in Argyll and Bute has been awarded to We are With You (formerly Addaction). The service will take referrals from primary care teams and use a person-centred social prescribing approach to strengthen the link between primary care, other health services, and community resources





Alcohol and Drug Partnership

- ☆ Recovery communities expanded their membership. The communities are primarily led by people with lived experience and all have people with lived experience involved in the programming and organisation of the regular activities
- ☆ Links have been strengthened through the creation of a Recovery Steering Group which aims to represent all of the Recovery Communities and develop a collective voice on their behalf
- ☆ Both ABAT and WAWY have staff trained to distribute Naloxone to individuals & their family members. Both teams also provide Injecting Equipment Provision (IEP) utilising outreach and click & collect approaches
- ☆ The existing school-based support service has continued, though the service has had to adapt due to Covid 19 restriction, with access to the schools limited in many cases. Services have been innovative in their use of social media, instant messaging, text, phone video-conferencing and meeting outside of school grounds
- ☆ The Custody to Community Pathways for people leaving Prison and returning to Argyll & Bute are aimed at ensuring all are provided with Naloxone on liberation
- ☆ WAWY introduced online Mutual Aid Partnership (MAP) group sessions three times per week. They also offered safe distanced walk & talk sessions with people who are unable to engage by phone/digital. Where required they carried out doorstep welfare checks when they were unable to make remote contact with people
- ☆ Where appropriate prison addiction staff contact ABAT to continue clinical treatment in the community. This approach has worked well for the continuation of prescribed methadone and buprenorphine
- ☆ MAT Standards will be piloted in Cowal and Bute with a new team being recruited





Allied Health Professionals

- ☆ AHP leaders and the teams work above and beyond to provide high quality clinical care despite challenges
- ☆ AHP's view themselves as having a role in prevention and early intervention and are striving to increase their input earlier in patient's lives to either prevent or minimise impact of illness, disability or injury
- ☆ AHP's are core members of the multi-disciplinary team and have enhanced MDT working significantly into primary care in the last three years
- ☆ AHP's are currently one of the first within NHS Scotland boards to develop and carry out establishment setting
- ☆ Increased our rehabilitation skills in all areas to support major trauma, long-term conditions and neurological conditions and diseases
- ☆ Recruitment of a Housing OT to support assessments for adaptations to individual housing



Carers

- ☆ Worked with Carer Services to implement the Caring together Strategy
- ☆ Recruited a Carers Act Officer and a Young Carers project assistant
- ☆ Carried out contract reviewing and monitoring
- ☆ Built capacity within the enhanced performance team
- ☆ Updated our Young Carers Statement
- ☆ Increased the visibility and awareness of unpaid carers and the support they provide
- ☆ Carried out a consultation on Respite and Short breaks
- ☆ Linked with the Carers Census





Technology Enabled Care (TEC)

- ☆ Ensured stock levels are sufficient to minimise the risk of not having appropriate equipment
- ☆ Allocated resource (People and finance) for the investment required in the Analogue to Digital Project
- ☆ Continue to support planning for role out of services in Social Care
- ☆ Continue to progress roll out within urgent care
- ☆ Liaise with North Highland and national colleagues in promoting digital care
- ☆ Work in partnership with Commissioned Services to better understand pressures they face and find joint solutions
- ☆ Work with planning colleagues to ensure Near Me remains part of Remobilisation Planning and re designing clinics.



Digital Health & Care Strategy

- ☆ Responded to the pandemic by expanding and enhancing our IT infrastructure to facilitate home/hybrid working in 2021/22 for our HSCP staff in the council and NHS.
- ☆ Strengthening resilience in the up time and performance of IT network to ensure service resilience, security and delivery.
- ☆ Increased the uptake and use of Technology Enabled Care (TEC) by clients and patients including expanding the use of the “Near Me” video consultation platform for mental health, primary care and community services.
- ☆ Completed the procurement and commenced the implementation of our replacement social work and community health IT system with the new “Eclipse” system as at a cost £465,000
- ☆ Replaced and modernised our 7 hospital switchboard to provide enhanced digital functionality and reduced our telephone costs.



Performance Management and Governance



The National Health and Wellbeing Outcomes continue to provide a strategic framework for the planning and delivery of health and social care services.

These suites of outcomes, together, focus on improving the experiences and quality of services for people using those services, carers and their families. Currently there are 9 key National Health and Wellbeing Outcomes (NHWBO) and 23 sub-indicators. These form the basis of the reporting requirement for Health and Social Care Partnerships across Scotland. A full breakdown of all the Outcomes, Indicators and our local indicators is available in Appendix 1.

COVID 19 Performance Reporting

Much of the statutory performance data for 2021 continued to be affected by the Covid 19 pandemic, with the gradual emergence from the last of the restrictions across the summer period. This slow recovery was delayed later in the year with the arrival and impact of the OMICRON variant across Scotland. The effect of this new variant with regards to performance reporting was most significant from October through to December and into the start of 2022. Within the HSCP mitigating actions were put in place with the reintroduction of Daily Management Huddle to support recovery and take action as required. Additional resource was used during this time to continue to ensure the staffing and delivery of Care at Home and in the community, alongside support to Care Homes and discharge from hospital.

Remobilisation Performance Reporting

Throughout 2021 there was a return to previous performance reporting with regards to the Integration Joint Board, local and national performance reporting. The focus of the reporting for the IJB was on the remobilisation of services against the NHS Highland Remobilisation Plan, this used the Framework for Clinical Prioritisation, framing the remobilisation of services against 6 key principles within a Covid 19 operating environment as below:

1. The establishment of a clinical priority matrix – as detailed below, at the present time NHSGG&C & NHS Highland are focusing on the P1 & P2 category:
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)

This report included activity reporting for Argyll & Bute Health & Social Care Partnership, NHS Highland Board and Greater Glasgow and Clyde.

Key Performance Overview 2021

Homecare

The data trend for the overall number of people in receipt of homecare across all age groups notes a relatively flat trajectory from Jan- April with a sustained uplift in both planned hours and people in receipt of care at home between May and August. From September there is a declining trend, which in part may be attributable to the emergence of the OMICRON variant. This continues into 2022. With regards to homecare hours, the declining trend from August to December notes a 4% reduction in care hours.

Residential Care

Comparing the average numbers of care home residents for 2020, to 2021 notes a 2% reduction, across 2021 there is a slight upward trend in the number of residents from August to October with a 3% reduction from November to December this again may be in part attributable to the emergence of the OMICRON variant continuing into 2022.

Mental Health

Mental Health Services reported consistent levels of new referrals for services in 2021. However, Emergency Mental Health Bed Days reports a reduction of 24% from 2020 levels. There was an increase in patients waiting to be seen for CAMHS service as at Dec 2021, up by 22% on the previous year's period, with 61.3% waiting more than 18 weeks, up slightly from 58.6% in 2020. Statutory Mental Health activity across 2021 noted consistent levels in activity across calendar year period. With regards to the types of statutory activities; Consent to Short Term Detention, Supervision of Guardianship, Reports for Adults With Incapacity (AWI) Application and Consent to Emergency Detention were noted as having the largest impact across staff workloads.

Delayed Discharge

Delayed Discharge data across the period 2020 noted consistently high number of those waiting to be discharged from hospital against target and the previous year performance. July has seen the highest number of delays in hospital with a 23% increase against the average for the year, alongside this October noted the highest bed days used with a 26% increase against average. Delayed discharges remained high through the months of November and December with associated longer recorded bed days. January to May noted a reducing overall trend in bed days suggesting more activity with quicker discharge, this trend slowed with an increased from June onwards with associated high numbers and bed days.



Waiting Times

With regards to service remobilisation and the continued reduction the waiting times the focus for the HSCP was on maintaining outreach services to A&B despite the ongoing service pressures being experienced nationally and utilising waiting times funding to reduce waiting times.

Key areas of work included:

- Utilising Advanced Physio Practitioners to support our Orthopaedic service and reduce the waiting times for patients.
- Working in Partnership with local Community Optometrist to provide shared care with the NHSGGC Consultant Ophthalmology service and develop a virtual Ophthalmology service fit for the future.
- Creating a centralised appointing service to improve patient pathways and ensure equity of access to care across all our hospital sites.
- Create a “Clean room” with sufficient airflow within Lorn Islands District General Hospital to repatriate ENT services back to Argyll and Bute as these were stopped due to Covid 19 risk of aerosol generating procedure required for Naeso Endoscopes.
- Continued use of virtual appointments



Benchmarking

Benchmark performance makes a comparison with the seven identified rural HSCP's and the Scottish average. Performance across the 20 indicators, Argyll & Bute HSCP noted 10 (50%) indicators performing above the Scottish average. Performance against the other HSCP's for these indicators notes that Argyll & Bute had an overall 55% success rate (Appendix 2)

Performance, Outcomes & Improvement

The HSCP is committed to openness and transparency in respect of performance reporting. Due to service pressures arising from the pandemic during 2021/22, there has been some disruption to reporting as the HSCP focussed on addressing the pandemic and re-mobilisation of services. A revised integrated performance management reporting framework is being designed and will be rolled out fully across 2022. The HSCP reviews its performance data and uses this to enable it to be responsive to emerging need and service pressures and to continuously improve and inform its strategic planning processes.



Financial Performance and Best Value



Financial Performance

The IJB is committed to the highest standards of financial management and governance. It is required to set a balanced budget each year and seeks to deliver Health and Social Care Services to the communities it serves within the envelope of resources available to it. Financial performance is reported in detail to the IJB at each of its meetings and to its Finance and Policy Committee which meets on a monthly basis. It also publishes its Annual Report and Accounts which are subject to independent external audit.

This section provides a summary of financial performance for 2021-22, our approach to ensuring that we deliver Best Value and outlines the future financial outlook and perceived risks.

Financial Performance 2021-22

The IJB set a balanced budget for 2021/22, and is delighted to be able to report a small underspend against the resources available to it and confirm that it was able to repay all of its debt. It is acknowledged that a number of factors contributed to this improved position including delivery of savings, improved financial management and governance and additional funding allocations from the Scottish Government.

The final revenue outturn for 2021/22 was an underspend of £682k against the resources available to the HSCP, which totalled £313m. This underspend has been retained by the HSCP within its general reserve and it is intended that it will be invested in 2022/23 on service transformation. The other important aspect of financial performance during the year was that the HSCP was able to repay the full debt balance due to Argyll and Bute Council during the year, this totalled £2.8m. Argyll and Bute Council reduced the funding available to the HSCP to facilitate this repayment of debt. The following table summarises the financial performance against budget analysed between Health and Social Work related services.

<i>Service</i>	<i>Actual £</i>	<i>Budget £</i>	<i>Variance £</i>	<i>Variance %</i>
<i>Social Work Services</i>	78,958	79,640	682	0.9%
<i>Health Services</i>	233,408	233,408	0	0%
<i>Grand Totals</i>	312,365	313,048	682	0.2%

The budget for 2021/22 included a total savings target of £9.3m spread across 142 projects. As at the end of March 2022, £8.2m of the savings target was delivered. Of this total, £5.8m was delivered on a recurring basis. The shortfall was funded through additional financial support from the Scottish Government, recognising that a number of projects had to be placed on hold during the year as a consequence of the Covid 19 pandemic.

The HSCP recognises that it needs to continue to improve efficiency and deliver best value. It continues to manage its savings programme rigorously and recognises that this is critical to ensuring longer term financial sustainability and facilitating the implementation of our transformational objectives. The HSCP has a savings target of £6.0m for 2022/23, this includes £3.9m of new savings in addition to the carry forward of those projects which were not delivered in full during 2021/22.



The IJB has a responsibility to make decisions to direct service delivery in a way which ensure services can be delivered on a financially sustainable basis within the finite resources available to it.

There are significant on-going cost and demand pressures across health and social care services as a consequence of demographic change, new treatments, increasing service expectations and inflation. Managing these pressures are expected to result in an on-going requirement to improve efficiency and deliver savings.

Looking into 2023-24 and beyond, it is anticipated the Scottish public sector will continue to face a very challenging short and medium term financial outlook with significant uncertainty in respect of funding and the impact of high inflation. However, additional funding to the sector and proposed structural reform, is anticipated to better enable the HSCP to invest in service provision and deliver high quality services within the resources that will be made available. This presents an opportunity for the HSCP to improve the services it offers and address some of the challenges it faces.

The HSCP continually updates its forward financial plans to recognise and plan for the impact of new policy priorities, emerging cost pressures and funding allocations. Additionally, robust risk management processes are in place which seek to identify and quantify the financial risks facing the HSCP. Key risks currently facing the partnership include the sustainability of service providers, the impact of inflation, staff availability and costs, and increasing demand for services. A further key risks is in respect of the continuing management of Covid 19 and addressing the increased numbers of people awaiting diagnosis and treatment. We also need to work to address the length of time some people within our communities are having to wait for treatment.

The Annual Report and Accounts for the year provide further detail and analysis in respect of financial performance, financial risks and governance arrangements and improvement plans.

Best Value



The IJB has a statutory duty to provide best value as a designated body under section 106 of the Local Government (Scotland) Act 1973. NHS Highland and Argyll and Bute Council delegate funding to the Integration Joint Board (IJB). The IJB decides how to use these resources to achieve the objectives of the strategic plan. The IJB then directs the Partnership to deliver services in line with this plan.

The governance framework represents the rules and practices by which the IJB ensures that decision making is accountable, transparent and carried out with integrity and in line with the principles of public service. The IJB has statutory responsibilities and obligations to its stakeholders, staff and residents of Argyll and Bute.

The Health and Social Care Partnership ensures proper administration of its resources by ensuring that there is an appropriate governance framework in place and by having an appointed Chief Financial Officer who is required to keep proper accounting records and take reasonable steps to ensure the propriety and regularity of the finances of the Integration Joint Board. The IJB is also required to publish audited annual accounts each year.

Best Value underpins the ethos of governance and financial management within the IJB, a summary of performance against the 8 best value themes is given overleaf:



Vision and Leadership

The IJB and Senior Leadership team are involved in setting clear direction and organisational strategy which is expressed in the new Strategic Plan and the new Commissioning Strategy. There are strong mechanisms for contributions from the Locality Planning Groups and the Strategic Planning Group into these key documents which set the strategic priorities of the IJB.

Governance and Accountability

The IJB has significantly improved its governance and seeks to continually develop and improve in response to emerging good practice and independent audit review. It has made excellent progress in implementing its governance improvement programme to ensure it operates in an open and transparent way. Support for the system of governance is provided by Argyll and Bute Council this ensures that it is properly administered. Comprehensive and clear Board minutes and papers continue to be published and meetings are open to the public.

Effective use of resources

The Finance & Policy Committee of the Board meets regularly in order to scrutinise performance against budget, progress with the delivery of savings and the Transformation Programme. NHS Highland has implemented a formal Project Management Office approach to delivering savings projects and their methodology has also been extended to the full savings programme. Better financial management and governance has been a priority for a number of years, and this has contributed to the much improved financial position the HSCP is now in.

Partnership and Collaborative Working

Effective partnership working is a core element of the way in which the IJB has been established. The IJB works closely with NHS Highland and Argyll and Bute Council. The Chief Officer is a member of both Strategic Management Teams. In addition the HSCP works closely with third sector partners and its commissioned service providers by holding regular meetings with key care home and care at home providers. It has been commended by these stakeholders for this. This has continued throughout the year and illustrates the ethos of partnership working. A further example of this partnership working during 2021/22 was the high levels of engagement from partners in the development of the Commissioning Strategy and the new Strategic Plan

Community Responsiveness

The Locality Planning Groups ensure that local concerns are addressed and feed through to the Strategic Plan. In addition the Engagement Strategy ensures that full consultation and engagement is carried out before policy changes are agreed. Most recently this has been demonstrated in the high levels of engagement in the development of the Commissioning Strategy and the Strategic Plan. A commitment to co-production is an underlying theme and work is now underway to develop new models of responsive service delivery with community based partners.

Fairness and Equality

A commitment to fairness and equality is at the core of the IJBs purpose, strategy and vision. It aims to provide critical services to the most vulnerable in society. Equality Impact Assessments on new projects plans and strategies include an assessment of socio-economic impacts and islands impacts.

Sustainability

The Covid 19 pandemic has created an opportunity to further develop remote working, which has significantly reduced travel, for both staff and service users. There has been extensive use of Near Me for remote consultations where this is appropriate, and continued use and expansion of Microsoft Teams. Other developments such as a project to trial the use of drones for transporting items such as laboratory samples from islands and remote areas and the electrification of the fleet are first steps in delivering upon carbon reduction targets. There has also been close working with commissioned providers to try and ensure their financial sustainability, particularly for loss of income and extra costs due to Covid 19.

Performance, Outcomes & Improvement

Reporting on performance has continued during the last year, however, health and care activity has reduced due to the impact of managing the covid pandemic and this has resulted in increased waiting times and increased un-met care needs. The HSCP is working to increase activity to pre-pandemic levels and address the backlog. It reports on progress to the IJB regularly and it is intended that this reporting will be further improved as the integrated performance reporting regime is implemented.

A&B HSCP | Transforming Together

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Websites



<https://argyll-bute.gov.uk/health-and-social-care-partnership>

[About Argyll & Bute \(scot.nhs.uk\)](https://scot.nhs.uk)

Twitter



<https://twitter.com/abhscp>

Facebook



<https://www.facebook.com/abhscp>

IJB Performance Scorecard

Outcome 1 - People are able to improve their health	2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
NI-1 - % of adults able to look after their health very well or quite well	96.0%	93.0%	93.0%	93.0%	93.2%	● 90.8%	90.9%
NI-3 - % of adults supported at home who agree they had a say in how their support was provided	82.0%	76.0%	76.0%	76.0%	72.5%	● 66.9%	70.60%
NI-4 - % of adults supported at home who agree that their health & care services seemed to be well co-ordinated	81.0%	72.0%	72.0%	72.0%	73.7%	66.0%	66.40%
NI-16 - Falls rate per 1,000 population aged 65+	26.0	26.0	26.0	23.0	25.3	● 27.8	23
A&B - % of Total Telecare Service Users with Enhanced Telecare Packages				45.7%	45.6%	● 43.2%	31.0%
NI-13 - Emergency Admissions bed day rate	107,343	107,548	108,883	109,759	94,863	● 104,253	109,429
Outcome 2 - People are able to live in the community	2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
MSG 1.1 - Number of emergency admissions - A&B	8,716	9,046	9,003	9,111	7,563	● 8,343	8,509
MSG 2.1 - Number of unplanned bed days acute specialties - A&B	65,707	65,030	67,060	66,706	55,378	65,414	57,139
MSG 2.2 - Number of unplanned bed days MH specialties - A&B	13,034	13,755	14,623	12,676	13,048	● 10,232	15,896
MSG 3.1 - Number of A&E attendances - A&B	16,130	16,026	16,912	17,784	12,671	17,083	16,960
MSG 6.1 - % of 65+ population at Home (unsupported) - A&B	7.8%	7.9%	8.0%	7.9%	7.9%	● 7.5%	8.1%
A&B - % of LAC who are looked after at home or in a community setting				82.4%	80.6%	● 83.6%	90.0%
Outcome 3 - People have positive service-user experiences	2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
NI-2 - % of adults supported at home who agree they are supported to live as independently	84.0%	79.0%	79.0%	79.0%	79.9%	● 75.0%	78.8%
NI-5 - % of adults receiving any care or support who rate it as excellent or good	82.0%	80.0%	80.0%	85.0%	78.3%	● 68.6%	75.3%
NI-6 - % of people with positive experience of their GP practice	91.0%	85.0%	85.0%	85.0%	84.5%	● 77.6%	66.5%
MSG 3.2 - % A&E attendances seen within 4 hours - A&B	95.0%	93.5%	93.4%	91.7%	92.9%	● 88.4%	95.0%
CA72 - % LAAC >1yr with a plan for permanence	88.0%	100%	65.0%	85.2%	65.4%	● 36.1%	81.0%

Outcome 4 - Services are centred on quality of life	Page 116 2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
NI-7 - % of adults supported at home who agree their support had impact improving/maintaining quality of life	87.0%	74.0%	74.0%	74.0%	76.50%	● 76.7%	78.10%
NI-12 - Rate of emergency admissions per 100,000 population for adults	12,145	12,617	12,678	11,353	10,790	11,960	11,636
NI-14 - Readmission to hospital within 28 days per 1,000 admissions	80.0	87.0	87.0	76.0	91.0	● 91.0	110
MSG 5.1 - % of last six months of life by setting community & hospital - A&B	90.0%	90.0%	90.0%	90.8%	92.50%	● 91.0%	90.0%
A&B - % Waiting Time breaching >12 weeks				21.0%	38.0%	22.0%	25.0%
Outcome 5 - Services reduce health inequalities	2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
NI-11 - Rate of premature mortality per 100,000 population	418	380	393	403	398	● 386	465
NI-17 - % of SW care services graded 'good' '4' or better in Care Inspectorate inspections	84.0%	86.0%	86.0%	84.1%	87.1%	● 80.0%	75.8%
NI-19 - No of days people [75+] spent in hospital when ready to be discharged, per 1,000 population	597	625	640	540	346	● 584	761
CPC01.4.4 - % Waiting time from a patient's referral to treatment from CAMHS	95.0%	89.0%	91.0%	92.5%	32.5%	● 31.5%	90.0%
AC21 <=3 weeks wait between SM referral & 1st treatment	93.0%	95.0%	90.5%	91.3%	84.9%	TBC	90.0%
Outcome 6 - Unpaid carers are supported	2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
NI-8 - % of carers who feel supported to continue in their caring role	41.0%	33.0%	33.0%	33.0%	35.0%	● 38.0%	29.7%
Outcome 7 - Service users are safe from harm	2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
NI-9 - % of adults supported at home who agree they felt safe	84.0%	83.0%	83.0%	83.0%	78.7%	● 76.4%	79.7%
CP16 - % of Children on CPR with a completed CP plan	91.0%	99.0%	91.0%	89.0%	99.0%	● 99.0%	100%
CP43 - No of Child Protection Repeat Registrations - 18 months				0	0	● 0.0%	0
CJ63 - % CPO cases seen without delay - 5days	86.0%	94.0%	84.8%	95.6%	95.3%	85.3%	80.0%
A&B - % of Adult Protection referrals completed within 5 days				45.8%	39.50%	● 32.9%	80.0%
A&B - % of Adult Protection referrals that lead to AP Investigation				12.5%	39.5%	● 11.0%	10.0%
A&B - % of complaints [stage 2] responded within timescale				25.0%	56.5%	● 73.0%	20.0%

Outcome 8 - Health and social care workers are supported	Page 117			2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
	2016/17	2017/18	2018/19				
NI-10 - % of staff who say they would recommend their workplace as a good place to work	71.0%	71.0%	71.0%	71.0%	70.0%	70.0%	67.0%
Health & Social Care Partnership % of PRDs completed	52.0%	30.0%	37.0%	37.0%	3.0%	● 35.0%	90.0%
SW only - HSCP Attendance	3.90	5.70	5.20	5.23	4.86	● 5.9	3.78 DAYS
Outcome 9 - Resources are used effectively in the provision of health and social care services	2016/17	2017/18	2018/19	2019 Calendar year	2020 Calendar year	2021 Calendar year	Target 2021
NI-15 - Proportion of last 6 months of life spent at home or in a community setting	89.8%	89.6%	90.0%	91.0%	92.9%	91.3%	90.1%
NI-18 - % of adults with intensive needs receiving care at home	67.0%	67.0%	67.0%	68.0%	72.3%	● 71.9%	64.9%
NI-20 - % of health & care resource spend on hospital stays where patient admitted in an emergency	24.0%	22.0%	22.0%	22.0%	19.2%	● 22.5%	24.2%
MSG 4.1 - Number of DD bed days occupied - A&B	6,803	8,414	9,530	8,237	5,338	● 7,006	8,604

Appendix 8

Health & Wellbeing Outcome Indicators Benchmarking 2021

Core Suite of National Integration Indicators

Indicator	Title	Argyll & Bute	Health & Social Care Partnership							Scotland
			A	B	C	D	E	F	G	
NI - 1	Percentage of adults able to look after their health very well or quite well	● 90.83%	92.4%	92.6%	92.4%	92.1%	92.7%	93.4%	91.7%	90.9%
NI - 2	Percentage of adults supported at home who agreed that they are supported to live as independently as possible	● 75.0%	72.6%	72.1%	86.5%	73.4%	79.3%	73.1%	72.5%	78.8%
NI - 3	Percentage of adults supported at home who agreed that they had a say in how their help, care, or support was provided	● 66.9%	76.8%	60.6%	72.1%	70.5%	70.2%	63.4%	64.3%	70.6%
NI - 4	Percentage of adults supported at home who agreed that their health and social care services seemed to be well co-ordinated	● 66.0%	78.5%	54.1%	71.9%	64.5%	62.2%	59.3%	61.7%	66.4%
NI - 5	Total % of adults receiving any care or support who rated it as excellent or good	● 68.6%	79.5%	70.3%	83.0%	78.6%	68.1%	73.9%	67.8%	75.3%
NI - 6	Percentage of people with positive experience of the care provided by their GP practice	● 77.6%	69.8%	64.8%	77.2%	62.0%	60.0%	65.9%	67.3%	66.5%
NI - 7	Percentage of adults supported at home who agree that their services and support had an impact on improving or maintaining their quality of life	● 76.7%	81.7%	63.1%	84.3%	80.6%	73.3%	70.5%	79.2%	78.1%
NI - 8	Total combined % carers who feel supported to continue in their caring role	● 38.0%	29.5%	30.8%	28.7%	27.4%	31.6%	29.4%	25.6%	29.7%
NI - 9	Percentage of adults supported at home who agreed they felt safe	● 76.4%	84.9%	69.5%	86.0%	78.8%	72.1%	77.3%	75.3%	79.7%
NI - 10	Premature mortality rate per 100,000 persons	● 386	419	375	407	407	401	348	408	465
NI - 11	Emergency admission rate (per 100,000 population)	● 11,960	10,460	10,789	9,997	11,861	9,381	10,577	12,564	11,636
NI - 12	Emergency bed day rate (per 100,000 population)	● 104,253	92,375	112,745	106,529	105,914	83,298	121,675	95,726	109,429
NI - 13	Readmission to hospital within 28 days (per 1,000 population)	● 91	114	110	113	111	87	102	138	110
NI - 14	Proportion of last 6 months of life spent at home or in a community setting	● 91.3%	92.5%	87.5%	91.5%	88.5%	92.3%	88.2%	90.1%	90.1%
NI - 15	Falls rate per 1,000 population aged 65+	● 27.8	24.2	23.7	14.5	26.5	19.0	18.9	23.1	23.0
NI - 16	Proportion of care services graded 'good' (4) or better in Care Inspectorate inspections	● 80.0%	75.7%	77.1%	80.3%	78.0%	80.0%	77.9%	87.0%	75.8%
NI - 17	Percentage of adults with intensive care needs receiving care at home	● 71.9%	60.8%	63.4%	56.6%	63.8%	64.5%	57.5%	71.2%	64.9%
NI - 18	Number of days people spend in hospital when they are ready to be discharged (per 1,000 population)	● 584	226	159	1,051	520	776	1,009	761	761
NI - 19	Percentage of health and care resource spent on hospital stays where the patient was admitted in an emergency	● 22.5%	23.2%	23.0%	23.1%	23.3%	21.3%	20.4%	23.2%	24.2%

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****15 DECEMBER 2022**

EDUCATION PERFORMANCE DATA ANALYSIS 2021-22

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an overview of key performance data and outcomes for all pupils across Argyll and Bute's ten secondary schools for session 2021-2022, using local authority data on attainment, and data as supplied by the Scottish Government's Insight tool.
- 1.2 The Insight tool is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils taken from all the other 31 local authorities with similar backgrounds (gender, additional support needs, stage, and SIMD band). This is known as the Virtual Comparator (VC) and is a key feature of Insight. Insight also allows comparison of attainment in Argyll and Bute with average attainment nationally.
- 1.3 As well as presenting performance data relating to presentations for certificated subject awards in schools, the report also highlights the broad range of Wider Achievement awards gained by pupils across the authority, both in schools and through work with partners.
- 1.4 It should be noted that a further update of Insight will occur in February 2023. Included in this update will be all post-appeal results, further wider achievement attainment and information on the breadth and depth of attainment across Argyll and Bute secondary schools. A paper outlining key content of the update will be presented to committee thereafter.
- 1.5 It is recommended that the Community Services Committee:
- a) Notes that, for the first time since session 2018/19, pupil performance and outcomes are based on examination performance;
 - b) Considers the information contained in this report; and
 - c) Notes that a further report will come to a future meeting of the Committee once the Insight final outcomes are available.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

15 DECEMBER 2022

EDUCATION PERFORMANCE DATA ANALYSIS 2021-2022

2.0 INTRODUCTION

- 2.1 In August 2022, the Council received notification of SQA awards for all pupils in Argyll and Bute entered for National Qualifications in session 2021/22.
- 2.2 In 2022, for the first time since session 2018/19, pupil attainment has been determined through a diet of examinations. In 2020 and 2021, examinations were cancelled as a result of Covid-19, and attainment was determined through the submission of provisional results to the SQA, based on teacher professional judgement which considered a wide range of candidate assessment evidence. This has meant that even S6 pupils were experiencing SQA exam conditions for the first time in 2022.
- 2.3 The 2022 SQA examination diet was nonetheless characterised by Covid-related modifications. The internal and external assessment elements of some courses were reduced, and advice on the range of topics to be assessed in examinations for some courses was provided by the SQA to candidates, to support their studying and revision activities.
- 2.4 As a result of such modifications, the SQA has advised that caution should be applied in comparing the 2022 presentation pass rates at both school and authority level to 2019 attainment data.
- 2.5 Additionally, as a result of the alternative assessment models adopted in 2020 and 2021, meaningful comparison should not be drawn between 2022 attainment data and data from those years.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- a) Notes that, for the first time since session 2018/19, pupil performance and outcomes are based on examination performance;
 - b) Considers the information contained in this report; and
 - c) Notes that a further report will come to a future meeting of the Committee once the final Insight outcomes are available.

4.0 DETAIL

4.1 Pupils in each of the ten secondary schools in Argyll and Bute were presented for a range of SQA external examination qualifications in May and June of 2022. Following the release of results, Education Services conducted an initial analysis of the results to support the preparation of a summary report for presentation to and consideration by Elected Members at Committee in August 2022. This can be accessed via the following link:

[SQA Examination Results 2022.pdf \(argyll-bute.gov.uk\)](#)

4.2 Additionally, all secondary schools have engaged in analysis of their own SQA attainment, and will present data and conclusions, following the February 2023 Insight update, at the relevant Area Committees. An initial overview will be presented in November/December during Elected Members' visits to schools.

4.3 As presented to the Committee in August 2022, the SQA attainment results for pupils in academic year 2021-2022 are outlined in the following table:

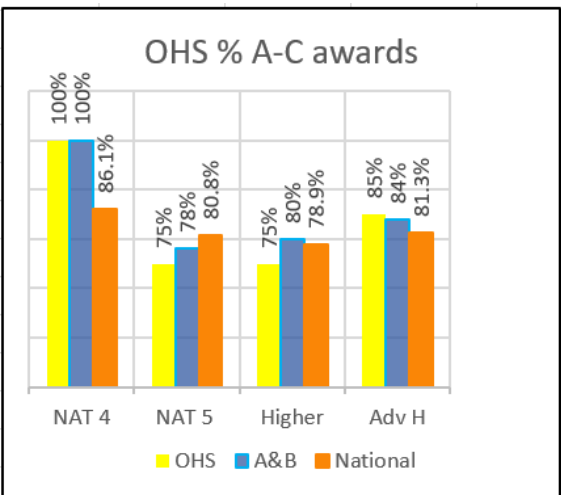
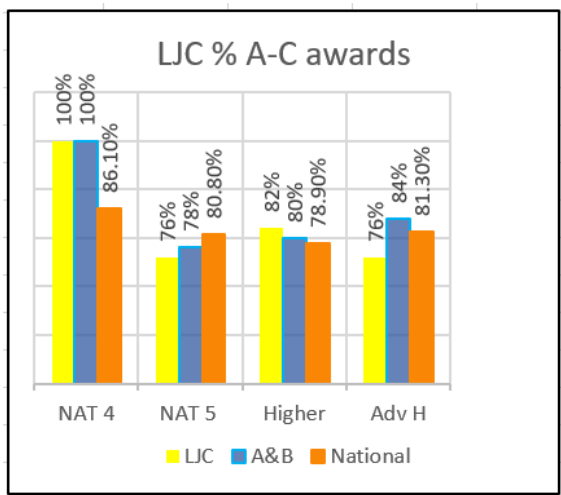
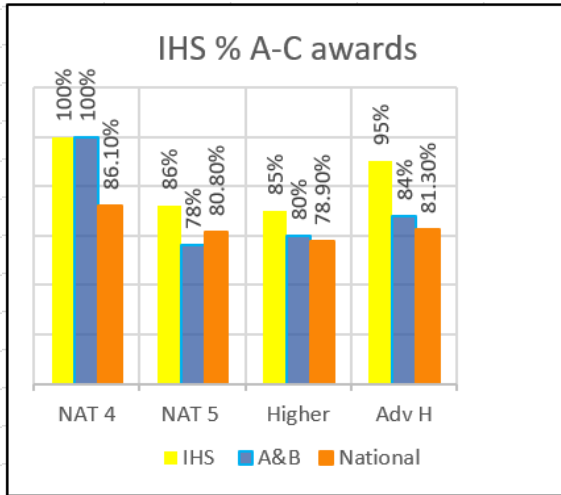
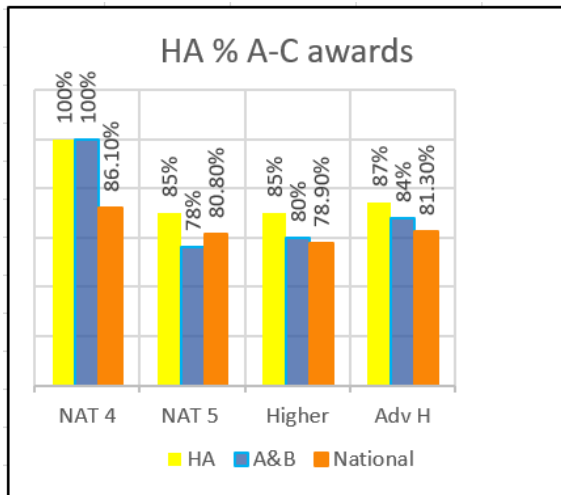
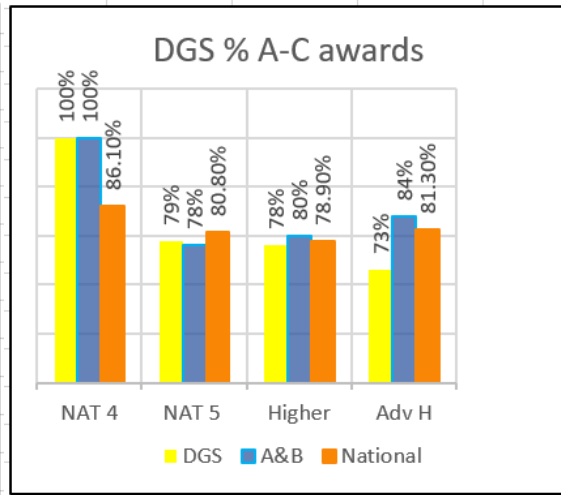
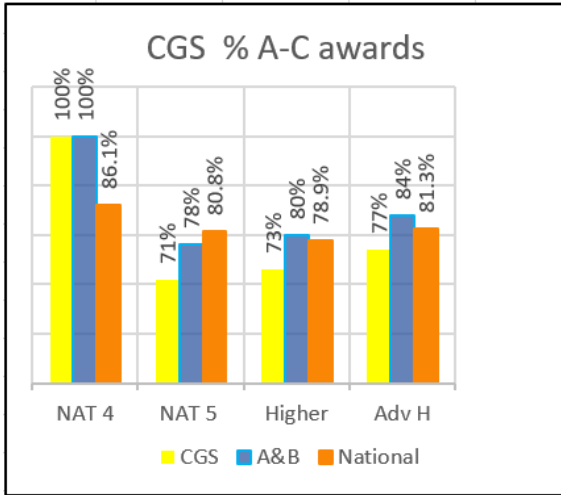
	2022		2022	2022
	A&B Attainment A-C%	Difference from A&B 2019 %	National A-C %	Difference A&B to National A-C%
Nat 4	100%	0%	86.1%	+13.9%
Nat 5	78.62%	-0.81%	80.8%	-2.18%
Higher	79.51%	+6.32%	78.9%	+0.61%
Adv H	83.72%	+8.04%	81.3%	+2.42%

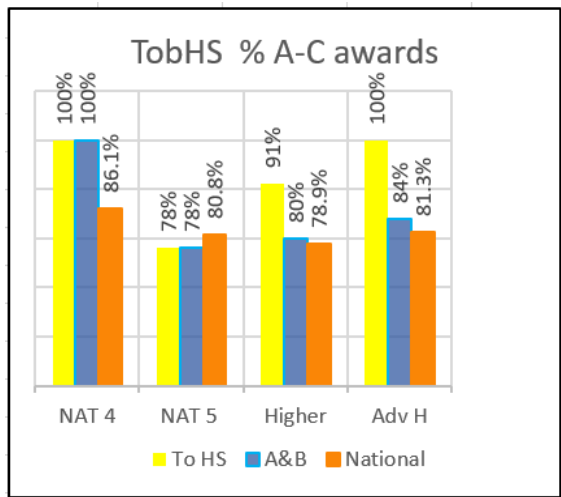
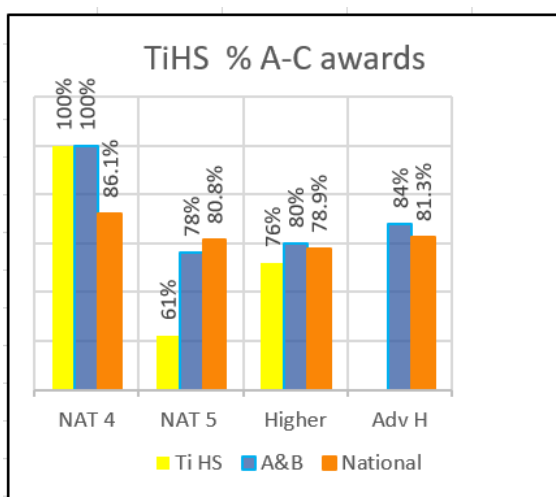
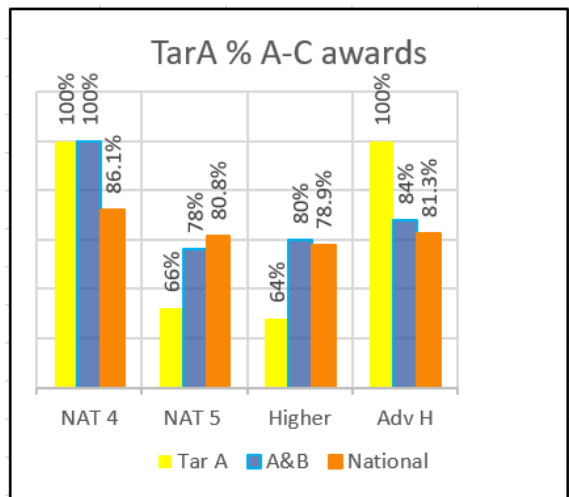
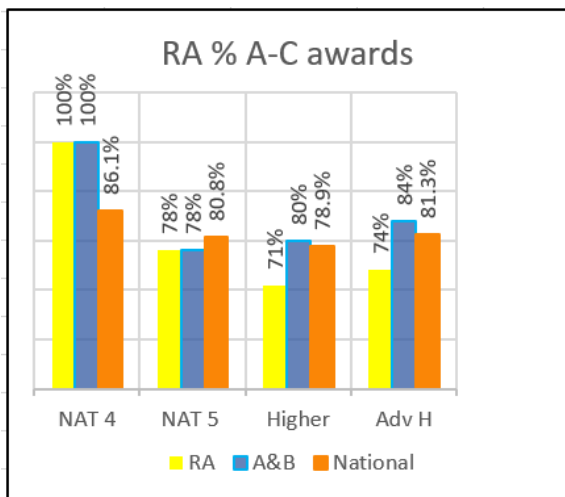
- National 4 results are above the national attainment average by 13.9%.
- National 5 results are below the national attainment average by 2.18%.
- Higher results are above the national attainment average by 0.61%.
- Advanced Higher results are above the national attainment average by 2.42%.

The following graphs illustrate A-C presentation pass rates at school level across our secondary schools in 2022:

Key to School abbreviations:

CGS	Campbeltown Grammar School	OHS	Oban High School
DGS	Dunoon Grammar School	RJC	Rothesay Joint Campus
HA	Hermitage Academy	TAR A	Tarbert Academy
IHS	Islay High School	TI HS	Tiree High School
LJC	Lochgilphhead Joint Campus	TO HS	Tobermory High School



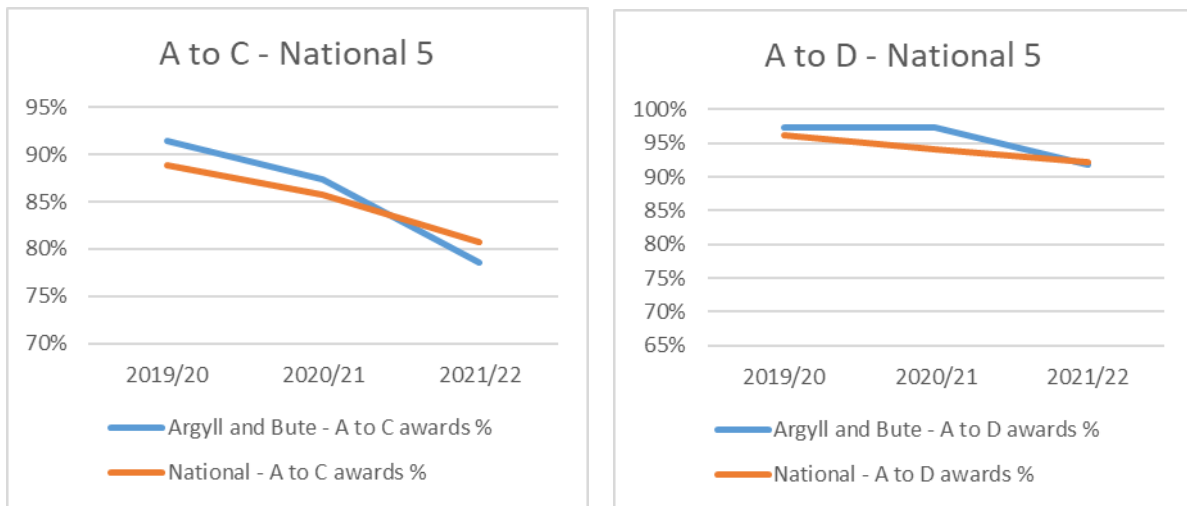


Analysis:

- All 10 secondary schools maintained their 100% pass rate for National 4, outperforming the national average.
- Two of our secondary schools were above the 2022 national average for National 5 (80.8%).
- Five of our secondary schools were above the 2022 national average for Higher (78.9%).
- Five of our secondary schools were above the 2022 national average for Advanced Higher (81.3%). One school did not present at this level. It should be noted that statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of one subject presentation resulting in a pass.

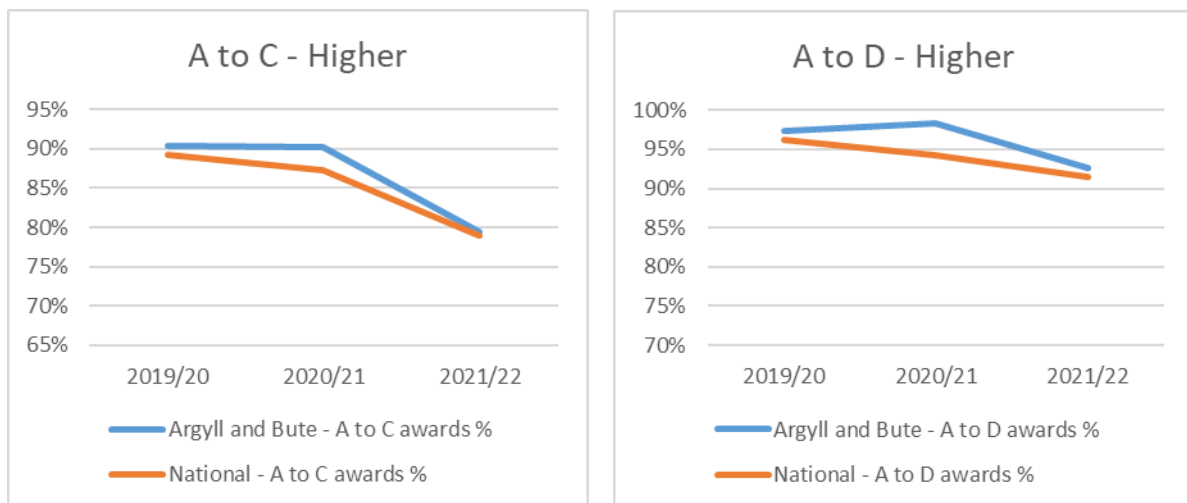
The following graphs detail attainment for the whole of Argyll and Bute across National 5, Higher and Advanced Higher. There are separate charts for attainment at grades A-C and attainment at Grades A-D.

National 5



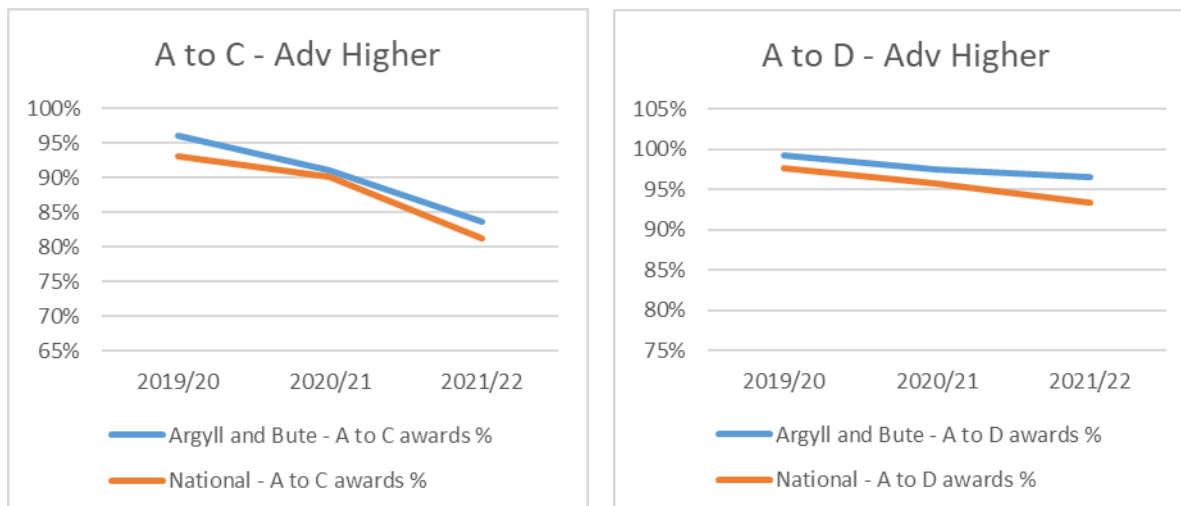
At National 5 level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, a consequence of the return to examinations for each subject. As detailed above, Argyll and Bute performance for both A-C and A-D is slightly below the national average.

Higher



As with National 5, at Higher level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, again a consequence of the return to examinations for each subject. Argyll and Bute performance for both A-C and A-D remains above the national average.

Advanced Higher



As with National 5 and Higher levels, in Argyll and Bute, Advanced Higher attainment at both grades A-C and grades A-D fell in line with the national trend, once again a consequence of the return to examinations for each subject. Argyll and Bute performance for both A-C and A-D remains above the national average.

4.4 Results of Appeals

Members should note that the above data represents attainment before the results of appeals to the SQA have been taken into account. The results of appeals across Argyll and Bute were published in late October. The amended statistics for Argyll and Bute are not included above as there is not yet access to national post-appeal statistics, and it has therefore not been possible to update fully the tables above. However, below is a table outlining the extent to which attainment at grades A-C in each of the ten secondary schools increased once successful appeals were taken into account:

2022 Post Appeals - % increase.	Argyll & Bute	OHS	CGS	HA	DGS	IHS	LJC	RA	TaA	THS	ToHS
	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change
Adv. Higher	1.8%	0.0%	7.3%	1.5%	4.8%	0.0%	n/a	0.0%	0.0%	n/a	0.0%
Higher	1.4%	2.5%	0.7%	0.9%	0.7%	1.3%	1.6%	0.0%	0.0%	0.1%	0.4%
Nat 5	1.1%	2.6%	0.6%	0.3%	0.4%	3.1%	0.4%	0.0%	1.0%	0.0%	2.2%

A full analysis of post-appeals attainment data will form part of the

report to Community Services in March, which will also reflect the February Insight update. This will include all wider achievement attainment which it has not been possible to include at this time, on account of the statistics not yet being available from Insight.

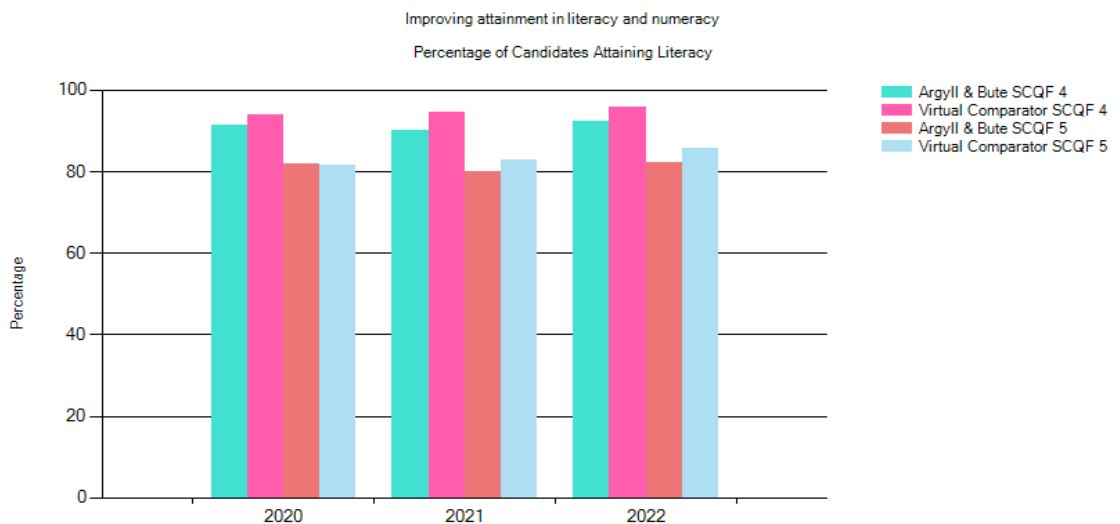
4.5 The Scottish Government’s Insight tool provides valuable analysis of attainment from a multitude of perspectives. Below, attainment analysis is provided from three such perspectives: attainment in Literacy and Numeracy – a key element of the Scottish Government’s National Improvement Framework; average attainment of young people in the context of the top 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers; and attainment in the context of the Scottish Index of Multiple Deprivation (SIMD).

In line with the Scottish Government’s conditions on the use of Insight, such data is here being used both to inform members of key aspects of attainment in Argyll and Bute and as part of the Education Service’s self-evaluation and professional reflection.

4.6 **Attainment in Literacy and Numeracy**

SCQF levels 4 and 5 Literacy and Numeracy are achieved via the passing of National 4 or 5 English or Maths, or through the completion of separate Literacy and Numeracy units at levels 4 and 5 which do not require an examination.

Literacy (cumulative attainment by the end of S6, based on original S4 roll)

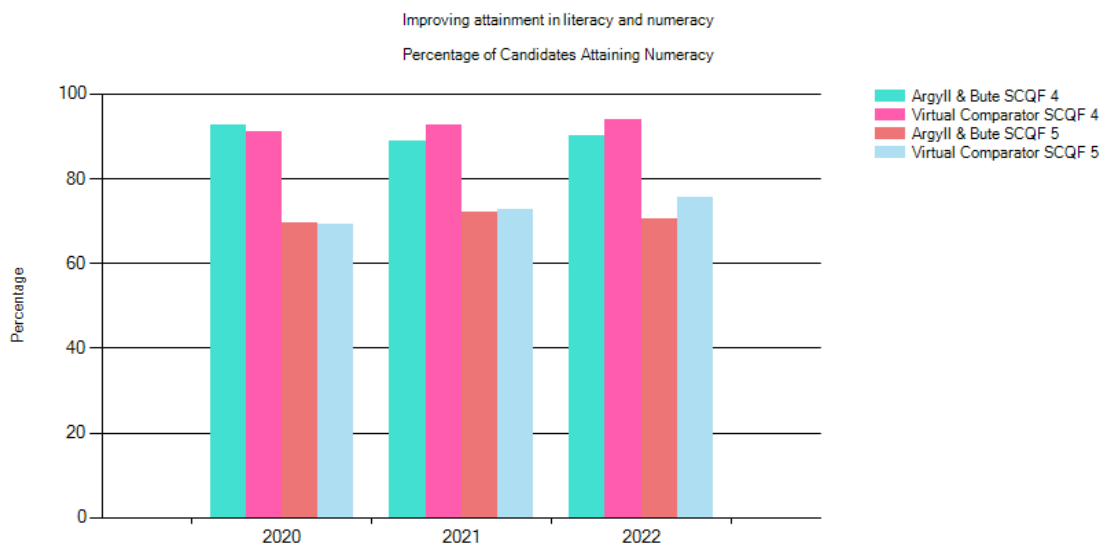


Summary:

Although attainment in Literacy at both SCQF levels 4 and 5 increased slightly in 2022, they are below Virtual Comparator levels. As part of Attainment

Meetings with individual secondary Head Teachers, key steps are being discussed to improve literacy attainment in all secondary schools. Principal considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in literacy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in literacy; and high-quality, learner-centred learning and assessment experiences in literacy across the curriculum continuing into the Senior Phase.

Numeracy (cumulative attainment by the end of S6, based on original S4 roll)



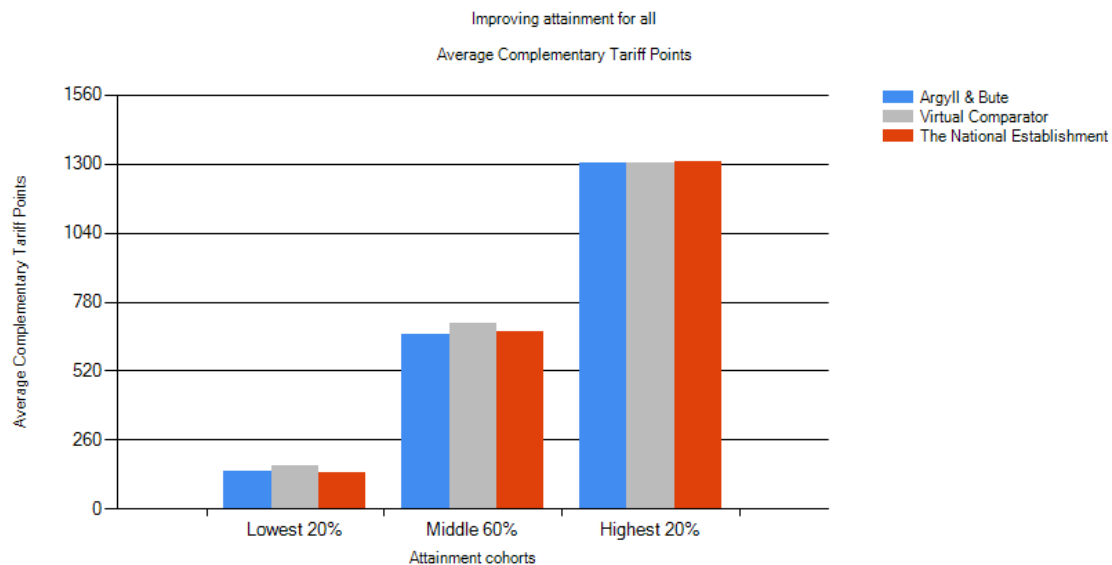
Summary:

Attainment in Numeracy at both SCQF levels 4 and 5 has remained consistent over the last three years, although it is below the attainment of Virtual Comparator. As with Literacy above, as part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve numeracy attainment in all secondary schools. Principal considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in numeracy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in numeracy; and high-quality, learner-centred numeracy learning and assessment experiences across the curriculum continuing into the Senior Phase.

4.7 Improving attainment for all

This measure details the average attainment of pupils in three attainment cohorts – the highest 20% of attainers, the middle 60% of attainers and the lowest 20% of attainers – using the tariff points gained for the passing of courses at different levels.

Average cumulative attainment by the end of S6, based on original S4 roll



Summary:

The table above shows that in 2022 the performance of:

- Argyll and Bute pupils in the lowest 20% of attainment performed slightly better than the national average, but marginally below the Virtual Comparator.
- Argyll and Bute pupils in the Middle 60% of attainment performed marginally below the national average and the Virtual Comparator.
- Argyll and Bute pupils in the Highest 20% of attainment performed at the same level as the Virtual Comparator, and marginally below the national average.

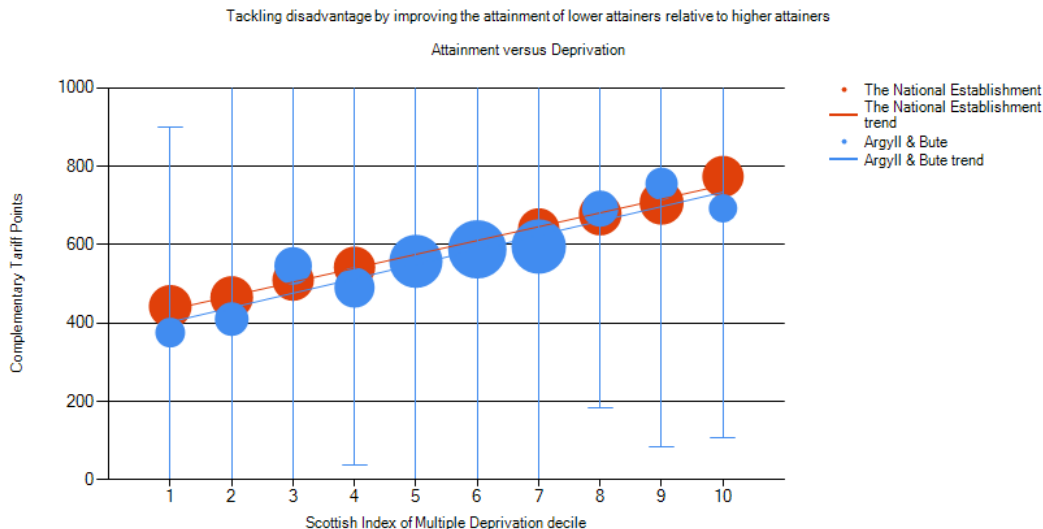
Head Teachers in all secondary schools are being challenged and supported to continually examine their curriculum structures and options frameworks to ensure that they allow all young people to attain and achieve to their maximum potential. This includes planning future learning and attainment pathways with pupils and their families at the earliest opportunity, to ensure that, as well as the required breadth of the S1-S3 Broad General Education, there is also the focus on depth of learning, specialisation and coherent progression in S1-S3 which reflects each young person's aspirations and interests and prepares them for high levels of Senior Phase attainment.

Secondary Head Teachers are also being challenged and supported to ensure their Senior Phase curricula are wide and dynamic. This will ensure that there are meaningful attainment and achievement opportunities for all young people – not only in the traditional academic context, but also in terms of vocational and skill-focussed courses and certification. In line with clear national thinking, schools are also working to develop the culture where there is parity of esteem between academic and vocational attainment, and all young people have access to relevant, stimulating courses which take them towards their preferred post-school positive destination.

By ensuring these types of wide, accessible and equitable senior-phase curricula are in place in our schools, the attainment and achievement of all young people will increase, regardless of their academic ability or to which percentage of attainers they belong.

4.8 Attainment in Context of the Scottish Index of Multiple Deprivation (SIMD)

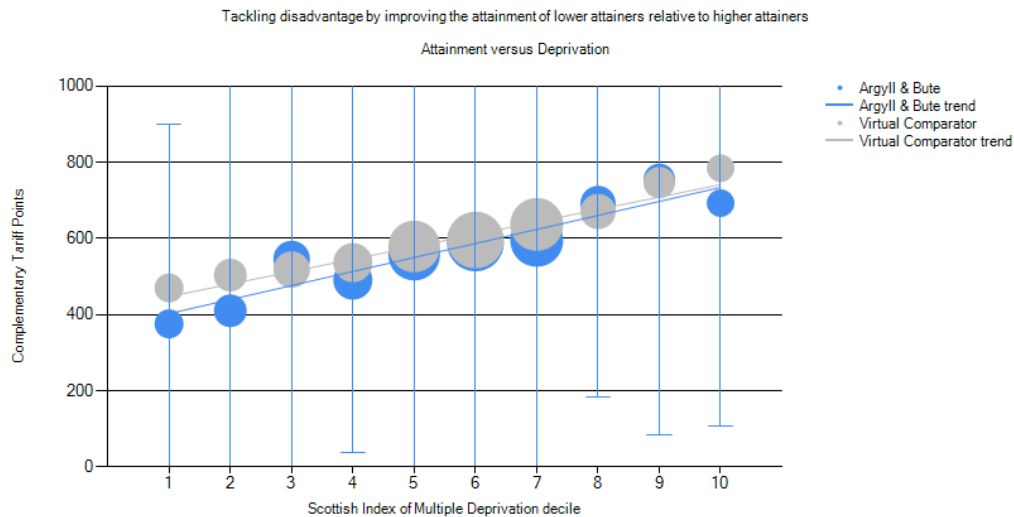
Argyll and Bute Attainment Compared with National Data



Summary:

The 2020 data in the graph above shows the average tariff points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the National data. Argyll and Bute candidates in SIMD deciles 3, 8 and 9 are outperforming young people nationally. In SIMD deciles 1, 2, 4 and 10, young people’s performance in Argyll and Bute was marginally below the average national level. The overall trend in Argyll and Bute is almost identical to the national trend.

Argyll and Bute Attainment Compared with Virtual Comparator Data



The 2020 data in the graph above shows the average tariff points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data. Pupils in SIMD 3, 8, 9 and are marginally outperforming their Virtual Comparator equivalents, while pupils in SIMD 1, 2, 4, 5, 7 and 10 are attaining less compared with the Virtual Comparator.

As part of annual school improvement planning process, in their Standards and Quality Reports all secondary schools now complete detailed analysis of the impact their Pupil Equity Fund (PEF) allocation has had on identified groups of the least advantaged young people. In their School Improvement Plans, Head Teachers also present detailed planning of how their PEF allocation will be spent in the coming year to reduce inequality and support the wellbeing and progress of pupils from the most deprived backgrounds. Additionally, Head Teachers must account for the attainment and achievement of the most disadvantaged pupils in their schools as part of the annual Attainment Meeting with the Executive Director, Heads of Service, Education Manager and Education Officer.

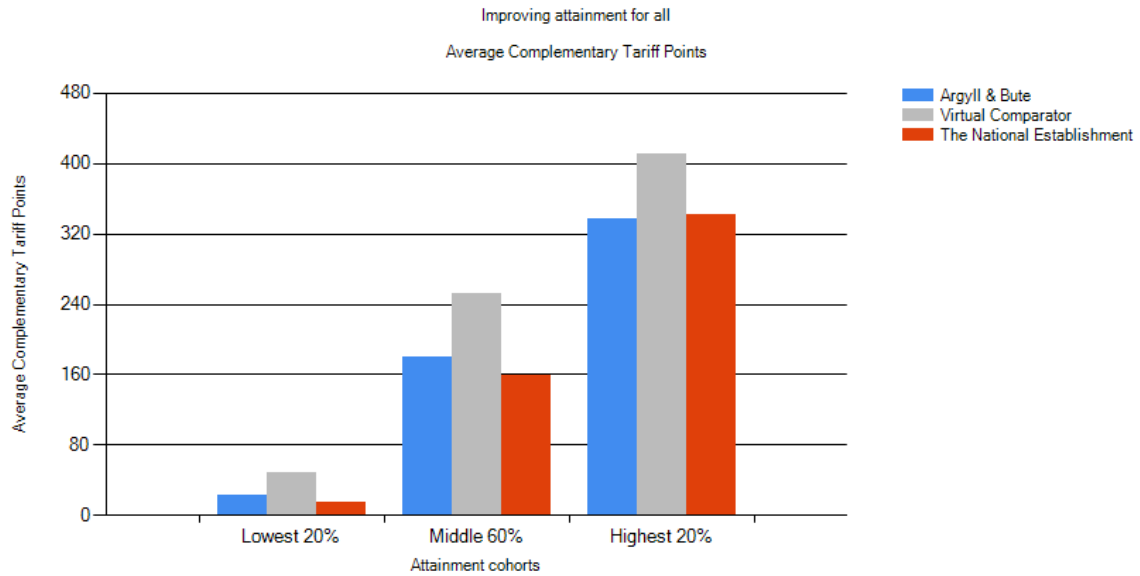
4.9 Attainment of Care-Experienced Young People (CEYP)

Argyll and Bute Council recognises the obstacles to attainment and fulfilling potential faced by Care-Experienced young people. The Principal Teacher for Care Experienced Children and Young People co-ordinates support, interventions and adjustments for such young people, to ensure that they achieve to their maximum potential in their own particular and unique circumstances.

In Argyll and Bute, there were 23 care-experienced young people in S4 (13), S5 (5) and S6 (5) who were presented for SQA examinations in 2021-22.

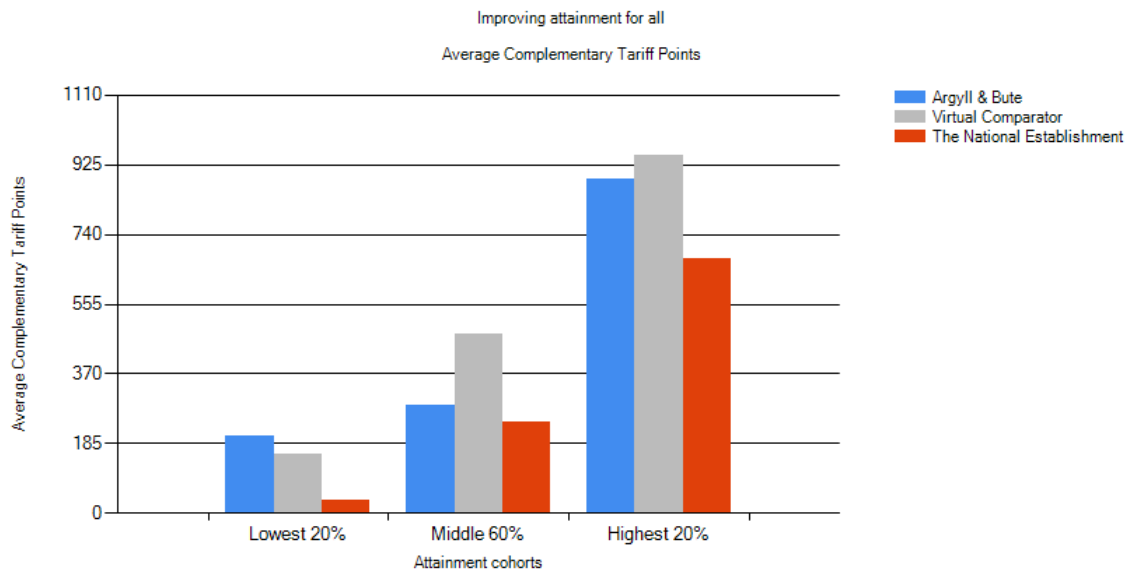
Average Attainment of CEYP

S4



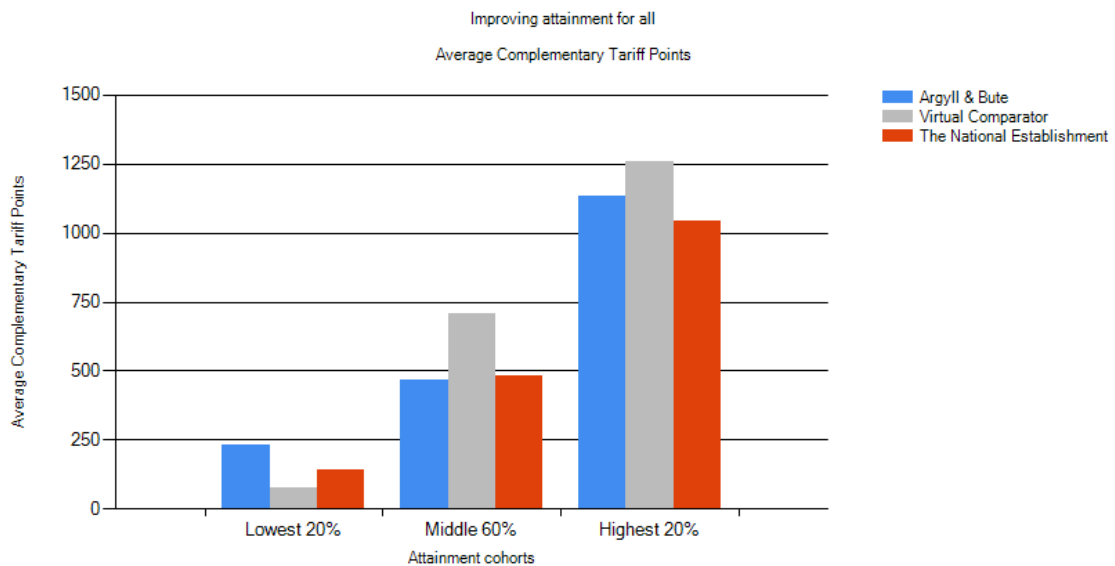
The graph demonstrates that, in S4, the lower 20% and middle 60% in terms of levels of attainment among Argyll and Bute’s care-experienced young people outperformed the average for care-experienced young people nationally. The performance of the top 20% attaining care-experienced young people in Argyll and Bute was marginally less than the national average. All three cohorts of Argyll and Bute’s S4 care-experienced young people attained less well than the virtual comparator cohort.

S5



The graph demonstrates that, for care-experienced young people in S5, all attainment cohorts outperformed the national average for attainment, and the attainment of the lowest attaining cohort also surpassed the virtual comparator.

S6



The graph shows that care-experience young people in S6 in all attainment cohorts also exceeded the average attainment equivalent young people nationally, and that the lowest attaining cohort also surpassed the virtual comparator score.

Attainment of CEYP – Literacy and Numeracy

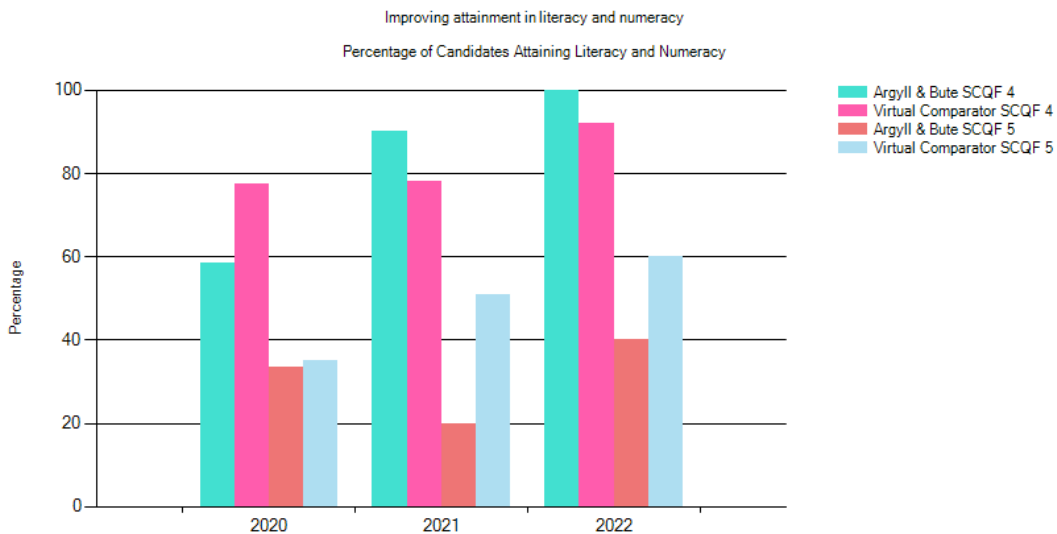
The three graphs below provide information on care-experienced young people’s attainment of both literacy and numeracy at SCQF levels 4 and 5, in S4, S5 and S6. The very small numbers of young people involved mean that data can fluctuate considerably from year to year, and caution should be exercised in drawing firm conclusions from the data.

S4



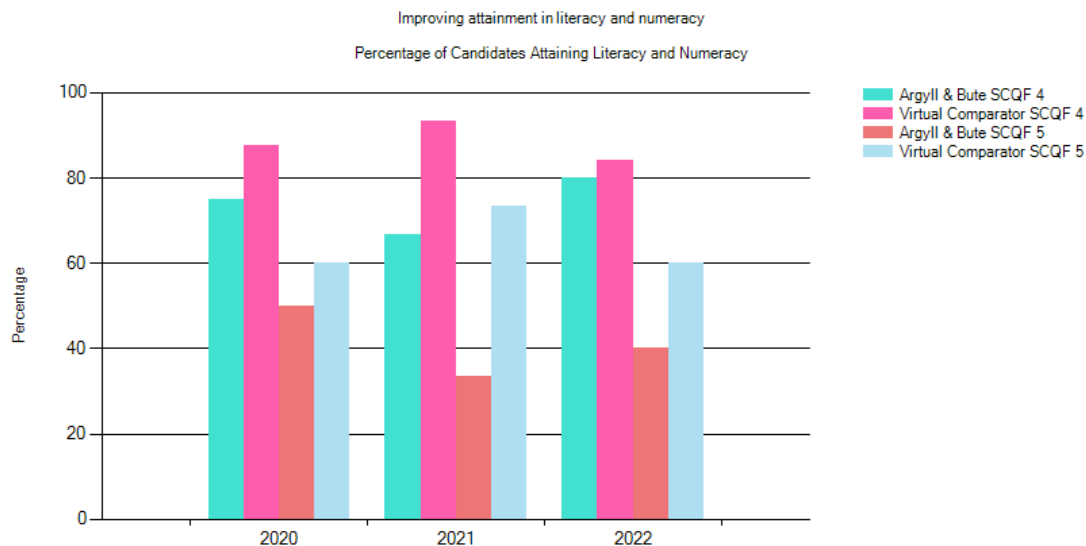
In S4, CEYP attained below the Virtual Comparator level for Literacy and Numeracy.

S5



In S5, CEYP performed better at SCQF level 4 than the Virtual Comparator in Literacy and Numeracy, with 100% attainment in both areas. The attainment of CEYP at SCQF level 5 was below the Virtual Comparator.

S6



In S6, CEYP attained below the Virtual Comparator level for Literacy and Numeracy.

4.10 Wider Achievement of Young People in Argyll and Bute

Alongside National Qualifications, Argyll and Bute's secondary schools offer a wide and ever-increasing range of opportunities for wider achievement. Such opportunities develop skills for life and work, broaden young people's range of experience, and are recognised by employers and further and higher education establishments as valuable indicators of young people's attributes and capabilities.

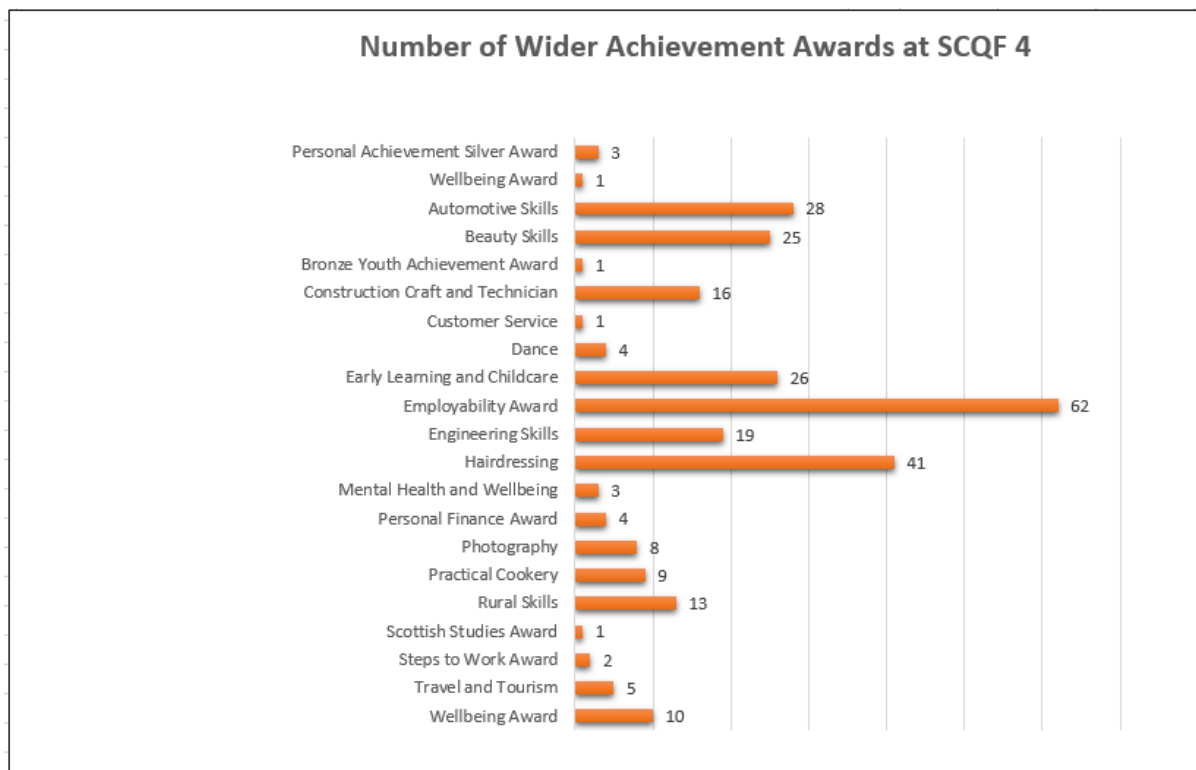
The report by Professor Ken Muir on the next steps for Scottish education, and the associated review of secondary assessment in Scottish education, being led by Professor Louise Hayward, both emphasise the importance of wider achievement for young people, and stress the importance of parity of esteem between such qualifications and more traditionally academic range of qualifications.

The table below summarises Wider Achievement across the authority's secondary schools, which is broken down in more detail by the subsequent graphs.

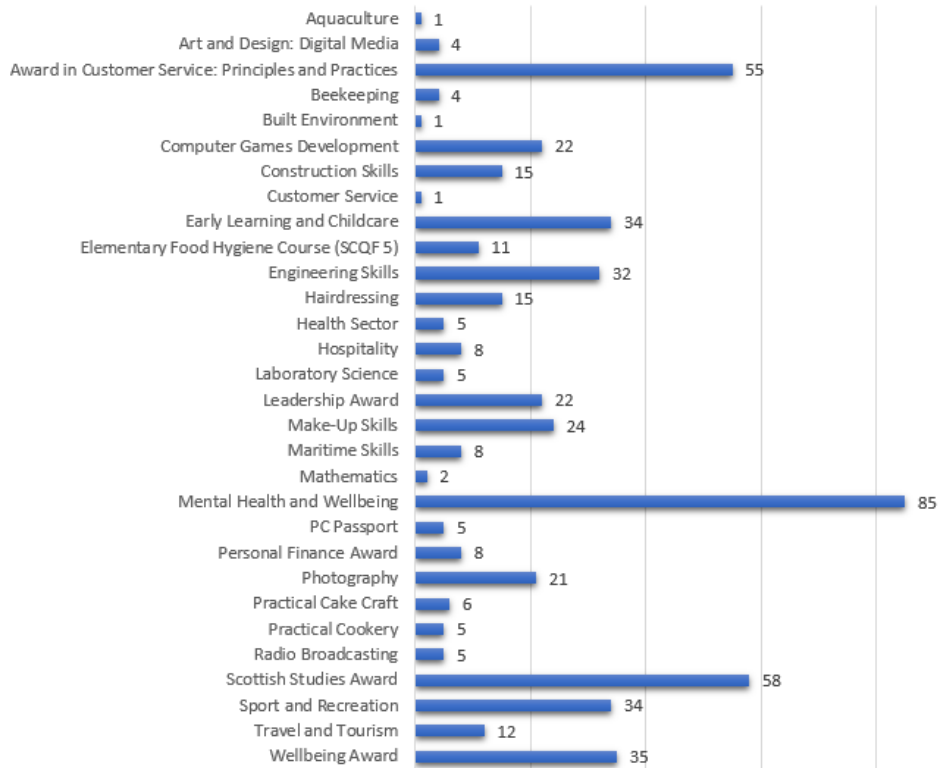
Wider Achievement level	# Entries	# Passes	% Pass
Level 3 or unlevelled	26	26	100.0%
Totals at SCQF 3 or other	26	26	100.0%
N4	144	141	97.9%
SCQF 4	146	135	92.5%
Totals at SCQF 4 or Nat 4	290	276	95.2%
SCQF 5	499	376	75.4%
Nat 5	188	168	89.4%
Totals at SCQF 5 or Nat 5	687	544	79.2%
SCQF 6	346	230	66.5%
Higher	50	38	76.0%
Totals at SCQF 6 or Higher	396	268	67.7%
SCQF 7	37	37	100.0%
Total at SCQF 7	37	37	100.0%

Wider Achievement awards were gained at SCQF levels 3-7.

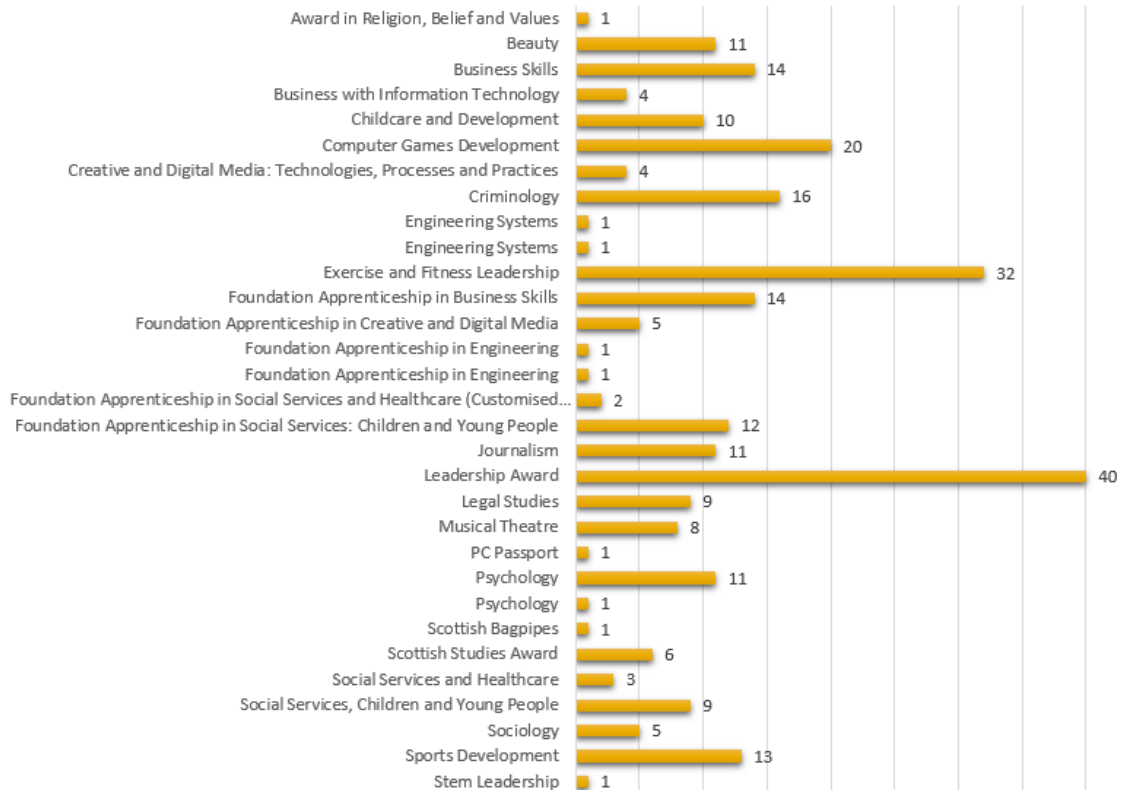
- 88% of all entries in Wider Achievement gained an award.
- A total of 1151 young people across Argyll and Bute gained a Wider Achievement Award in 2021-22.
- The types of Wider Achievement awards gained and their levels are illustrated below:

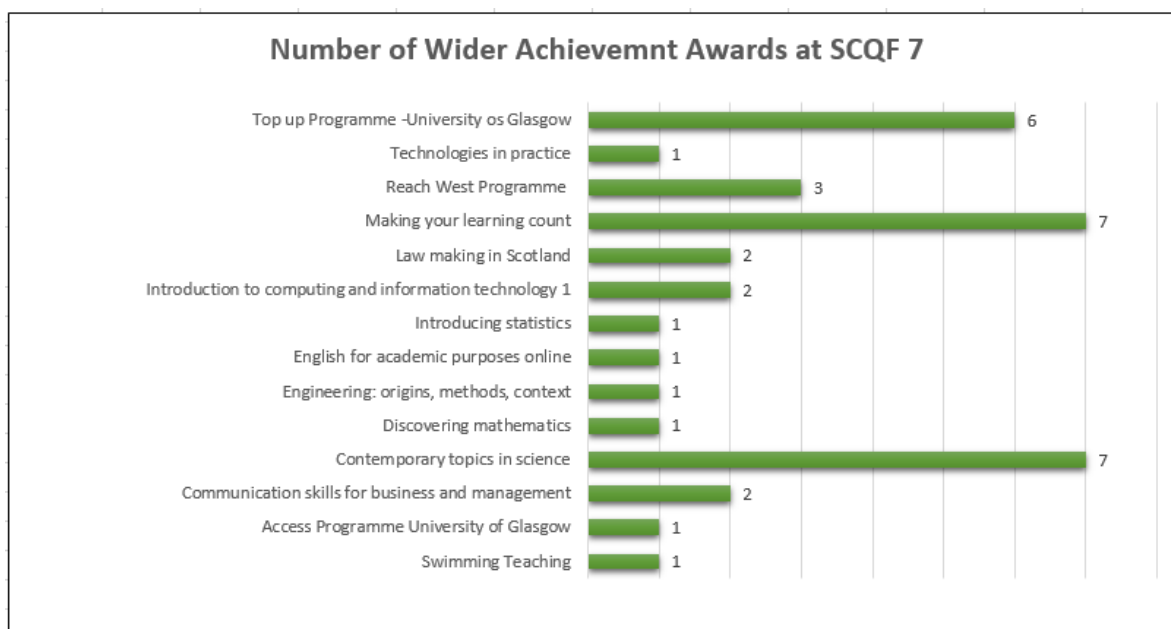


Number of Wider Achievement Awards at SCQF 5



Numer of Wider Achievement Awards at SCQF 6





5.0 CONCLUSION

5.1 The Education Service will continue to take forward its programme of support and challenge with schools across the authority to secure further improvement in attainment and achievement outcomes for pupils.

This report presents an overview of the key attainment performance data, and details outcomes for all pupils across the ten secondary schools for session 2021-2022, incorporating the authority's perspective on both data received from SQA in August 2022, and data from the Scottish Government's Insight tool.

5.2 In 2022 the A-C and A-D pass rates for the young people in Argyll and Bute were above the national average in National 4, Higher, and Advanced Higher, but were slightly below the national average for National 5.

Central Officers are taking forward a programme of support and challenge with schools across the authority involving a range of actions and measures to support schools to secure further improvement in examination outcomes for pupils. Increasing attainment and achievement, and ensuring that all young people achieve to their potential, regardless of location, circumstance or potential barriers, is at the heart of the work of the Education Service.

5.3 Heads of Service and Area Managers continue to meet regularly with Head Teachers to ensure appropriate levels of both scrutiny and collaboration are in place in relation to performance and securing positive outcomes for young people. This work is reinforced and enhanced by central staff through their involvement with national performance networks which allows them to share best practice with wider Local Authority colleagues.

- 5.4 Additionally, the Education Service has overhauled the process for analysis and evaluation of attainment data. Attainment Meetings with individual secondary Head Teachers take place in October/November, at which all aspects of attainment from S1-S6 are analysed and key improvement strategies to raise attainment are discussed and agreed.
- 5.5 Head Teachers will present individual school performance analysis using the data currently available, along with a wider holistic update at local area committees in March 2022.

6.0 IMPLICATIONS

- 6.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All). OCTF: Key Objective 1; NIF: Priority 1
- 6.2 **Financial:** None
- 6.3 **Legal:** None
- 6.4 **HR:** None
- 6.5 **Fairer Scotland Duty:**
- 6.5.1 Equalities – None
- 6.5.2 Socio-economic Duty – None
- 6.5.3 Islands – Amendments to rezoning policy would apply to Island schools.
- 6.6 **Climate Change:** – None
- 6.7 **Risk:** The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 6.8 **Customer Service:** This report provides elected Members with an overview of Service Performance.

Douglas Hendry - Executive Director with responsibility for Education

Councillor Yvonne McNeilly - Policy Lead for Education

Wendy Brownlie

Head of Education – Performance and Improvement

Jennifer Crocket

Chief Education Officer/ Head of Education – Wellbeing, Inclusion and Achievement

Simon Easton

Education Manager: Senior Phase and 16 Plus

15 December 2022

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ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
15 DECEMBER 2022

ANNUAL PARTICIPATION MEASURE 2021-22

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide members with information on the most recent Annual Participation Measure published in August 2022, covering the period April 2021 – March 2022.
- 1.2 The Annual Participation Measure (APM) reports nationally on the economic and employment activity of the wider 16-19 year old cohort including those at school. The measure is used to inform policy, planning and service delivery and to determine the impact of the Opportunities for All commitment.
- 1.3 The APM was incorporated into the Scottish Government’s National performance Framework from August 2017 as the source of the indicator, “increase the proportion of young people in learning, training or work”, replacing the School Leaver Destination Reports.
- 1.4 The previous measure, School Leaver Destination Reports collected data on young people in the senior phase of school (S4-S6) who left school during the school year and essentially offered a snapshot at the time of reporting (October/February). The APM takes account of all statuses for 16-19 year olds in Scotland over a full calendar year (1st April – 31st March).

ANNUAL PARTICIPATION MEASURE 2021-22

2.0 INTRODUCTION

- 2.1 The Annual Participation Measure (APM) is published in August each year and used to inform policy, planning and service delivery, and also to assess progress in the delivery of 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.
- 2.2 The 2022 APM marks the eighth release of statistics detailing the participation of 16-19 year olds at a national and local authority level. The report takes account of the status for 16-19 year olds from 1st April 2021 to 31st March 2022.
- 2.3 The statistics are produced using data collected by Skills Development Scotland (SDS) and a range of partners, which is shared through the 16+ Data Hub.
- 2.4 The report is based on a cohort of 209,984 young people in Scotland aged between 16 and 19, of whom 3,172 are from Argyll and Bute.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- 3.1 Notes the publication of the 2021-2022 Annual Participation Measure, and the strong performance of Argyll and Bute as a council area in facilitating the participation of 16-19 year-olds.
- 3.2 Recognise the good progress which has been made by the Education Service and our schools in relation to pupil progress in this area.

4.0 DETAIL

4.1 The APM is compiled from data collected from the 16+ Data Hub, a multi-partner secure data sharing gateway managed by Skills Development Scotland (SDS). Data input is provided from Local Authorities, Colleges, the Department of Work and Pensions, the Students Awards Agency Scotland and the Scottish Funding Council. It is estimated that approximately 90% of young people in Scotland in the 16 to 19 age group are recorded on the system.

4.2 The participation status of each young person is identified by combining the number of days spent in each status between 1st April 2019 and 31st March 2020. Their overall headline classification (participating, not-participating or unknown) is then decided by the heading under which they have spent the most days over that year.

4.3 The classifications are defined as:

Participating – school pupil, higher education, further education, employment, modern apprenticeships, training and voluntary work.

Not Participating – unemployed and seeking employment or training, unemployed and not seeking employment or training.

Unconfirmed Status – information on individual not available for reporting. Some of these young people may be in employment but not in contact with partner agencies.

4.4 The 2022 APM headline figures confirm that **93.9%** of 16-19 year olds in Argyll and Bute were participating in education, training or employment compared to 92.4% nationally. 3.8% of 16-19 year-olds were not participating, which is 0.2% below the national figure for non-participation, and 2.3% in Argyll and Bute have an unconfirmed status compared to 3.6% nationally. The 2022 headline figure of 93.9% participation represents an increase of 0.4% (13 young people) on 2021, while the reduction in those of unconfirmed status in Argyll and Bute from 3.3% to 2.3% has led to a slight increase in those not participating.

The table below summarises participation in Argyll and Bute over time:

	2015-2016 Argyll and Bute	2016-2017 Argyll and Bute	2017-2018 Argyll and Bute	2018-2019 Argyll and Bute	2019-2020 Argyll and Bute	2020-2021 Argyll and Bute	2021-2022 Argyll and Bute	2021-2022 Scotland
Participating	94.2%	93%	94.2%	94.8%	94.1%	93.5%	93.9%	92.4%
Not Participating	3.1%	2.8%	2.7%	2.2%	2.4%	3.2%	3.8%	4.0%
Unconfirmed	2.7%	4.2%	3.1%	3.0%	3.5%	3.3%	2.3%	3.6%

4.5 The 2022 APM figures for Argyll and Bute exceed the Scottish average in all three classifications. Argyll and Bute ranks 5th for participation rates out of all local authorities in Scotland, and increase from 10th in 2020-2021

4.6 Participation – Employment and Education

- In 2021-22 there was an increase in the number of young people in employment in Argyll and Bute from 21.9% in 2020-21 to 24.2%. Nationally, 17.5% of young people are in employment.
- There was an accompanying slight reduction in the number of 16-19 year-olds in Argyll and Bute in education, from 70.6% in 2020-21 to 68.5%, against a national figure of 73.0%, which itself fell from 74.8% in 2020-21.

4.7 Equality Characteristics:

- In Argyll and Bute, females (94.1%) were slightly more likely to participate than males (93.7%). This constitutes a 0.3% reduction in female participation, contrasted with a 1.0% increase in male participation. The difference is possibly due to the higher rate of females in education.
- Also in Argyll and Bute, participation rates for young people from the most deprived backgrounds were lower than those of less deprived young people – 89.1% in the lowest SIMD group, and 95.5% for the highest SIMD group. The addressing of the poverty-related gap in participation levels is one of Argyll and Bute Council's "stretch aims", in the context of the Scottish Government's Scottish Attainment Challenge and National Improvement Framework, and planning and intervention around reducing this gap are ongoing.

4.8 Geography:

- Nationally, between 2020-21 and 2021-22, the participation rate rose in 19 of the 32 local authorities and fell in 13.
- The increase of 0.6% in those participating in Argyll and Bute has resulted in a rise from 10th in ranking of local authorities in 2020-21 to 5th in 2021-22.
- In Argyll and Bute, participation rates were lowest in the Helensburgh Central ward (91.3%) and highest in Kintyre and Islands ward (96.6%).
- Across Argyll and Bute, participation rates rose in six wards, fell in four wards and remained unchanged in one ward.

4.9 Link to Skills Development Scotland Annual Participation Measure 2021-2022:

[Annual Participation Measure | Skills Development Scotland](#)

5.0 **CONCLUSION**

5.1 The Annual Participation Measure provides data on the economic and employment activity of 16 to 19 year-olds and enables local authorities to

measure progress against the National Improvement Framework indicator - "increase the proportion of young people in learning, training or work."

- 5.2 There was a 0.4% increase (equating to 13 individuals) in the percentage of young people from Argyll and Bute participating in education, training or employment in 2021-22. Participation rates in Argyll and Bute are above the national average in all categories, while the rate of young people not participating, although it has risen slightly as a result of less young people being categorised as unconfirmed, remains below the national average. Argyll and Bute are in the top five local authorities in Scotland for participation rates.
- 5.3 Education, Developing the Young Workforce, Skills Development Scotland (SDS), Community Learning and Development, local colleges, the Third Sector and other partners are working coherently to ensure participation rates in Argyll and Bute continue to rise, and that all young people move into their chosen, sustained positive destination post-school.
- 5.4 The robust, current information provided by the Annual Participation Measure and the SDS Data Hub will continue to be used to identify potential issues and inform partner agencies. This will enable all agencies to be proactive in providing the necessary targeted and tailored intervention to support young people in achieving and sustaining their chosen area of participation in society.

6.0 IMPLICATIONS

- 6.1 Policy - This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All).
- 6.2 Financial – None.
- 6.3 Legal – None.
- 6.4 HR – None
- 6.5 Fairer Scotland Duty:
- 6.5.1 Equalities - The Opportunities for All programme and Developing Scotland's Young Workforce recommendations actively seek to address inequalities in employment, training and education.
- 6.5.2 Socio-economic Duty - None
- 6.5.3 Islands – None
- 6.6 Climate Change – None

- 6.7 Risk – Failure to support young people into positive destinations will impact on the life chances of young people across the Local Authority area and may result in outward migration of young people.
- 6.8 Customer Service – This report provides elected members with an overview on Service performance.

Douglas Hendry, Executive Director with responsibility for Education

Councillor Yvonne McNeilly, Policy Lead for Education

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15th December 2022

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****15 DECEMBER 2022**

**SUPPORT FOR PUPILS AND FAMILIES FROM ARMED FORCES SERVICE
BACKGROUNDS**

1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to detail for committee members the range of initiatives in Argyll and Bute to support our children and young people and families from Armed Forces service backgrounds. The report details the funding sources on which such support relies, the ways in which such funding is directed within Argyll and Bute, and describes the variety of approaches employed to ensure the welfare of pupils from service backgrounds and their families.

1.2 It is recommended that the Community Services Committee:

- a) Considers the support in place for young people and their families from a service family background.
- b) Notes the change to the Education Support Fund for session 2023-24 and that feedback will be received on the current bid in January 2023.

**SUPPORT FOR PUPILS AND FAMILIES FROM ARMED FORCES SERVICE
BACKGROUNDS**

2.0 INTRODUCTION

2.1 Armed Forces Context within Helensburgh and Lomond

His Majesty's Naval Base (HMNB) Clyde, at Faslane, is a major local employer for both civilian and service personnel and has a direct impact on the number of service children currently enrolled within Helensburgh and Lomond Schools.

HMNB Clyde is home to the United Kingdom's Strategic Nuclear Deterrent and the Astute Class submarines. However, it is also the base port for the First Mine Countermeasure Squadron (MCM1), the Faslane Patrol Boat Squadron (FPBS), the Royal Marine's 43 Commando Fleet Protection Group and the Northern Diving Group (NDG). It has significant numbers of Armed Forces personnel involved in training, engineering support, personnel support, administration and medical roles.

The ships, submarines and support organisations and their differing roles means that there is a constant cycle of, often unpredictable, deployment patterns. Depending upon the particular role being conducted, there can be times when contact between Service personnel and their families is extremely limited, often for extended periods.

Our service children and young people often experience situations and challenges that their civilian counterparts may not. Particularly, coping without a parent during deployments can have an impact upon children from Armed Forces families.

Mobility within the services may also mean that children change schools and geographical locations more frequently, adding extra pressures. Education, from early years through to higher education, can provide the stability to help children and young people through these times.

Figures show that Helensburgh and Lomond have approximately 680 armed forces children and young people in primary and secondary schools. This figure is based on families who have declared to their school that they are from an Armed Forces background.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- a) Considers the support in place for young people and their families for service family background.
- b) Notes the change to the education support fund for session 2023-24 and that feedback will be received on the current bid in January 2023.

4.0 DETAIL

4.1 Ministry of Defence Education Support Fund

Following networked support from the Argyll and Bute Armed Forces Community Partnership and direct endorsement from HMNB Clyde, funding was successfully gained from the National MOD Education Support Fund to support the work of the Education Service and the provision for our service families.

The funding is awarded annually and most recently in January 2022 for use in session 2022-23. The fund is used to fully support the employment of our Service Pupil Adviser and also contributes to the provision of a Pupil Support Teacher, who is utilised across our local primary schools to support our young people from a service family background.

This year the Armed Forces Covenant Fund Trust has partnered with the MOD to administer the MOD Education Support Fund (ESF). This programme continues to provide funding to help mitigate the effects of exceptional mobility and/or separation faced by service children.

This is the first year that the ESF has been made through the Armed Forces Covenant Fund and feedback is expected on our bid in January 2023.

4.2 Service Family Liaison

Teaching staff in Helensburgh and Lomond are aware of the issues faced by children from Armed Forces families through training opportunities and their close links to the community.

Staff support our young people in their new learning community, help them settle in, ensure that they continue to learn and also identify and support pupils who have gaps in their learning that have arisen from moving between different education systems.

Staff provide pastoral and emotional support to pupils who may be affected by the deployment of a parent or carer.

4.3 **Service Pupil Advisor**

The Service Pupil Advisor is a unique role created by Argyll and Bute Council to provide advice and support for the large numbers of Armed Forces children in the Helensburgh and Lomond area. This post is funded by the MOD Education Support Fund. The Senior Pupil Advisor's role is to act as a key contact and point of reference for Armed Forces families and to co-ordinate additional support for service children with a particular focus on gaps in learning as a result of deployment and/or mobility.

4.4 **Support for Young People in Early Years and Primary School**

Story Sacks have been established as an Argyll and Bute initiative to provide books to families that will support discussions with their young person about any anxiety and worries they might have about mobility or deployment. Our Story Sacks contains specific texts that give a platform for families to look together at a parent being deployed, moving house, starting a new school, friendships and bereavement.

We currently have approximately 80 story sacks that can be found in Primary Schools and Nurseries in Helensburgh and Lomond and also in the Drumfork Community Centre and in Community Houses. Families can request to borrow a Story Sack at any time.

In partnership with Reading Force, we provide all pre-schools and nurseries attended by Armed Forces and veterans' children with bright yellow Early Years bags. These contain a scrapbook, age-appropriate picture books, a Storytime magazine, a bookmark and a 'Sharing Stories and Bonding Over Books' booklet with tips for parents and carers for sharing books with babies, toddlers and young children.

Forces and Me Clubs are available in two of Primary Schools as follows:-

- Hermitage Primary run 2 groups: P3 and P4 on a Tuesday (10 children) and P5 – P7 on a Wednesday (15 children).
- John Logie Baird Primary have an afterschool club on a Wednesday open to all classes (25 children).

4.5 **Support for Young People within Secondary Education**

Forces Children Scotland has received funding from the Armed Forces Covenant Fund Trust to deliver Your Mind Matters. This is a project which is working directly with young people from serving and veteran families, to co-provide mental health and wellbeing digital and face-to-face services.

From the funding, Hermitage Academy was awarded a Wellbeing Worker who took up post in January 2022. The post-holder has responsibility for engaging

and connecting with our children and young people from serving, reservist and veteran backgrounds, and also offers support to their wider families to overcome unique challenges to mental health and wellbeing.

Secondary pupils are also supported through the Forces and Me Lunchtime Club at Hermitage Academy on a Monday and Friday with approximately 20 young people attending each session. This club is primarily for young people from an armed forces background that attend Hermitage Academy, however any young person from S1 to S6 can join. The club offers a safe space to make friends with other young people who experience the different challenges surrounding mobility or deployment and gives them the opportunity learn from and share in the experience of others.

4.6 Seasons for Growth

Seasons for Growth is an educational support programme which aims to promote social and emotional wellbeing of children and young people coping with significant loss, separation and change in their lives. Our Service Pupil Adviser coordinates and delivers this service for our school communities in partnership with Argyll and Bute Education services.

Due to COVID 19 some sessions were not able to take place from March 2020 – October 2021. Figures for current and previous years are as follows:

2017-2018	2018-2019	2019-2020	2021-2022	2022-2023
40 pupils	47 pupils	23 pupils	15 pupils	15 pupils
7 groups	8 groups	5 groups	4 groups	4 groups
6 schools	5 schools	4 schools	4 schools	3 schools

4.7 Area-Wide Seasons Reconnector

40 young people and 11 Companions from the following schools attended this reconnector event: Colgrain Primary, Hermitage Academy, Hermitage Primary, John Logie Baird Primary and Rhu Primary School.



The aim of the Reconnector was to assist participants to express their views, thoughts and feelings, improve their emotional wellbeing and give them opportunities to develop further social and support networks.

Feedback from the Young People

“It reminded me that there are still people there for me.”

“It is fine to be worried.”

“That Seasons for Growth helped me.”

“I know that life has changes,”

Feedback from Companions

“Very beneficial because everybody made an effort to talk to people from other schools.”

“I felt it went very well – I assisted as a new companion with a group I had not taught and was pleased to see how much it had impacted on them and how they reconnected.”

“Very beneficial, I think that they got a lot out of it.”

4.8 Professional Learning Community (PLC)

This group consists of staff from primary and secondary schools along with third sector staff and representatives of the armed forces community. The group meets five times a year with the collective aim to understand the practical, emotional, educational and social challenges children and young people may face as a result of deployment or mobility.

Partners include: Health Professionals, Naval Families Federation, MOD staff, RN FPS Team, ADES, Argyll and Bute Early Years Team, West Dunbartonshire Council and various charities such as Forces Children Scotland and Reading Force.

During COVID 19 the meetings took place online but recently the PLC has returned to face to face meetings at the Drumfork Community Centre where an average of 23 partners attend to support our Armed Forces families.



Feedback from PLC Meetings

“Enjoyed the ability to see what various initiatives were going on in the area to support our Service Children and families. Also the ability to network and opportunities to collaborate with others to improve support.”

“I liked putting faces to names. It was always interesting listening to Emer’s and Carols reports of the things they had been doing.”

“I have learned and passed on useful information to parents and found out about different clubs that could support them.”

“Overall, the meeting for me was excellent as I got to meet a few new faces and give information to people who needed it. I thought the casual flow and allowing people to mingle was ideal and is exactly what's needed.”

4.9 Celebrating our Service Family Community

In June, a number of the Schools across Helensburgh and Lomond celebrated Armed Forces Day by carrying out a Salute to our Forces. This paid tribute to the Armed Forces our community by posting photographs of our young people saluting on social media.



Hermitage Academy held its first ever Armed Forces Day on Monday 27th June in recognition of the part service families play in our community. Pupils had the opportunity to visit stalls and activities that were supported by a large number of partners. Young people enjoyed engaging with the MOD Police, Police Scotland, Royal Navy PT Instructors, HMS Neptune Medical staff, Royal Navy Bomb Squad, Forces for Children Scotland and the Army Cadets.



4.10 Senior Phase Curricular Pathways - Cadets

In partnership with The Reserve Forces' and Cadets' Association for the Lowlands of Scotland, Hermitage Academy will be introducing a Cadets Battalion into the curriculum of the school in May 2023. This will help to increase the breadth and depth of course options for our young people who may wish to consider this area as a career pathway.

4.11 Individualised Support for Parents and Carers

Drop-in support sessions with our Service Pupil Adviser are available to all our service families. The sessions, at the family centre in Churchill Square, Helensburgh, are well utilised by our families and take place every Wednesday morning from 9.00 - 12.00. Our Service Adviser offers advice and support on matters connected to education for Armed Forces families and specialises on supporting a smooth transition either to or from Scotland.

This service operates during the school term and in the past year the Service Pupil Advisor has supported 46 families through this provision. Since August 2022 there has been a steady increase in the number of families accessing the service.

5.0 CONCLUSION

5.1 The presence of the British Armed Forces in Argyll and Bute – principally relating to the presence of HMNB Clyde at Faslane – has been a key social and economic factor in the Helensburgh and Lomond area for many years, and has contributed greatly to the area's success and prosperity. The locality's primary and secondary schools have been meeting the educational entitlements and supporting the needs of services children and young people since the base's institution. Supporting the welfare of pupils from Armed

Forces backgrounds is an ongoing priority for Argyll and Bute Council, and the funding detailed in the first part of this report enables a range of effective strategies and actions to be employed to ensure that the pupils from service backgrounds are supported to cope with and overcome the unique challenges their circumstances create.

- 5.2 The Head Teacher of Hermitage Academy is also the local authority officer with responsibility for oversight and co-ordination of the council's approaches to engaging with and supporting children and young people from Armed Forces backgrounds, and their families. This annual report to Community Services Committee will allow the aforementioned officer to report on funding, planning and implementation of activities and initiatives to ensure that children and young people from Armed Forces backgrounds continue to thrive in Argyll and Bute.

6.0 IMPLICATIONS

- 6.1 **Policy:** Engagement with and support for children and young people from Armed Services backgrounds is a key articulation of the Scottish Governments *Getting it Right for Every Child (GIRFEC)* policy
- 6.2 **Financial:** Support and provision to children and young people from Armed Services backgrounds is dependent on continued successful applications to the MOD Education Support Fund
- 6.3 **Legal:** N.A.
- 6.4 **HR:** N.A.
- 6.5 **Fairer Scotland Duty:** N.A.
- 6.5.1 Equalities – N.A.
- 6.5.2 Socio-economic Duty – N.A.
- 6.5.3 Islands – N.A.
- 6.6 **Climate Change:** None
- 6.7 **Risk:** Failure to engage with and support children and young people from Armed Services backgrounds, and their families, appropriately could result in reduced attainment, achievement and progression into positive post-school destinations for a significant proportion of young people in the area's schools, and could be damaging to the reputation of Argyll and Bute Council.
- 6.8 **Customer Service:** N.A.

Douglas Hendry - Executive Director with responsibility for Education

Councillor Yvonne McNeilly - Policy Lead for Education

Wendy Brownlie - Head of Education – Performance and Improvement

Jennifer Crocket - Chief Education Officer/ Head of Education – Wellbeing, Inclusion and Achievement

Douglas Morgan - Head Teacher Hermitage Academy/Local Authority Officer for Support of MoD Children and Young People

Date: 15 December 2022

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
15 DECEMBER 2022

CREATION OF HIGH QUALITY STEM CURRICULUM MATERIALS

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an update to elected members on the outcome of a funding bid to the UK Government Community Renewal Fund (UK CRF).
- 1.2 Argyll and Bute Council's Digital Learning team were awarded £100,000 through the grant to commission the creation of high quality Science, Technology, Engineering and Maths (STEM) materials.
- 1.3 The STEM materials – called the Curiosity Labs - were custom designed around areas of future economic growth across Argyll and Bute.
- 1.4 The Curiosity Labs materials are comprised of 69 documents for experiments (including presenter notes and worksheets), 10 custom videos specifically produced for Argyll and Bute and 25 PowerPoint presentations to support teachers in delivery of the materials.
- 1.5 A number of bespoke items were designed to support the STEM materials and manufactured using the latest 3D and laser printing technology.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

15 DECEMBER 2022

CREATION OF HIGH QUALITY STEM CURRICULUM MATERIALS

2.0 INTRODUCTION

- 2.1 Argyll and Bute Council's Digital Learning team was awarded £100,000 through the UK Government Community Renewal Fund (UK CRF).
- 2.2 The funding was used to commission the creation of high quality Science, Technology, Engineering and Maths (STEM) materials.
- 2.3 Following a robust procurement exercise the Glasgow Science Centre was awarded a contract to create the STEM materials for £78,100. The remaining grant was used to purchase equipment, technology and complete a comprehensive evaluation of the project.
- 2.4 The STEM materials – called the Curiosity Labs - were custom designed around areas of future economic growth across Argyll and Bute - Cyber Security, Renewable Energy, Engineering & Physics and Biology & Marine Science.
- 2.5 The Curiosity Labs materials are comprised of 69 documents for experiments (including presenter notes and worksheets), 10 custom videos specifically produced for Argyll and Bute and 25 PowerPoint presentations to support teachers in delivery of the materials.
- 2.6 To enhance the learning experience for pupils a number of bespoke items were designed to support the STEM materials. These items were manufactured using the latest 3D and laser printing technology (a sample selection of these are shown in section 4).

3.0 RECOMMENDATIONS

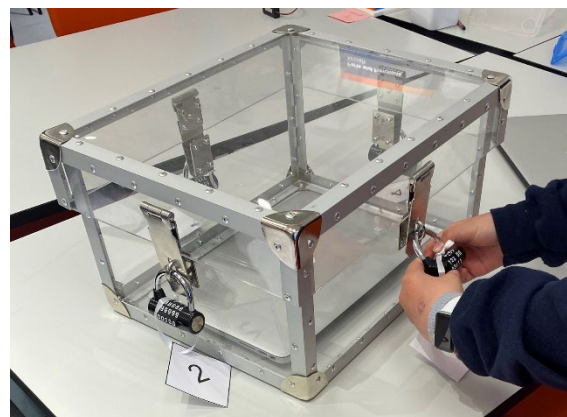
It is recommended that the Community Services Committee:

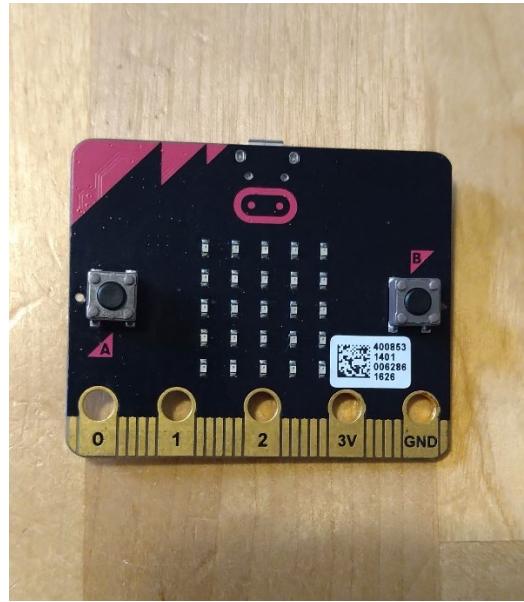
- 3.1 Recognise the benefits the STEM materials, which have been created, will provide to the pupils and employers in this area.

4.0 DETAIL

4.1 Cyber Security:

The custom made tangram puzzles and lock box (pictured below), are part of an escape room style activity where pupils must complete a series of linked puzzles in order to access a laptop secured within the lock box. The tangrams reveal the location of 'keys' which are entered into pre-programmed micro:bits which, in turn, reveal the combination for the padlocks on the lock box. Once pupils are able to access the laptop they must crack the password to beat the escape room. These tasks are carried out in teams but with all teams working towards the final goal.





4.2 Engineering and Physics:

The worksheet for rocket design (pictured below) is to be completed by pupils to record flight data from rockets that they have designed and constructed using reusable PVC or cardboard tubes for the bodies along with additional paper, card or plasticine. Rockets are launched using compressed air and pupils can record the speed of the rocket with a radar gun.

**Rocket Launcher**

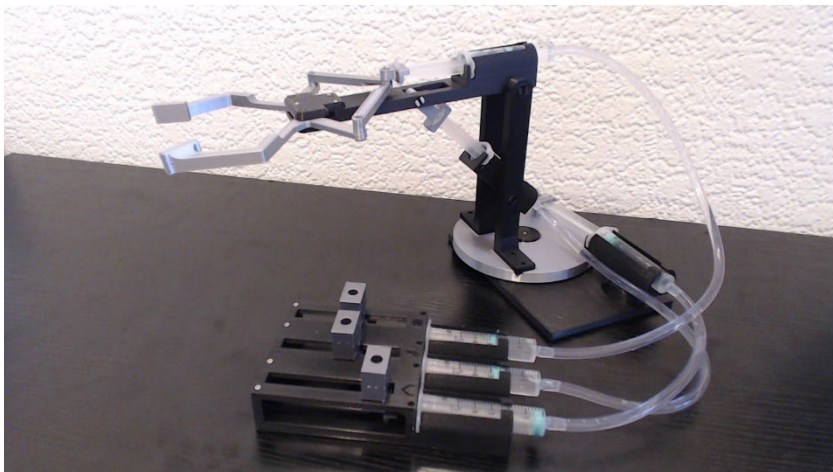
You are going to be designing and launching rockets.

You will be building three rockets to test.

Record the speed each of your rockets travelled and describe each flight path in the table below.

Rocket design	Did you launch this rocket?	Max. speed (mph)	Describe the flight path
1			
2			
3			

This custom designed hydraulically controlled robotic arm has been created for pupils to test and identify the skills required to be able to operate remote controlled machines. The arm is operated using sliders on a control unit. These sliders cause water to be pushed to different sections of the arm, which, in turn, cause the arm to turn, extend or grip. This arm is used in combination with an activity examining the use of robots in space.

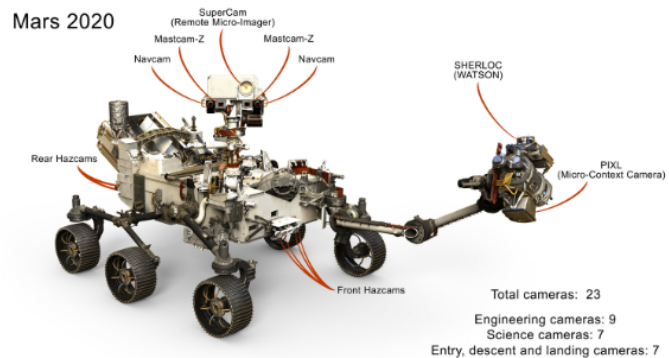


Below is an example slide from the Engineering and Physics module. The activity associated with this slide looks at the problems of navigating Martian environments with robots controlled from Earth. Pupils will use a Lego Mindstorms EV3 robot to simulate this process while also being introduced to programming.

Programming



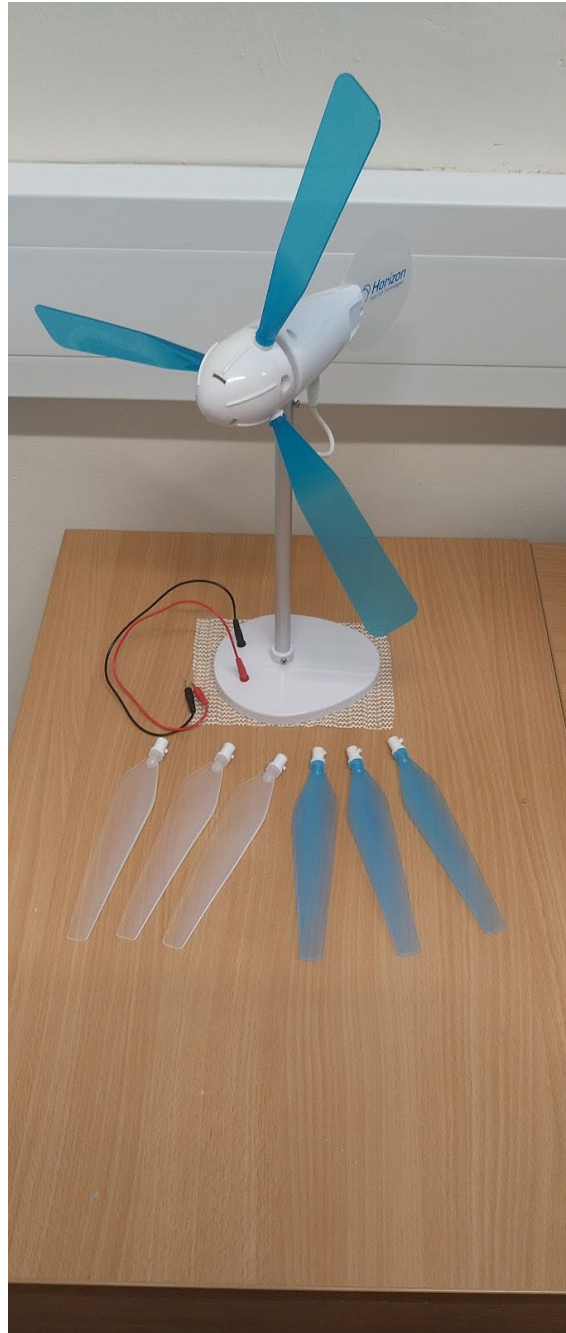
- Engineers on Earth send instructions to rovers.
- 5-20 min for a radio signal to travel from Earth to Mars.
- Rovers have cameras which they use to detect and avoid hazards (Hazcams).



The Cameras on the Mars 2020 Perseverance Rover - Credit: NASA

4.3 Renewable energy:

The wind turbine (pictured below) will be used to explore how to generate electricity from wind power. Pupils can experiment with the pitch (angle setting) of turbine blades and find out the optimum number of blades for generating electricity. Nine blades, with three types of profiled blade based on NASA aeronautics and one type of polypropylene sheet blade, provide the opportunity to find the perfect balance of wind resistance, weight and angle.



Glasgow Science Centre designed and commissioned a bespoke mini dam (pictured below). The aim of the dam is for pupils to test the three water outlet locations on the model. They must determine which location is the most efficient location for a turbine to be used in the generation of hydroelectric power. To achieve this pupils will record stream length, duration of flow, and water speed (using the custom made pendulum flow metre).



The Hydrogen Cell powered vehicle (pictured below) introduces students to the hybrid technology that is fuelling today's automotive revolution. The hydrogen powered vehicle demonstrates a complete, clean-energy system with solar to hydrogen power generation. Powered by electricity from sunlight, the reversible fuel cell illustrates the principles of water electrolysis, separating hydrogen from water and then recombining these elements to create power in an extremely efficient process. What's more, the vehicle can steer independently to avoid running into obstacles.



Below is an example of the presenter notes describing links to the Curriculum for Excellence.

Argyll and Bute **Curiosity Lab**

Renewable Energy Energy, Wind Turbines, & Hydrogen



Learning Intention:

Pupils will explore energy and renewable energy. They will learn how renewable energy technologies generate electricity, investigate wind turbines, and explore hydrogen gas as an energy store and alternative fuel.

Curriculum for Excellence Experiences & Outcomes:

By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. **SCN 2-04a**

By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. **SCN 2-07a**

I can extend my knowledge and understanding of engineering disciplines to create solution. **TCH 2-12a**

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

Through research and discussion, I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a**

I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.

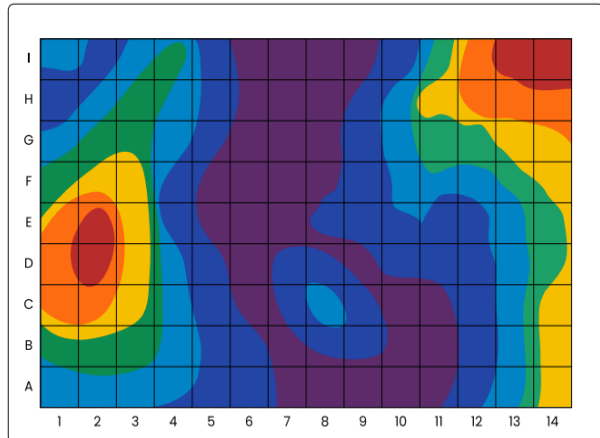
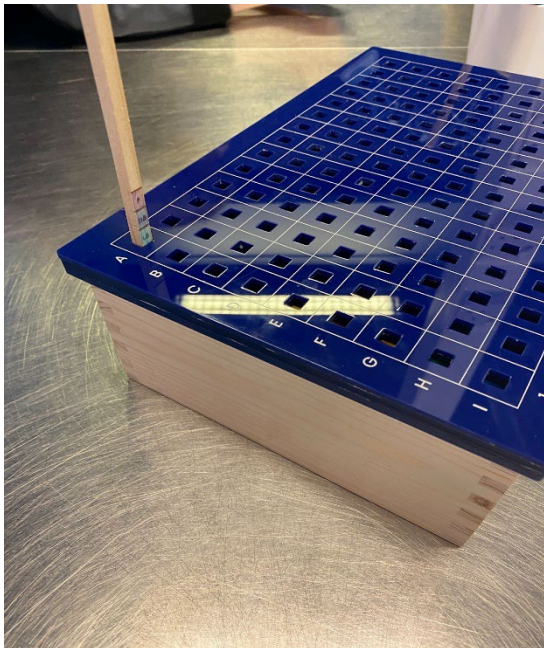
HWB 2-20a

Presenter Notes

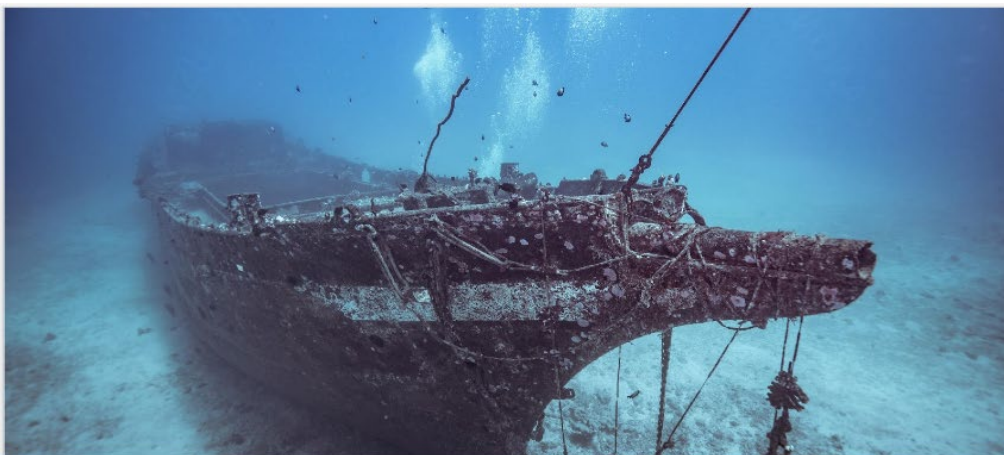
4.4 Marine science and biology:

This bespoke hydrographic surveying project (below) lets pupils create a 2D map of the ocean floor by surveying the terrain contained within the hydrographic survey model. The aim of this activity is to explore how maps of the ocean floor are generated via hydrographic surveying. Once pupils have produced a map of the ocean floor they

must then plot safe sailing routes, mark points of interest for divers, and plot a safe submarine route.



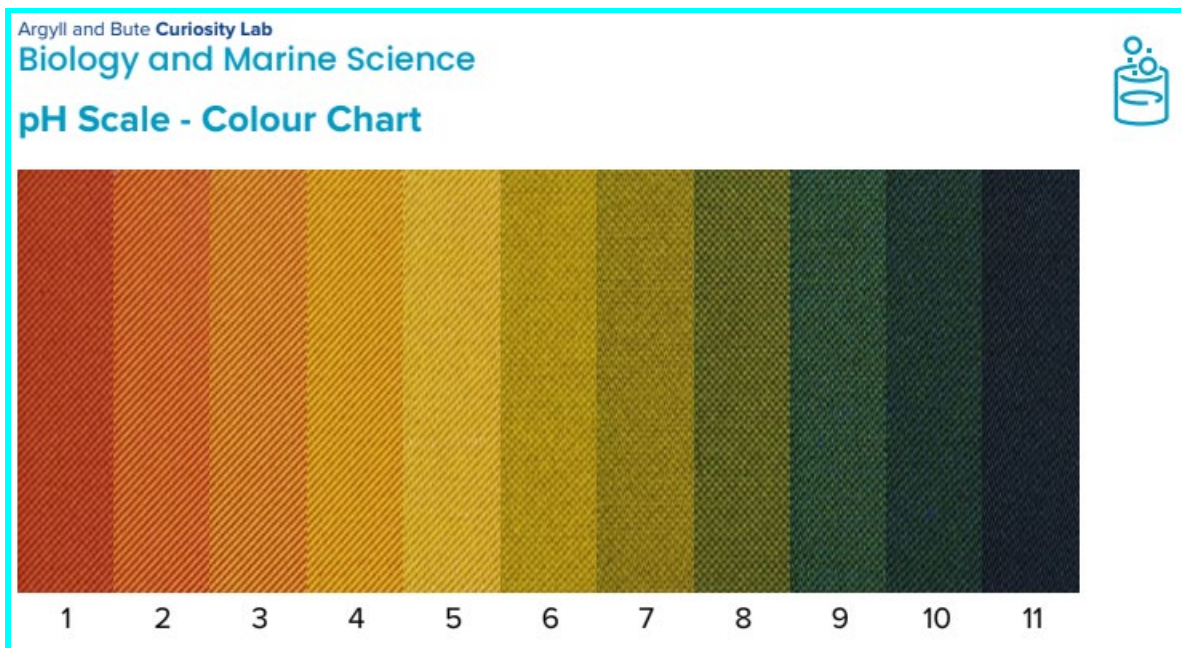
Below are two examples of slides from the Marine Science and Biology module. The first slide is used in conjunction with the above activity. The second slide is used in the introduction of an animal tracking activity where pupils assume the roles of scientist and ocean wildlife and use micro:bits (and it's on-board radio transceiver) to simulate animal tracking in the wild.



Mark the locations at 40 metres with a tick where divers could search.
 Guess where the artifacts will be found by marking an 'X' on your maps at one of the locations.



The pH colour chart will be used to introduce pupils to what acids and alkalis are, where they are used in everyday life, and how they relate to the ocean and climate change. Pupils will have access to pH papers which they can use to test solutions of various household substances.



5.0 CONCLUSION

- 5.1 This report presents details of the high quality STEM materials that have been created as a result of the UK CRF grant.
- 5.2 The materials will be made available to teaching staff across Argyll and Bute.
- 5.4 The materials will be of benefit to children and young people in Argyll and Bute whilst showcasing future career opportunities in local growth sectors.
- 5.5 The STEM materials have undergone a robust evaluation by an external company and fully align to Curriculum for Excellence. The evaluation concludes: *“Over the course of the evaluation process, we have been consistently impressed with the quality of the learning materials produced by the Glasgow Science Centre for the Curiosity Labs Project. Over a hundred teaching components have been created across the four areas of Cyber Security, Renewable Energy, Engineering & Physics and finally Biology & Marine.”*
- 5.6 During trials of the STEM materials preliminary feedback from learners has been extremely positive.

6.0 IMPLICATIONS

- 6.1 Policy None
- 6.2 Financial None
- 6.3 Legal None
- 6.4 HR None
- 6.5 Fairer Scotland Duty: None
 - 6.5.1 Equalities - protected characteristics None
 - 6.5.2 Socio-economic Duty None
 - 6.5.3 Islands None
- 6.6 Climate Change None
- 6.7 Risk None
- 6.8 Customer Service None

Douglas Hendry - Executive Director with responsibility for Education

Councillor Yvonne McNeilly - Policy Lead for Education

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26 October 2022

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMERCIAL SERVICES / EDUCATION

15 DECEMBER 2022

MULL CAMPUS – DRAFT ENGAGEMENT STRATEGY

1.0 EXECUTIVE SUMMARY

- 1.1 A submission has been made to the Scottish Government to bid for funding for a new campus on Mull from the Learning Estate Investment Programme (LEIP). The announcement for successful projects awarded the funding is expected by the end of the year.
- 1.2 In anticipation of a positive announcement for the Mull Campus Project, a draft Engagement Strategy has been prepared (see **Appendix 1**) to provide reassurance to the communities affected by the project that the engagement will be wide ranging and fully inclusive.

MULL CAMPUS – DRAFT ENGAGEMENT STRATEGY

2.0 INTRODUCTION

- 2.1 A submission has been made to the Scottish Government to bid for funding for a new campus on Mull from the Learning Estate Investment Programme (LEIP). The announcement for successful projects awarded the funding is expected by the end of the year.
- 2.2 In anticipation of a positive announcement for the Mull Campus Project, a draft Engagement Strategy has been prepared (see **Appendix 1**) to provide reassurance to the communities affected by the project that the engagement will be wide ranging and fully inclusive

3.0 RECOMMENDATIONS

- 3.1 That the Committee consider and approve the draft strategy.

4.0 DETAIL

- 4.1 During the pre-engagement session held in August and September in preparation for the submission for LEIP funding, the communities affected by the project were clear in their feedback that they wanted to be included in the development of the project should funding become available.
- 4.2 To ensure that everyone who will play a role in engaging with the team to deliver a new campus on Mull is included, it was considered productive to meet with the community councils / trusts and all parent councils to share the strategy (see Appendix 1) and agree that all groups are included within it.
- 4.3 A meeting is scheduled for 8th or 9th December to meet with these groups and get their input to the document.

5.0 CONCLUSION

5.1 This Report provides an update on the preparations to engage with the communities affected by the Mull Campus Project.

6.0 IMPLICATIONS

6.1 Policy: None

6.2 Financial : None

6.3 Legal : None

6.4 HR : None

6.5 Fairer Scotland Duty: None

6.5.1 Equalities - protected characteristics

6.5.2 Socio-economic Duty

6.5.3 Islands

6.6 Climate Change: None

6.7 Risk : None

6.8 Customer Service : inclusion and development of relationships with the key stakeholders of this project

Douglas Hendry

Executive Director with responsibility for Commercial Services / Education

Policy Leads: Commercial Services – Gary Mulvaney

Education – Yvonne McNeilly

21 November 2022

For further information contact:

Ross McLaughlin, Head of Commercial Services

Wendy Brownlie, Head of Education – Learning and Teaching

APPENDICES

Appendix 1 – Mull Campus Engagement Strategy

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Appendix 1



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Introduction Engagement

Effective Engagement – Understanding Place

The new Mull Campus project is a unique opportunity to be an exemplar for island community engagement, using a Placebased approach to help inform the decision making process. A Placebased approach is one that takes a collaborative, joined up approach to a place's services and assets, involving communities in the decisions that directly affect them. There are several strands to the engagement and briefing process, all of which have an understanding of place at their heart. We will begin engagement with a Place review and extensive community engagement to establish the key drivers and considerations across all communities.

This Placebased approach runs through all subsequent activities, tying them together in the context of the needs of the islands.

Site Selection

The development of not only the campus brief, but the site identification and assessment process will require engagement with a wide range of stakeholders and partners. This engagement will meet the National Standards for Community Engagement and the United Nations Conventions for the Rights of Children. The selection criteria will be defined through the Islands wide Place review and engagement with local communities so they accurately reflect the key drivers of those who will be most impacted by the new campus. Arriving at a preferred site in a transparent, accountable manner supported by data will allow formal consultation under the Schools (Consultation) (Scotland) Act 2010 to be carried out, before commencing the Intelligent Briefing process based on a defined site.

Intelligent Briefing

The Intelligent Briefing process establishes a clear vision for the project – what are we trying to achieve, and why? – underpinned by a clear educational brief and a set of well defined success criteria. A set of more detailed SMART objectives (Specific, Measurable, Achievable, Relevant, Timely) will also be developed, which allow us to measure specific aspects of the design as it emerges, and once the building is in use. As the concept design is developed, it will be continually tested against these objectives and other options, to make sure it is still meeting the agreed aims.

An Intelligent Brief is one that develops over time, building on knowledge that is gained through careful and meaningful engagement with the community and other stakeholders, supported by an understanding of the place itself, alongside the technical and statutory work that is so important to ensure we develop realistic and achievable options. It is a collaborative and holistic approach, with all of these strands feeding into each other to build up a truly comprehensive picture.

We will engage in five distinct engagement streams to develop the Intelligent Brief:

1 Place brief: This stream will involve Argyll and Bute leadership and partner organisations in a series of workshops to understand current challenges and ambitions for service delivery in the agreed location. This will define a statement of Place needs, which will then shape a project vision. This vision will be underpinned by clear, SMART objectives forming a Place brief, which wraps around the educational brief.

2 Educational brief: A series of workshops which define strategic educational objectives, the learner journey and relationships and adjacencies. The stream then moves on to understand context and Scottish Futures Trust (SFT) and Learning Estate Investment Programme (LEIP) metric compliance, define the key educational design principles and space use strategy, resulting in the development of schedules of accommodation and space characteristics.

3 Community and stakeholder ambitions: The third stream focuses on understanding the aspirations of those who will use the campus through a series of lively, hands on design charettes involving learners, staff, parents and the local community. These sessions are guided by the established project vision, capturing people's ambitions for the internal and external spaces. The aim is to ensure the community feels a sense of ownership of emerging proposals from the early stages.

4 Technical brief: The fourth stream is centred on defining the performance requirements of the campus, including the energy strategy, approach to Net Zero Carbon, building fabric, and whole life maintenance and operation.

5 Statutory consultees: The final stream looks to inform the feasibility study findings and de risk the project by engaging with statutory consultees from the outset, with particular focus given to Health and Safety Executive (HSE), Scottish Environment Protection Agency (SEPA), Historic Environment Scotland where appropriate and Argyll and Bute Planning to build good relationships.

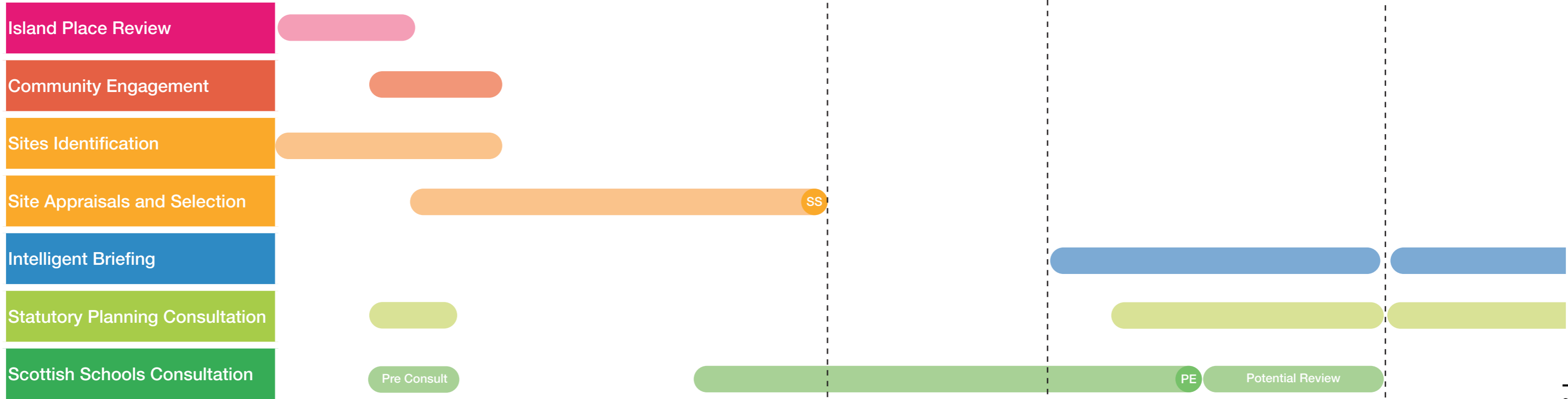
We will also make use of design sprints (concentrated workshops over several days) at key stages in the feasibility study to validate the briefing findings and identify preferred site strategies. This will result in the output of a complete Place led Intelligent Brief, which covers Place needs, vision, objectives, educational drivers, schedules of accommodation and adjacency matrix to inform the feasibility work.

National Standards for Community Engagement

We will conduct all engagement in line with the seven National Standards for Community Engagement, taking care to **support** by using **methods** that are fit for purpose and help to overcome barriers to participation, such as offering a range of times and ways to provide feedback. We will **plan** carefully and **work together** to achieve the aims of the project, basing all decisions on a clear understanding of the needs of the communities. We will take an **inclusive** approach that involves all affected communities and encourages all voices to be heard. We will **communicate** clearly and regularly to keep all affected parties informed, and we will assess the **impact** of our engagement to ensure we continually improve and take on board any lessons learnt.

An Island Impact Assessment will also be carried out if determined that it is required.

ACTION



Identifying where and why

The site identification and appraisal process will involve the local community from the outset, meeting the National Standards for Community Engagement and the United Nations Conventions for the Rights of Children. In recognition of the sensitivity and importance of site choice, extensive drop in sessions supported by surveys will be carried out in locations across the islands. Feedback surveys will remain open throughout this phase of engagement to ensure people have the option to attend in person or respond in their own time. Drop in sessions will be open in both the daytime and evening to ensure people can attend after normal working hours.

These surveys and drop in sessions will have two key purposes – to understand the views and key drivers for the local community in assessing the suitability of sites, and to offer the opportunity to bring sites forward for consideration as part of the assessment process. The findings of these engagement sessions will help shape the site selection criteria, which will be used to arrive at a preferred site for the new campus. Arriving at a preferred site in a transparent, accountable manner supported by data will allow formal consultation under the Schools (Consultation) (Scotland) Act 2010 to be carried out, before commencing the Intelligent Briefing process based on a defined site.

This stage involves local communities, community and parent councils, and elected members, as well as the client team, key partners and project team for the Place review.

Formal consultation and review

Following a decision on the preferred site, formal consultation will be undertaken through the Scottish Schools (Consultation) (Scotland) Act 2010. The exact form of engagement which will be undertaken will depend on the choice of site selected (please refer to page 14).

Identifying what – Intelligent Briefing

Intelligent Briefing is a collaborative process which helps ensure that the new campus project meets the wider project vision and strategic outcomes. Multiple engagement streams occur simultaneously with key stakeholders and the community to ensure that a transformational Place based strategic education brief and technical feasibility study are developed for the preferred site. Key streams are:

Place brief: Workshops involving Argyll and Bute leadership and partner organisations to understand current challenges and ambitions for service delivery which will then shape a project vision. This vision will be underpinned by clear, SMART objectives forming a Place brief, which wraps around the educational brief.

Educational brief: Workshops with education leads and staff to define strategic educational objectives and the learner journey.

Community and stakeholder ambitions: Workshops on island with learners, staff and parents focusing on understanding the aspirations of those who will use the campus.

Technical brief: Defining the performance requirements of the campus, including the energy strategy, approach to Net Zero Carbon, building fabric, and whole life maintenance and operation.

Statutory consultees: Engagement with statutory consultees including HSE, SEPA, Historic Environment Scotland where appropriate and Argyll and Bute Planning.

Developing the design

At the conclusion of the Intelligent Briefing stage, a preferred site strategy and design concept will have been arrived at which will be further developed by the project design team towards a formal Planning Application. As part of this process there will be Pre Application Consultation, which will comprise drop in sessions to be held in various locations, and engagement with local Community Councils.

Stakeholder Glossary

Stakeholder Description	Example Participants
Argyll and Bute education team	Staff will be selected from across the Education Authority depending on the skill set required at any particular stage of the engagement
Client team	The Mull Project Team – This will be defined following confirmation of a successful bid and contact details will be provided at that point
Community councils	Mull Community Council and Iona Community Council
Elected members	Cllr Kain, Cllr Hume, Cllr Hampsey
Key partners	Mull and Iona Development Trust (MICT), South West Mull and Iona Development (SWMID), (North West Mull Community Woodland Company) (NWMCWC) + any other identified through discussions with the stakeholders noted in this glossary
Local communities	Any organisations considered appropriate by stakeholders noted in this glossary
Parent councils	Parent Councils for Buinessan Primary, Dervaig Primary, Iona Primary, Lochdonhead Primary, Salen Primary, Tobermory 2-18 Campus, Ulva Primary
Primary and secondary pupils	Primary and Secondary age pupils affected (including those who board and attend Oban High School)
Primary and secondary staff	Primary and Secondary staff affected by the project.
Project team	To be determined once the Funding Announcement is made and the Project Partners are determined
Statutory	Argyll and Bute Planning, SEPA, HSE (PADHI+) and Historic Environment Scotland where relevant
Technical	Argyll and Bute Council FM, refuse, transport, energy and estates teams
Technical support	To be determined once the Funding Announcement is made and the Project Partners are determined

Island Place Review



ACTION

Island Place Review



Who?

Project Leadership: client team, key partners (which includes wider community stakeholders), project team, and pupil representation where appropriate

What?

A Placebased assessment of the challenges and opportunities which are offered by the creation of a new campus on Mull, to provide understanding of what successful outcomes will look like from a service delivery perspective to inform the site selection assessment criteria.

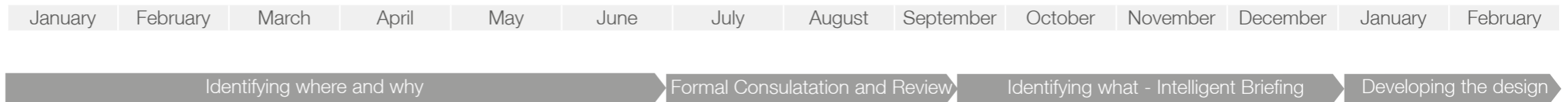
When?

Workshop IP 1 (mid Jan): Opportunities and challenges of a new campus in the wider islands context
Workshop IP 2 (mid Feb): Understanding successful outcomes in the wider islands context.

How?

Led by Argyll and Bute Council supported by project partners including hub North and NA, sessions will be in workshop format on island, supported by the use of Qualtrics survey software to capture additional ideas during and after the session, and to include anyone unable to attend in person.

Community Engagement – Key Drivers for Location



ACTION

On Island Engagement - Key Drivers for Location

Who?

Local communities, pupils, community councils, parent councils and elected members

What?

A series of in person consultation sessions across the islands to listen to what communities believe are the key issues to be taken into consideration when assessing the location for a new campus on Mull, and to offer the opportunity to bring sites forward for consideration as part of the assessment process.

When?

Throughout February, with allowance for additional promotion and engagement if required to reach a broad audience.

Sessions should ideally cover more than one day in each location, and should cover both daytime and evening to maximise attendance.

How?

Led by Argyll and Bute Council with support from our project partners, in person public drop in sessions in all affected communities across islands, with findings captured via survey – physical and online.

Members of the team can complete feedback forms with people during the session, and / or distribute leaflets with survey links and QR codes for completion later. The feedback surveys will remain open for a period after each event and can be further promoted on island for those unable to attend.

Sites Identification, Site Appraisal and Selection

January February March April May June July August September October November December January February

ACTION

Identifying where and why → Formal Consultation and Review → Identifying what - Intelligent Briefing → Developing the design

Sites Identification

Site Appraisals and Selection

Who?

Project Leadership: client team, community stakeholders, pupils, key partners and project team with technical support

What?

A transparent process to determine the best location for the new campus on Mull based on criteria informed by the Islands wide Placebased review, Community feedback and technical considerations.

When?

January - Mid May

How?

The initial period running concurrently with the Islands Placebased review will identify viable sites in a range of locations across the island to ensure a diverse range of strategic scenarios can be assessed, as well as the development potential of sites. Locations and sites will then be assessed against agreed criteria and scored to arrive at a preferred solution which will form the basis of formal consultation under the Schools (Consultation) (Scotland) Act 2010. Assessment will involve technical support for many of the key criteria including transport and active travel, operational carbon impact, economic impact and site hydrology.

Intelligent Briefing – Place, Vision and Objectives

January February March April May June July August September October November December January February

ACTION

Identifying where and why → Formal Consultation and Review → Identifying what - Intelligent Briefing → Developing the design

Place, Vision and Objectives

PB1 PB2 PB3

Who?

Project Leadership: client team, key partners (which includes wider community stakeholders), project Team, and pupil representation where appropriate

What?

Led by Hub North and Argyll and Bute Council with support from our project partners, a Placebased review to fully understand the potential and maximise the benefits of the creation of a campus on Mull in the preferred location, agreeing the project vision, outcomes and success measures, informing the development of early design proposals.

When?

Workshop PB1 (early Sep): Understanding Place and Ambition
 Workshop PB2 (end Sep): Defining Vision and Setting Objectives
 Workshop PB3 (mid Oct): Propositions

How?

Led by Argyll and Bute Council with support from our project partners, sessions will be in workshop format on island, supported by the use of Qualtrics survey software. The SFT Briefing and Evaluation Framework will be used to capture key findings and validate design throughout the development, construction and operational stages.

Intelligent Briefing – Developing the Educational Brief

January February March April May June July August September October November December January February

ACTION

Identifying where and why → Formal Consultation and Review → Identifying what - Intelligent Briefing → Developing the design

Developing the Educational Brief

LC1

LC2

LC3

Who?

Argyll and Bute Education Team, Bord Na Gaelic

What?

Building on work from the Learning Estate Investment Programme (LEIP) application, a workstream to develop an educational vision and brief, space typologies and a schedule of accommodation capable of delivering 21st century learning environments that will meet the specific needs of the islands. This workstream informs the Placebased Approach and Technical workstreams in an iterative manner.

When?

Workshop LC1 (mid Sep): Understanding educational objectives and lessons learnt

Workshop LC2 (early Oct): Emerging educational themes

Workshop LC3 (end Oct): Brief testing workshop, developing space typologies and the schedule of accommodation

How?

Led by The Learning Crowd, these workshops will be facilitated via Teams or in person.

Intelligent Briefing – Stakeholders Engagement

January February March April May June July August September October November December January February

ACTION

Identifying where and why → Formal Consultation and Review → Identifying what - Intelligent Briefing → Developing the design

Stakeholders Engagement

SE1 SE2 SE3 SE4 SE5

Who?

Pupils at key stages of education, staff, and parent council representation, Bord Na Gaelic

What?

A series of interactive design charettes to understand the ambitions and aspirations of a range of user groups for the new campus, which will inform the development of initial design options.

When?

Design Charette SE1 (end Sep): A learning landscape – connections with the wider setting
 Design Charette SE2 (mid Oct): Aspirations for learning and working – understanding core spaces
 Design Charette SE3 (mid Nov): Understanding shared spaces
 Feedback review SE4 (mid Dec): Ongoing engagement - as design options emerge, a series of engagement sessions will be held to both appraise stakeholders of progress and inform the developing design

How?

Led by Argyll and Bute Council with support from our project partners, a series of interactive workshops will be held on island across the day involving the full range of user groups to capture key feedback.

Intelligent Briefing – Developing the Technical Brief

January February March April May June July August September October November December January February

ACTION

Identifying where and why → Formal Consultation and Review → Identifying what - Intelligent Briefing → Developing the design

Developing the Technical Brief

TB1 TB2 TB3 TB4

Who?

Argyll and Bute Council facilities management, refuse, transport, energy and estates teams

What?

A workstream to define the building performance requirements and define the Net Zero Carbon strategy, in addition to understanding maintenance and servicing requirements, all to inform emerging design proposals.

When?

Workshop TB1 (end Sep): Understanding energy strategy, LEIP requirements and approach to Net Zero
 Workshop TB2 (end Oct): Meeting LEIP requirements
 Workshop TB3 (end Nov): Site access, parking, EV and transport matters
 Workshop TB4 (end Dec): Understanding maintenance and servicing needs

How?

Led by Argyll and Bute Council with support from our project partners, these workshops will be primarily facilitated over Teams, with key decisions and findings captured in the technical brief.

Intelligent Briefing – Statutory Planning Consultation

January February March April May June July August September October November December January February

ACTION

Identifying where and why → Formal Consultation and Review → Identifying what - Intelligent Briefing → Developing the design

Statutory Planning Consultation

SC1

SC2

SC3

SC4

SC5

Who?

Argyll and Bute Planning, Scottish Environment Protection Agency (SEPA), Health and Safety Executive (HSE) and Historic Environment Scotland where relevant

What?

Statutory consultees have a key role to play in both the initial site appraisal exercise, and in the development of emerging campus proposals once a site is selected. The ultimate output will be securing the appropriate consents in good time through a collaborative approach.

When?

Consultation SC1 (Feb): Statutory consultee review of proposed site locations

Consultation SC2 (end Sep): Engaging statutory consultees in the Placebased process

Consultation SC3 (end Oct): Review of emerging campus design options

Consultation SC4 and submission of PAN Notice (mid Dec): Review of preferred design option, and lodging of Proposal of Application Notice (PAN) to commence the Pre-Application Consultation period (PAC)

Public event 1 (end Jan): Public drop in event to display emerging themes and ideas for the new campus

Public event 2 (mid Mar): Public drop in event to display the developed campus design, demonstrating how feedback from the first public event has informed it.

How?

Led by Argyll and Bute Council project team, the site review will be facilitated over Teams or in person as required. Further sessions with statutory consultees will be conducted using in person and Teams meetings. Public drop in sessions required as part of the PAN process will be advertised and held in accordance with statutory requirements in an accessible location on island, and will make use of online portals and physical feedback forms.

Scottish Schools Consultation

January February March April May June July August September October November December January February

ACTION

Identifying where and why Formal Consultation and Review Identifying what - Intelligent Briefing Developing the design

Scottish Schools Consultation

Potential Review

Who?

The statutory stakeholders for this consultation exercise are determined by the type of “relevant proposal” that is adopted under Schedule 1 of the Act – i.e. it will depend on whether a proposal is formulated to establish a new school; to relocate a school or schools; to close a school or schools; etc. The respective lists of “relevant consultees” corresponding with the type of relevant proposal being considered, are set out in Schedule 2 to the 2010 Act. The following consultees are common to every proposal arising under the 2010 Act:

- The Parent Council or Combined Parent Council of any affected school;
- The parents of the pupils at any affected school;
- The parents of any children expected by the Education Authority to attend any affected school within two years of the date of publication of the proposal paper;
- The pupils at any affected school (insofar as the Education Authority considers them to be of a suitable age and maturity);
- The staff (teaching and other) at any affected school;
- Any trade union which appears to the Education Authority to be representative of the staff, including teaching and other staff;
- Any other education authority that the Education Authority advancing the proposal considers relevant.

If the proposal affects the provision of Gaelic medium education, Bòrd na Gàidhlig is an additional relevant consultee.

What?

A statutory consultation exercise will proceed in accordance with the Schools (Consultation) (Scotland) Act 2010. The entire exercise will broadly follow the process and requirements as set out in the 2010 Act, but the precise methodology to be applied will depend on the specific type of relevant proposal, or proposals, adopted (i.e. establishing a new school, relocating a school or schools, closing a school or schools, redrawing a school’s catchment area, etc.)

When?

The timescale and periods will be provided once the proposal is determined in accordance with the 2010 Act.

How?

Argyll and Bute Council’s Education Service will formulate a draft proposal in terms of the 2010 Act, and if approved by the Community Services Committee this proposal will be subject to the statutory consultation process. The consultation is to be open for a minimum of six weeks, including at least 30 school days and Education Scotland will be involved in the process and shall report on the likely educational benefits of the proposal. During the consultation period, a public meeting would be held for all stakeholders, and the wider public, to discuss the proposal in more detail with the Education Authority and have their views recorded.

After the consultation has closed, Education Scotland will prepare and provide their report on the educational benefits of the proposal. The Education Authority will thereafter take a decision as to implementation of the proposal.

Pledge

This is our pledge to you in how we intend to engage with you to deliver our engagement strategy. We look forward to working with all communities in a mutually respectful and professional manner. In the spirit of the National Standards for Community Engagement, we hope to work together with communities in an inclusive and meaningful way so that we can listen carefully to all voices and views.

The preferred and most effective line of communication is via Mull.Campus@argyll-bute.gov.uk, which allows us to capture all questions and comments in one place. In our team's experience, delivering new schools from concept to occupation is typically a five year journey, and therefore constructive relationships are key to success. We aim to put young people, community and engagement at the heart of the process.

Appendix Statutory Consultation

Statutory Consultation

This Appendix provides an overview of the statutory consultation process which will apply to any proposal adopted in terms of the Schools (Consultation) (Scotland) Act 2010.

Introduction

The Schools (Consultation) (Scotland) Act 2010 provides that before proceeding with certain proposals in relation to a school, an Education Authority must comply with some initial requirements. These are:

- a To prepare an educational benefits statement
- b To prepare and publish a proposal paper
- c To give notice of the proposal to the relevant consultees and invite representations
- d To hold a public meeting
- e To involve Her Majesty's Inspectors of Education (HMIE) in the process

The Education Authority must then review their proposal and prepare and publish a Consultation Report. Only when all of the above requirements have been complied with, may an Education Authority decide to implement a proposal, whether wholly or in part, or actually implement the proposal in whole or in part.

Relevant Proposals

The 2010 Act applies where an Education Authority has formulated a "relevant proposal" in relation to any school. A list of such qualifying proposals is found in Schedule 1 to the Act. They are:

- 1 A closure proposal (this includes discontinuing a whole school, or stage of education within a school)
- 2 a proposal to establish a new school or stage of education at a school
- 3 a proposal to relocate (in whole or in part) a school or nursery class
- 4 a proposal to vary admission arrangements for a school including a proposal to establish, terminate or otherwise alter the catchment area of a school

- 5 a proposal to make or modify guidelines in respect of the handling of placing requests
- 6 a proposal to vary the arrangements for the transfer of pupils from a primary school to a secondary school
- 7 a proposal to change the school commencement date of a primary school
- 8 a proposal to vary arrangements for the constitution of a special class in a school other than a special school
- 9 a proposal to discontinue arrangements for the provision of transport by the education authority for pupils attending a denominational school
- 10 a proposal to change a denominational school into a non-denominational school
- 11 a proposal to discontinue a further education centre which is managed by the Education Authority

A proposal may fall under more than one paragraph of the above list.

Relevant Consultees

Consultation generally requires to take place with the persons involved in a school that is affected by a proposal. A school is affected by a proposal if the proposal directly concerns that school. Any other school which would be significantly affected in consequence of the proposal, if implemented, is also a school affected by the proposal.

The persons to be consulted, in respect of each relevant proposal, are specified in Schedule 2 to the Act. There are certain "consultees" common to every proposal relating to a school. These are:

- The Parent Council or Combined Parent Council of any affected school
- The parents of the pupils at any affected school
- The parents of any children expected by the Education Authority to attend any affected school within two years of the date of publication of the proposal paper

- The pupils at any affected school (insofar as the Education Authority considers them to be of a suitable age and maturity)
- The staff (teaching and other) at any affected school
- Any trade union which appears to the Education Authority to be representative of the staff, including teaching and other staff
- Any other education authority that the Education Authority advancing the proposal considers relevant

However, once the exact proposal to be progressed is formulated, a more precise list of the relevant consultees can be framed.

If the proposal affects the provision of Gaelic medium education, then Bòrd na Gàidhlig is an additional consultee.

Further Reading

The full provisions of the 2010 Act can be found at the following link:

[Schools \(Consultation\) \(Scotland\) Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/10/contents)

The Statutory Guidance for the 2010 Act (made under Section 19 of the Act) can be found at the following link:

[Schools \(Consultation\) \(Scotland\) Act 2010: guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/Topics/education/schools/consultation/guidance)

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

15 DECEMBER 2022

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

1.0 EXECUTIVE SUMMARY

- 1.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period September 2022 to November 2022.
- 1.2 As a result of the COVID-19 pandemic, HM Inspectors of Education (HMIE) took the decision to pause their programme of routine inspections on 13th March 2020.
- 1.3 In May 2022 HMIE announced that the routine programme of inspections would resume from August 2022 with inspections starting week beginning 5th September 2022.
- 1.4 It is recommended that the Community Services Committee
 - a) Noted the contents of this report.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

15 DECEMBER 2022

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

2.0 INTRODUCTION

- 2.1 Elected members have requested that they are provided with details of all external education establishment Inspection Reports.
- 2.2 With a view to providing further information than that contained within the Annual Education Plan and Update Report, details of all inspections carried out on a quarterly basis will be presented to Community Services Committee as a standing item.
- 2.3 HMIE stated that, as the programme of inspections resumed, they would continue to be responsive to the pressures and challenges that the education system is facing while continuing to give priority to the needs and experiences of children and young people.
- 2.4 HMIE recognised that schools and settings are familiar with the quality improvement frameworks, '*How Good Is Our School? (4th Edition)*' and '*How Good Is Our Early Learning and Childcare?*' Consequently, they stated that they would continue to use these frameworks as a focus for inspections in 2022-2023.
- 2.5 As required for the National Improvement Framework, HMIE report on and provide grades for the following Quality Indicators (QIs) as part of full model inspections (which typically take place over a full school week):
- QI 1.3 – leadership of change;
 - QI 2.3 – learning, teaching and assessment;
 - QI 3.1 – ensuring wellbeing, equality and inclusion; and
 - QI 3.2 – raising attainment and achievement

They noted that they would continue to include a focus on the following themes from other QIs:

QI 2.2 curriculum: learning pathways
QI 2.7 partnerships: parental engagement

- 2.6 Short model inspections (typically over two and a half days) continue to focus on two QIs:

QI 2.3 – learning, teaching and assessment; and
QI 3.2 – raising attainment and achievement

HMIE stated they would continue to have a focus on safeguarding in every inspection.

- 2.7 In inspections of early learning and childcare settings, HMIE stated they would use the equivalent QIs from *'How Good Is Our Early Learning and Childcare?'*

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee

a) Notes the contents of this report.

4.0 DETAIL – School Inspections

- 4.1 Glenbarr Primary School was inspected week beginning 5th September using the short model inspection. The school received very positive feedback from the Managing Inspector with specific reference to their enthusiastic children, their strong sense of community and teamwork, the teachers' highly effective approaches to meet the wellbeing and learning needs of the children and, the highly effective, nurturing leadership of the Headteacher and depute Headteacher.

Following the visit, the Headteacher received a letter from Gayle Gorman (HM Chief Inspector of Education) offering her congratulations on the school's 'highly positive inspection'. This is a communication that only schools with very positive inspection outcomes receive.

The link to the published letter and Summary of Inspection Findings (SIF), available from 8th November, can be found below:

<https://education.gov.scot/>

- 4.2 Furnace Primary School was inspected week beginning 31st October using the short model inspection. The school received very positive feedback from the Managing Inspector with specific reference to the calm, welcoming ethos, staff and children's effective use of digital technologies, their flexible and responsive

learning approaches and the strong leadership of the acting Headteacher and Principal Teacher.

The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.

- 4.3 A summary of all external school inspection audit reports published by Education Scotland across Argyll and Bute Education Service establishments during the period September 2022 to November 2022 is provided in **Appendix 1**.
- 4.4 A summary of the inspection outcomes per establishment detailing strengths and areas for improvement are provided in **Appendix 2**.

5.0 DETAIL – National Thematic Inspections

- 5.1 In addition to visits to schools and settings HMIE will also be carrying out national thematic inspections in the academic year 2022-2023.
- 5.2 The first phase of the national thematic inspection focused on the implementation of the new approach to recording and monitoring incidents of bullying and how well this is supporting children and young people. The new approach, reflected in Scottish Government guidance 'Recording and monitoring of bullying incidents in schools: supplementary guidance', proposes the use of SEEMiS as a consistent and uniform approach to recording and monitoring bullying incidents.
- 5.2 HMIE gathered evidence for this national thematic inspection up to the end of October 2022. This involved visiting 35 schools using a selection of schools provided by Education Scotland's analytical services team. The selection included primary, secondary and special schools and did not include schools HMIE have visited in recent months.
- 5.3 Dunoon Grammar School was selected to participate in the first phase. HMIE visited the school on Thursday 22nd September 2022. The Headteacher received oral feedback at the end of the visit in relation to the school's positive ethos, their procedures and processes and, the leadership of the Senior Leadership Team and Guidance Team to direct and support this aspect of work.

HMIE will publish a national report following completion of visits to establishments and associated evidence gathering.

- 5.4 HMIE will carry out the second phase of this national thematic inspection, which will focus on approaches by settings and schools to promote and develop positive relationships and behavior, later in the academic year.

6.0 CONCLUSION

- 6.1 In summary, one published report is available for the Inspections which took place during the period of September 2022 to December 2022.
- 6.2 The Education Service will continue to use the outcomes of establishment inspections to work collaboratively with our Headteachers to target support and challenge to secure improvement for our children and young people.

7.0 IMPLICATIONS

- 7.1 Policy – The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.
- 7.2 Financial – None
- 7.3 Legal – None
- 7.4 HR – None
- 7.5 Fairer Scotland Duty: – None
- 7.5.1 Equalities - protected characteristics – None
- 7.5.2 Socio-economic Duty – None
- 7.5.3 Islands – None
- 7.6 Climate Change – None
- 7.7 Risk – Reputational risk to the Education Service following a weak report.
- 7.8 Customer Service – The outcome of establishment inspections of the Education Service of Argyll and Bute Council may significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.

Douglas Hendry - Executive Director with responsibility for Education

Councillor Yvonne Mcneilly - Policy Lead for Education

Wendy Brownlie - Head of Education: Performance and Improvement

For further information please contact:-

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Email: Victoria.Quinn@argyll-bute.gov.uk.

15 November 2022

Appendix 1 – Overview of Inspection Outcomes

Appendix 2 – Establishment Detail of Inspection Outcomes

Appendix 1 - Overview of Inspection Outcomes

Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality and Inclusion	Raising Attainment and Achievement
Establishment	Sector	Date of Inspection	1.3	2.3	3.1	3.2
Glenbarr Primary School	Primary	September 2022	N/A	5	N/A	5
Furnace Primary School	Primary	October 2022	N/A	Not Yet Published	N/A	Not Yet Published

The Six-point Scale for Inspection Grading

Excellent	6
Very Good	5
Good	4
Satisfactory	3
Weak	2
Unsatisfactory	1

Appendix 2 - Establishment Detail of Inspection Outcomes

Report Title: Glenbarr Primary School	
Inspection Agency: Education Scotland	
Key Findings: The inspection team found the following strengths in the school's work. <ul style="list-style-type: none">• Lively and enthusiastic children who are rightly proud of their school. They thrive as a result of the very positive relationships and caring approach of staff.• The strong sense of community and teamwork. All staff play an important role in the life of the school. Together, they are making a difference for children and families. Parents are valued as partners in their children's education.• Teachers use highly effective approaches to meet the wellbeing and learning needs of children. They make very good use of the outdoors and involve children in decision making. As a result, lessons and activities are motivating and children make very good progress in their learning.• The highly effective, nurturing leadership of the headteacher and depute headteacher. They have led a clear process of change and improvement through very challenging circumstances. Their passion for ensuring that no-one misses out is ensuring equity of opportunity for all children. The following areas for improvement were identified and discussed with the headteacher and a representative from Argyll and Bute Council. <ul style="list-style-type: none">• Continue to build on memorable and exciting learning experiences, which will prepare children well for the future.	
Date of Inspection: September 2022	Return Visit: N/A
Lead Officer to take forward improvement: Caroline Armour - Headteacher	
Central Officer to support improvement: Rosie MacKay – Education Manager	

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

15 DECEMBER 2022

**NORTHERN ALLIANCE REGIONAL IMPROVEMENT COLLABORATIVE –
PROGRESS AND IMPACT REPORT AND PHASE 4 REGIONAL IMPROVEMENT
PLAN**

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to share the progress and impact report for the Northern Alliance Regional Improvement Collaborative and set out the Phase 4 Regional Improvement Plan for the Northern Alliance Regional Improvement Collaborative.
- 1.2 It is recommended that the Community Services Committee notes:
- a) The progress and impact of the Northern Alliance as outlined in the Progress & Impact Report 2021-22 (Appendix 1) and;
 - b) The Phase 4 Northern Alliance Regional Improvement Plan (Appendix 2)

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

15 DECEMBER 2022

**NORTHERN ALLIANCE REGIONAL IMPROVEMENT COLLABORATIVE –
PROGRESS AND IMPACT REPORT AND PHASE 4 REGIONAL IMPROVEMENT
PLAN**

2.0 INTRODUCTION

- 2.1 The Northern Alliance is a Regional Improvement Collaborative (RIC) comprising of eight local authorities, spanning across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands. The RIC has a shared vision to improve the educational outcomes and and life chance of our children and young people through collaboration for improvement.
- 2.2 Now at the end of Phase 3 of the Regional Improvement Plan, the Northern Alliance local authorities remain committed to improving outcomes and closing the attainment gap across our wide and varied communities through working together and adding value to local authority activity.
- 2.3 The Northern Alliance continues to strive to achieve Workstream priorities which remain aligned to the National Improvement Framework (NIF) Priorities and have been developed collaboratively with local authority practitioners and national partners.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee notes:
- a) The progress and impact of the Northern Alliance as outlined in the Progress & Impact Report 2021-22 (Appendix 1) and;
 - b) The Phase 4 Northern Alliance Regional Improvement Plan (Appendix 2)

4.0 DETAIL

Regional Improvement Plan Phase 3: Progress and Impact

- 4.1 The Northern Alliance **Progress & Impact Report 2021-22** can be found at **Appendix 1** to this report and it sets out the work which has been achieved over the final year of the Phase 3 Northern Alliance Plan.
- 4.2 Throughout the pandemic and specifically over the past year, colleagues across the RIC have continued to work hard to develop meaningful and active collaboration which can truly make a difference to practitioners in their day-to-day work and which ultimately supports us all in improving outcomes for children and young people. Much of this has been achieved through our improvement strategy, which is known as the CCITI model (Connect, Collaborate, Innovation and Ideas, Try Out and Test and Improvement).
- 4.3 Throughout the life-span of the Phase 3 Plan the RIC has also focused on increasing its reach and impact, mainly through the ongoing promotion of digital engagement and this has resulted in over 1,667 collaborative engagements involving over 18,000 professionals from across the eight local authorities and involving colleagues from Education Scotland. In addition, the RIC has 57 active Teams operating with almost 3,000 memberships and the Northern Alliance newsletter has in excess of 4,500 subscribers. Given our geography as a RIC, communication remains of significant importance and we will continue to all we can to improve our reach to support as many practitioners and schools as we can to add value to the support already provided at a local authority level.

Regional Improvement Plan Phase 4

- 4.4 2022-23 marked the final year of the current regional improvement planning cycle and since January 2022, the RIC has undertaken its most significant engagement exercise to date with schools across the Northern Alliance as it has developed the Phase 4 Plan and priorities. This involved us undertaking 22 live engagement sessions, involving 460 practitioners, resulting in over 1400 contributions which were used in shaping the Phase 4 Plan.
- 4.5 As a RIC we remain committed to our vision of developing a culture of collaboration, sharing of expertise and creating local networks to improve the educational and life changes of our children and young people. The Phase 4 Plan (2022 – 2025) has been developed in line with Michael Fullan's Right Drivers for Whole System Success:
- Wellbeing and Learning (Feeling well and learning well)
 - Social Intelligence (How we work and learn together)
 - Equality Investments (How we break down barriers to wellbeing and learning)
 - Systemness (Working together to improve our system)
- 4.6 Full detail of all improvement activity for each workstream priority can be found in the **Regional Improvement Plan: Phase 4 (Appendix 2)**

- 4.7 The tenure of the current Regional Improvement Lead comes to an end in December 2022 and Laurence Findlay, Director of Education and Children's Services, Aberdeenshire Council, will hand the role over to James Wylie, Executive Director of Education, Leisure and Housing in Orkney Islands Council who will take on the role for a one year period until December 2023.

5 CONCLUSION

- 5.1 The planning and reporting processes of the Regional Improvement Plan is designed to produce robust, consistent and transparent data of the work of the Regional Improvement Collaborative, to improve understanding of what works and, ultimately, drive forward improvements that will improve outcomes for the children and young people across the Regional Improvement Collaborative.

6.0 IMPLICATIONS

- 6.1 **Policy:** The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.

6.2 **Financial:** None

6.3 **Legal:** None

6.4 **HR:** None

6.5 **Fairer Scotland Duty:**

6.5.1 Equalities – None

6.5.2 Socio-economic Duty – None

6.5.3 Islands – None

6.6 Climate Change - None

6.7 **Risk:** Reputational risk to the Education Service if the plan is not delivered effectively

6.8 **Customer Service:** This report provides elected Members with an overview of Regional Improvement Collaborative Performance and Improvement

Douglas Hendry – Executive Director with responsibility for Education

Councillor Yvonne McNeilly - Policy Lead for Education

Date: 8 November 2022

For further information contact:

Jennifer Crocket - Chief Education Officer/ Head of Education – Wellbeing, Inclusion and Achievement Jennifer.crocket@argyll-bute.gov.uk

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wendy.brownlie@argyll-bute.gov.uk

List of Appendices -

Appendix 1 Progress & Impact Report 2022-23

Appendix 2 The Phase 4 Northern Alliance Regional Improvement Plan

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Appendix 1

NORTHERN ALLIANCE

PROGRESS & IMPACT REPORT

2021-22

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FOREWORD

As the current Regional Improvement Lead, I am pleased to share an overview of progress and activity for 2021-2022 as we strive towards collaborative improvement. Networks across our local authorities continue to grow with increasing numbers of people engaging with activity. This year also marks the end of our current plan and therefore an opportunity to reflect on the last 3 years as we move into the next phase of regional improvement and collaboration.

Phase 3 has been a significant period of development for the Northern Alliance, and it is encouraging that we continue to see increased engagement across our eight local authorities despite the ongoing challenges faced in our Scottish education system, in our own local contexts and across the world.

The Covid-19 pandemic provided the catalyst for refocusing on our vision and aim as a collaborative and from there we responded by adding value to school/ setting and local authority activity where needed. As we emerge from the pandemic, we have been considering the significant challenges and opportunities our 21st century learners will face as citizens of the future. To make sure we get it right for all of our learners, we have been engaging with Michael Fullan's Right Drivers for Whole System Success. You can read about how we have been using the drivers to shape our current and future activity later in this report, which reflects the real value of collaboration; working together to share practice, solve problems and try out new and innovative ways of working.

Despite the challenges we have all faced in the past two years, we look forward to extending and deepening our collaborative activity in the next phase of our plan. Thank you to everyone who has played their part in shaping the Northern Alliance so far.

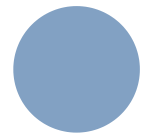
Laurence Findlay, Regional Improvement Lead

July 2022



COMHAIRLE NAN EILEAN SIAR

Driving Improvement from within the Northern Alliance



Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of our children and young people.

Our vision sets out how we as a collaborative of 8 local authorities should work together to improve outcomes for all our learners. The tricky bit is how we do work together. [Michael Fullan](#), a worldwide expert in Whole System Change in Education, in his book 'Coherence', states, '*Collaborating is not just about creating a place where people feel good but rather cultivating the expertise of everyone to be focused on a collective purpose.*'

In other words, collaboration is no use unless it leads to impact. But we do know that in order to achieve impact, the most powerful way is through meaningful collaboration – hence the purpose of our RICs.

Over the course of the Phase 3 plan, we have worked together to gain clarity around what it means to meaningfully collaborate. This has resulted in the development of the Northern Alliance Collaboration Framework, which was developed and then tested within our networks.

The Framework helps us to understand what effective collaboration looks and feels like, with four core principles and ten indicators, taking you from '*latent collaboration*' to '*active collaboration*'. Our Collaboration Framework has helped us to get better at working with people across the Northern Alliance and it is now supporting colleagues in schools and settings to do the same.

As we have gained a deeper understanding of collaboration, our activity within the RIC has evolved. In the early days of Phase 3, most of our activity was focused on professional learning offers which tended to be more about 'learning from an expert' as opposed to learning with and from one another.



CONNECT TO COLLABORATE

We need to know that our collaborative activity within the Northern Alliance is having a positive impact on our learners. In order to do that, we developed an **improvement strategy called CCITI**, and we promote its use at school/setting and even local authority level. **CCITI** provides the road map for our journey towards improvement through the 5 points of ***Connect, Collaborate, Innovation and Ideas, Try Out and Test, and Improvement.***



Northern Alliance Improvement Model
our journey towards improvement

Why are we on the journey to improvement?
Our vision – improving outcomes through collaboration



What is it that we want to achieve?
Our Northern Alliance Improvement Plan

How are we going to achieve this?
Connect, Collaborate, Ideas/Innovation, Try/ Test, Improvement - **CCITI**

Our professional learning offer is now less focused on 'one off' sessions and is more about learning over time, which builds relationships and enables practice to be shared. This year, our data tells us that only 25% of our collaborative activity was focused on professional learning, with the remaining 75% of our collaborative activity focused on working together to share learning, solve problems and shape future activity. **Over the life of the phase 3 plan, there has been a total of 1,667 collaborative engagements with approximately 18,275 professionals engaged in total.** In addition to working across our 8 local authorities, we also work closely with the Education Scotland Northern Team, as well as national Education Scotland members.

Learning and practice are also shared with colleagues from the other Regional Improvement Collaboratives (RICs), and we are beginning to collaborate on projects together. National partners such as the Data for Children's Collaborative (with UNICEF) have worked with us to explore how we can more effectively use data to identify children affected by poverty in the Northern Alliance.

We have also engaged in several research projects over the phase 3 plan and have worked in partnership with our universities to support us with this activity. Most recently, the University of Aberdeen carried out research into shared headships across the Northern Alliance and we look forward to the report being published in the early autumn.

One of the real challenges which we are working to overcome is around how we share opportunities for working and learning together.

Moving to an online world as a result of Covid, we began to use Microsoft Teams to facilitate meeting and learning together. It was a real joy to be able to continue to connect and collaborate virtually and our networks have really taken off as we have become more confident and capable.

At present, **we have 57 active Northern Alliance Teams, with 2,901 memberships.** Not only does Microsoft Teams enable us to connect and collaborate, but **we can also share resources and signpost to national policies and practice.** Since September 2020, a total number of **1,984 resources** have been shared via our Teams. However, the use of Teams has not been without its challenges. Colleagues within some of our local authorities struggle to connect to Teams – mainly because of their familiarity with using Glow or because of security restrictions within their corporate Teams. However, perseverance usually wins the day and over time we are seeing fewer issues. Moving forward, we plan to work even more closely with local authority digital leads to further improve online collaboration.

Feedback tells us that people are sometimes not aware of opportunities for collaborating. Our newsletter format has evolved over time and now people can subscribe and receive regular updates via email. At last count, we had **4,575 subscribers.**



We use SharePoint to share resources developed within our workstreams. Over the Phase 3 plan, we have gained a total of **73,062 site visits, with over 7,000 unique views.** Social media has also been helpful in raising awareness of RIC activity and we currently have **5,472 @NallianceScot Twitter followers,** and we also have accounts for our Early Years, 1+2 Languages, Closing the Gap and Secondary Curriculum workstreams – with a grand total of **8,961 followers.** You can read some of our Twitter feedback [here.](#)



Each day throughout December, we also shared examples of our learning and collaborative activity via 'Snow and Tell' - an online celebration of learning. Snow and Tell 2021 received **1,600 views throughout December and into January 2022.** This is a great way for us to share learning and raise awareness of our RIC activity.

Over the past year, we have also been testing the water with a Facebook page. Early signs are that this will be a welcome addition to our social media communication toolbox! However, there is more to be done in this area and as we move into phase 4, we have plans to further improve our reach across all 8 local authorities.

INNOVATION AND IDEAS

Another key action within our vision is to create networks so that people can learn with and from one another. Central to our workstreams are our networks of practitioners who come together to **problem solve, share practice and learning** – both at operational and strategic level. You can read about the wide range of exciting improvement activity taking place within our workstreams later in this report.

TRY OUT AND TEST

At workstream level, we work together to monitor progress towards our priorities over time and we use a monthly progress tracker to help us understand where there are barriers and where there are opportunities to learn from one another. We use an improvement methodology called the '**Model for Improvement**' to help us develop shared aims, meaningful measures and data processes to capture progress over time. As of April 2022, only 3 of the 45 measures listed were not 'on track' or 'achieved' and this was mainly as a result of waiting for case studies to be completed by busy practitioners.

IMPROVEMENT

The CCITI strategy provides us with a structure to capture improvement within the RIC. We capture both qualitative and quantitative data at each point to help us understand whether the changes we are making are leading to improvement. As our networks test and try out innovative approaches and ideas, their improvement activity is captured via case studies, so that their practice and learning can be shared across the system. Over the past two years, we have captured many case studies which share learning in a range of different contexts – from Early Years to CLD and from play based pedagogy to retrieval practice. Our case studies are shared via the **Northern Alliance 'Our Journey' website**, which was established in 2021 to evidence improvement activity across the Northern Alliance.

It is remarkable that such progress has been made by practitioners in busy schools and settings at a time when colleagues have been navigating the challenges brought about by Covid, as well as working within an education system which is experiencing significant change. However, colleagues have also stated that they have found the opportunity to come together and share their experiences not only improves their practice, but also helps them to feel more energised and increases motivation. As we move forward, we need to do more of this – reduce silo working and work more closely together so that we can share what works well and tackle some of the problems we share together. That way, we have the best chance to improve outcomes for all our learners – together.

*"Children are the Priority
Change is the Reality
Collaboration is the Strategy."*

Judith B - Washington State Superintendent.

The Right Drivers for Whole System Success

We have been engaging with Michael Fullan's [*Right Drivers for Whole System Success*](#) to shape how we move forward as a Regional Improvement Collaborative:

- Wellbeing and Learning – *learning well and feeling well*
- Social Intelligence – *how we work and learn together*
- Equality Investments – *breaking down barriers to learning and wellbeing*
- Systemness (super driver) – *connecting across and blurring our boundaries - building a shared responsibility for improving outcomes.*



Michael Fullan shared *'The Right Drivers for Whole System Success'* with the world in February 2021, just as we all began to realise that there was no 'normal' or 'getting back to normal'. Things were changing and we needed to make sure that they were changing for the better. The Drivers don't state anything new or different to what we already know, however they bring a sense of clarity around what we need to focus on for our learners and for one another as we move forward within the 21st century.

As a team we listened to the podcasts, we engaged in the webinars, and we talked about how the Drivers could support us in our work as a RIC. We are now using the Drivers to improve how we **connect with our networks, develop our practice, and learn with and from each other**. This is helping to deepen our understanding of the Drivers and more importantly, begin to shape what they may look like in our schools and settings. You can read about how our workstreams, and their networks have engaged with the Drivers within the workstream overviews.

Michael Fullan has been very supportive of the Northern Alliance, providing us with feedback on how we are engaging with the Drivers. In our December newsletter, Michael Fullan shared his latest reflections on the Right Drivers:

"I realize it now that the drivers are best seen as a 'treasure map', not a blueprint. No system change worth its salt has ever come about via a blueprint. All system change combines planned and unplanned happenings – planned ideas which fail and succeed (hopefully retaining much of the latter); unplanned events and ideas being sorted to retain the most useful ones."

There is no blueprint for success or for moving forward and we cannot copy what works well in one context and expect it to lead to success within our own. What we can do is use a treasure map, with key landmarks and pitfalls to negotiate, and important milestones to achieve - learning with and from one another along the way.

Evaluating Phase 3 - Workstream Summaries

CURRICULUM

Early Years

Throughout the course of the phase 3 plan, the Early Years Workstream has **built strong and supportive collaborative networks** making connections across the workforce including partner providers and childminders. Agile ways of working have arisen from the pandemic and the use of technology has supported the development of networks across the RIC, allowing practitioners to connect, learn and improve together. These networks now sit within the overarching **Early Years Connect to Collaborate** team in Glow, which acts as a "base camp" for workstream activity. The Team established in 2021, was created in response to the practitioner ask to connect with others during the challenge of Covid lockdown.

The Early Years Workstream connects with partners locally, regionally and nationally to ensure there is a focus on developing a consistent and high-quality Early Level offer across the RIC. At Strategic Lead Level the Workstream supports and facilitate sharing of practice, information and peer networking while connecting and feeding back to increase agency and a culture of leadership at all levels.

Click here to read the Early Years Workstream 2021-22 Progress & Impact Report

1+2 Language Development

The 1+2 Languages Development Workstream has gone from a strategic group meeting infrequently into a **true collaboration of language leaders and practitioners** across authorities and of partners with ongoing CLPL opportunities and resource development. From initial developments of the 1+2 site on the Northern Alliance Glow SharePoint to the family learning site developed in response to the pandemic, and **increased shared CLPL programme and Teacher Hub**, the Workstream continues to mature as a network and respond to practitioner need and feedback.

Collaboration has grown from **sharing approaches and expertise** within our Northern Alliance authorities to involvement in wider projects, including the development of a University Mentor Scheme with SCILT and further collaboration on resource creation with other local authorities including Angus and West Lothian.

Looking into Phase 4, the Workstream will continue to **collaborate to support consistency and sustainability** in 1+2 implementation across the Northern Alliance focusing on areas such as teacher confidence in language and pedagogy as identified in the national 1+2 Languages survey.

Click here to read the 1+2 Language Development Workstream 2-21-22 Progress & Impact Report

Numeracy and Maths

Over the course of the Phase 3 plan, the workstream has worked across primary and secondary sectors to **share effective approaches to learning and teaching** in numeracy and maths. Before COVID-19, the workstream hosted its first maths conference. Subsequently as we moved into lockdown, our online capacities to facilitate these conferences and extend our reach grew in size. This led to greater networking and sharing of expertise from across the region and country.

Small scale tests of change also had to adapt to the changing context. Our fractions development project with primary practitioners in Shetland was adapted. This project aimed to **develop the key pedagogical practices** which promote understanding in fractions. Why? Because a strong knowledge of fractions in primary school is a strong predictor of secondary maths attainment. Translating the lessons of the small scale test of change, we opened up opportunities for development across the region - inviting primary teachers to develop their pedagogical practice in regards to fractions. Through robust evaluation methodologies, we can report that there has been a **statistically significant increase in fractions attainment**.

The key learning from these activities as well as the Phase 3 plan are proving beneficial to **informing wider practice and developments** through the National Response to Improving Mathematics in Scotland, with the workstream sharing experiences and learning within the national partnership board - highlighting what is working well and where the system required additional support.

Click here to read the Numeracy & Maths Workstream 2021-22 Progress & Impact Report

Primary and Secondary Curriculum (2020-2022)

The Primary and Secondary Curriculum Workstreams have made significant steps in bringing practitioners together through networks to share practice and learning, as well as a wide-ranging professional learning offer.

The **Northern Alliance COVID-19 Transitions Framework** was developed in response to the global pandemic, based on principles from Prof. Aline-Wendy Dunlop. The framework **supported children, parents and education staff** in the transition to school or ELC during the significantly challenging period. Cohorts of practitioners have also engaged in Transitions CLPL providing opportunity to collaborate and share tools to use in their own contexts in t.

The development of the **Secondary Subject Support Groups** (SSGs) has seen increased engagement with secondary practitioners in RIC activity. Established to provide **opportunities to connect, share ideas, experiences and learn together**, the SSGs have achieved 916 memberships across 26 groups (and still rising) - each one shaped by the needs of the specific group. SSG CLPL events have been hosted on areas such as BGE tracking and monitoring, and development work on moderation has also featured. The groups are also self-sustaining with members taking lead roles in management and facilitation.

Click here to read the Curriculum Workstream 2021-22 Progress & Impact Report

Raising Attainment and Closing the Poverty Related Attainment Gap

Activities developed by the workstream focussed initially on raising awareness and understanding around the relationship between child poverty and educational attainment. Given the challenges posed by COVID-19 for families and learners, a series of collaborative professional learning sessions were developed around the theme of equity. [Promoting Equity Week](#) saw 598 people sign up to online sessions resulting in increased awareness, knowledge and understanding, as reported by practitioners.

These wide ranging engagements built the foundations for further areas of improvement over the phase 3 plan in **collaboration with partners locally, regionally and nationally**. This has included joint activity with Education Scotland and working with schools to further develop approaches to quality improvement. There has been a focus on trying out new and innovative ways of working, creating meaningful measures and looking at our data over time in order to improve outcomes for all learners.

Equalities

Over the course of the phase 3 plan, the Equalities workstream has focused on increasing **practitioner engagement and sharing practice**, as evidenced through the [Include-Me! professional learning series](#). Resources and webinar recordings from the live event were made available for asynchronous use and learning, resulting in increased accessibility to these professional learning resources. This [store of information](#) also hosts another key development facilitated by this workstream - the Northern Alliance [Include-Me](#) policy and guidance, **led by young people, for young people**. This is an effective tool in supporting schools and services to develop an inclusive culture.

Community Learning and Development

The CLD Workstream has continued to develop over Phase 3, building on the foundations of the pre-existing CLD North Alliance network. Feedback from Workstream members has highlighted a reduction in professional isolation, **enhanced peer support and joint working and sharing of resources**. Development of baseline information and new sector driven key performance indicators has given the network the opportunity share practice and learning, as well as fine tune activity in line with policy and strategy at both regional and national level.

In collaboration with the North Sea Commission, young people from across the Northern Alliance came together with young people from regions around the North Sea basin. This [forum for collaborative action](#) amongst young people provided the basis for **collective action towards developing Youth Participation Structures**.

Click here to read
the Raising
Attainment &
Closing the Gap
2021-22 Workstream
Progress & Impact

Click here to read
the Equalities
Workstream 2021-
22 Progress &
Impact

Click here to
read the CLD
Workstream
2021-22 Progress
& Impact Report

Sustaining Education in our Communities

Learning Estates

The Learning Estates strand of the Sustaining Education in our Communities Workstream has evolved through the Phase 3 plan. An initial audit highlighted the variation across local authorities in relation to processes and understanding of key elements within learning estate provision. Workstream activity has been focused on building a shared understanding of how we can make best use of our learning estate to enhance learning and teaching.

The greatest success of the workstream has been the **collaborative approach and capacity building** across and within authorities that have engaged. Authorities have developed **sustainable processes and knowledge** including strengthening relationships across services within the authority to develop a holistic approach to improving the learning estate. This collaborative activity has also resulted in the development of Northern Alliance Learning Estate toolkits

[Click here to read the Sustaining Education in our Communities Workstream 2021-22 Progress & Impact Report](#)

e-Learning

Progress with the Phase 3 plan has been rapid in terms of delivering quality services at a time of crisis. The introduction of the Digital DHT Team in 2020 set the foundations for an increased focus on addressing the digital barriers faced by our learners across the Northern Alliance. The covid-19 pandemic had a direct impact on the original vision for the team, swiftly catapulting activity to delivering quality services at a time of crisis as part of e-Sgoil and the wider National e-Learning Offer. However, this activity resulted in a significant increase in the number of learners and practitioners engaging with digital technology to enhance learning and teaching. In addition, this workstream worked alongside teachers to develop skills in digital pedagogy.

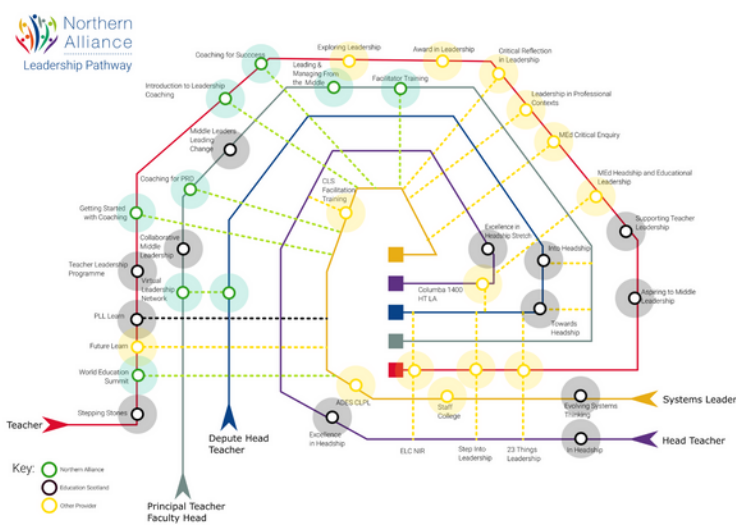
Our approaches to e-learning have developed at pace as a result of the pandemic, and this learning now needs to be captured through the development of a digital learning strategy in partnership with stakeholders across the Northern Alliance which will meet the needs of our 21st Century learners moving forward.

[Click here to read the e-Learning Workstream 2021-22 Progress & Impact Report](#)

Leadership

The Leadership Workstream has seen a number of successes over the course of Phase 3 focusing on developing and building leadership capacity at all levels, increasing opportunities for colleagues to access and participate in collaborative leadership learning, and building a culture of self-improving schools/settings across the Northern Alliance.

Professional learning opportunities offered over the 3-year plan have seen hundreds of practitioners over numerous sessions and cohorts participate and complete courses in aspects of coaching as well as other sessions including facilitation skills; using logic models to implement change; and leading learning and renewal in our schools and organisations.



A Northern Alliance Leadership Development Pathway

was designed to support teachers and practitioners at all stages of their career access the right professional learning, at the right time, to develop as a leader in a range of contexts. This sits alongside local authority leadership frameworks to identify regional and national opportunities that exist that may compliment school/setting/authority based leadership development activities and opportunities. Access the Leadership Pathway [here](#).

In the final year of the plan, the **Northern Alliance School Improvement Project: Driving Improvement from Within**, has provided the focus of activity. Using Michael Fullan's Four Right Drivers for Whole System Success, Improvement Partners and schools from across the Northern Alliance have explored the drivers in their context and identified key priorities to work on and plan for improvement.



Working Together to Drive Forward Improvement - Additional Activity

The final year of the phase 3 Regional Improvement Plan has been another significant year of development and collaborative activity across the Northern Alliance. See below highlighted activity and links to full Workstream Progress and Impact reports for 2021-22.

TAKING THE NORTHERN ALLIANCE TO THE WORLD STAGE

An important development within our professional learning offer has been the introduction of free access to the World Education Summit for Northern Alliance practitioners over the past two sessions. This includes a 4-day event hosted online with world leading educationalists and researchers, providing high quality professional learning workshops, keynotes and Q&A sessions. Practitioners can access recordings of the live sessions via Summit Central, alongside professional learning resources until March 2023. A Northern Alliance guide has been created signposting key sessions linked to the phase 4 plan and Michael Fullan's Right Drivers.

In March 2022, the work of the Northern Alliance was presented as part of this year's Osiris World Education Summit. Quality Improvement Manager, Kathleen Johnston, presented alongside Michael Fullan on *'Digging Deeper into the Right Drivers for Whole System Success'* and reflections were shared on engaging with the Right Drivers. This session was a fantastic opportunity for us to share our learning and for our story to be heard by educators across the world.



Colleagues from e-Sgoil also presented at the event sharing how they have been *'Removing Barriers for all Learners.'* The team explained how the work of e-Sgoil has evolved since its inception, focussing on improving access to learning for young people in rural areas, to now specialising in overcoming hurdles with young people whose mental or physical health has made in-school learning difficult. The session provided an opportunity for attendees to hear the rich learning shared and consider how this could be applied in other contexts, reflecting on how barriers impact on learning and if the curricular offer in an area or setting is driven by the learner or the institution.



Recordings of all the WES 2022 sessions are available to view from Summit Central for registered Northern Alliance practitioners.

DATA FOR IMPROVEMENT

Building on our collaboration with the **Data for Children Collaborative (with UNICEF)** and partners, we have been drawing on the variety of Phase One outputs and exploring next steps for Phase Two. In early December 2021, we connected with the **South East Improvement Collaborative** and we have realised a shared ambition for developing innovative approaches towards data for improvement.



Ultimately, we want to make sure that schools and services have access to the right data, presented at the right level, in the right way in order to better equip them to apply the most appropriate interventions to get it right for every child. Working alongside each other, the Northern Alliance, South East Improvement Collaborative, Education Scotland and the Data for Children Collaborative (with UNICEF), will aim to develop better uses of data and build capability in our schools and settings in order to effectively use data to improve outcomes for children and young people.

A joint steering group has developed four workstreams to help operationalise and develop the key components for success and these workstreams will draw on the key outputs from Phase One, such as the map of wider data sets and the blueprints of a potential data tool.

YOUTH ADVISORY GROUP

Established in session 21-22, the **Youth Advisory Group (YAG)** brings together young people, including MSYPs, from existing groups from all eight Local Authorities. Members of the YAG range in age from 11 to 26 and they are all keen to play an active role in how the Northern Alliance continues to develop. We are currently exploring opportunities to increase involvement and engagement with workstream activity.

The YAG is supported by **Voices in Action**, a group of Youth Participation Leads who meet regularly to champion youth voice across the Local Authorities. The group have been establishing a baseline picture of youth participation across the Northern Alliance and identifying mechanisms for youth voice.



TOWARDS A FUTURE VISION FOR SCOTTISH EDUCATION: A COLLABORATIVE CONVERSATION

In May 2022, the Northern Alliance participated in a mini conference hosted by University of Aberdeen with keynote from Prof. Ken Muir. Shaped around the themes **Interdependence, Inclusion and Improvement**, members of the Northern Alliance seconded team shared learning with practitioners and colleagues at the Northern Alliance Learning Hub, both virtually and in-person.



Kirsty Campbell (Argyll and Bute) explored the **importance of agency, learning networks and belongingness**, highlighting the development of the Secondary Subject Support Groups. This included direct testimony from practitioners who are members of these groups.

Jo Kirby (Moray Council) highlighted the importance of inclusion, specifically the shared and interconnected issues that need to be tackled in order to **break down barriers to equity and deepen connections to wellbeing and learning**.



In the final presentation Audrey Buchanan (Moray Council) and Tom Webster (Aberdeenshire Council) shared collaborative enquiry work which was conducted during the COVID-19 pandemic.

With a focus around research based pedagogy through the lens of digital technology, they highlighted how they have been working together to improve pedagogy and practice through the **Northern Alliance Innovative Approaches to Curriculum group**.

Shaping the Phase 4 Plan

Towards the end of 2021, we began engaging with practitioners and colleagues across the Northern Alliance to increase awareness of Fullan's Four Right Drivers for Whole System Success and to begin to think about how these Drivers could be used to shape and structure the next Regional Improvement Plan.

Through a special edition newsletter and featured days in our December 'Snow and Tell' activity, we began to develop a shared understanding of what the Right Drivers look like in the Northern Alliance context.

Between January - March 2021, live engagement sessions were hosted in each of the Northern Alliance local authorities with Head Teacher groups and central teams, workstream networks, Education Scotland Northern Team colleagues, and groups of children and young people. The sessions provided an opportunity for practitioners and professionals to reflect on the Right Drivers in their own context asking the question 'What Matters to You?' against each Driver and emerging themes.



To support the sessions, emerging themes and reflective questions were provided under each of the Drivers; Wellbeing and Learning; Social Intelligence; Equality Investments; and Systemness; with jamboards being used to gather feedback. Across the live sessions, **1,459 contributions, thoughts and ideas were shared by over 460 stakeholders.**

Working Together Across the Northern Alliance


What Matters to Us?

Use this Jamboard to share what matters to you within the key themes from each Driver. Your ideas can shape the next Plan.

Use the sticky notes to add your thoughts and ideas.










Wellbeing and Learning
slides 2-5

Social Intelligence
slides 6-9



Equality Investments
slides 10-13

Systemness
slides 14-18

An asynchronous version of the engagement was also developed using an [interactive Thinglink](#) to take the reader on a journey to find out about each Driver and then provide feedback via an online questionnaire. A thorough thematic analysis of the data gathered from the engagement process has been carried out in collaboration with the Education Scotland Northern Team to identify clear themes for each driver which reflect what matters to colleagues within schools, settings and teams across the Northern Alliance.



We also engaged with senior officers to organise local authority priorities under each of the Drivers as well as relevant national priorities. As a result, golden threads have helped us to develop core priorities for our phase 4 plan which we can all connect to, and which will help us move forward together – as described by Michael Fullan:

'I define systemness as the degree to which more and more people at each of the three levels (local, middle, and top) become aware of and interact with people within in and across their levels in relation to common goals of improving learning and well-being.'

Read the next Regional Improvement Phase 4 Plan published in Autumn 2022 for details of how we plan to use the drivers to take forward the next phase of improvement activity across our RIC.



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Appendix 2

REGIONAL IMPROVEMENT COLLABORATIVE

Phase 4 Plan 2022-2025



Northern
Alliance

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Images courtesy of Northern Alliance Local Authorities:

Aberdeen City Council
Aberdeenshire Council
Argyll & Bute Council
Comhairle nan Eilean Siar
Highland Council
Moray Council
Orkney Islands Council
Shetland Islands Council

FOREWORD

On behalf of the Northern Alliance Convention of Convenors, I am pleased to share the Phase 4 Plan for our Regional Improvement Collaborative. The 2022-2025 Plan sets out how we, the Northern Alliance, will continue on our journey of collaboration and improvement with all of our learners at the heart of activity.

As the Phase 3 plan has concluded, we have carried many lessons forward with us. This is complemented by the fact that we have aimed to meaningfully co-construct how we move forward by getting to the heart of what matters to you.



I am delighted to see the rich content of the discussions from across the region reflected in the Phase 4 regional improvement priorities.

As part of that process of co-construction, we were able to engage and draw upon the voices and experiences of children and young people directly in the formulation of this plan. Our learners are our greatest asset and through this next phase of regional working, we want our learners to become agents of change.

The priorities and processes within the phase 4 plan form our treasure map which will guide us toward collective improvement as a system. We are all part of the Northern Alliance 'system'- our learners, parents and partners, as well as our local authority staff members who work hard to get it right for every child, every day. By engaging in this plan and working together across every school, nursery and education service, we can build a strong, clear voice across the Northern Alliance so that we can influence current Scottish Education developments and ultimately, improve outcomes for all our learners.






Councillor Gillian Owen, Convention of Convenors Chair



Aberdeenshire
COUNCIL



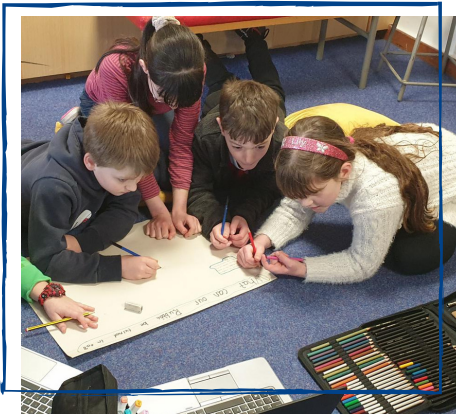
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INTRODUCTION

The Northern Alliance is a Regional Improvement Collaborative between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands, with a shared vision to improve the educational and life chances of all our learners.

Unique to the Northern Alliance is its diversity with a mix of urban, remote and rural and island Local Authorities. Covering 58.4% of the landmass of Scotland, the Northern Alliance is the largest RIC in geographical size, yet represents a small percentage of the Scottish population. The geography and common challenges experienced across the region moved the collaborative to identify new ways of working and adopt a shared approach to the communities it represents in the North and West of Scotland and the islands.



Originally coming together to collectively tackle a shared challenge of teacher recruitment and retention, the Northern Alliance remains committed to improving outcomes through collaboration, closing the gap which exists across our wide and varied communities.

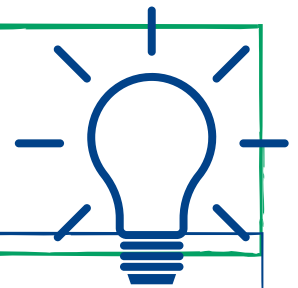
As we continue to mature as a collaborative, we are encouraged by the increasing numbers of practitioners engaging in improvement activity and opportunities to connect, sharing and mobilising practice, knowledge and experience.

With a focus on deepening connections between wellbeing and learning, the Phase 4 Plan, shaped around the Rights Drivers for Whole System success[1], sets out how we will drive forward improvement through a strong collaborative culture to create change that leads to impact for all of our learners.

Regional Improvement Forum

[1] [The Right Drivers for Whole System Success, M.Fullan](#)

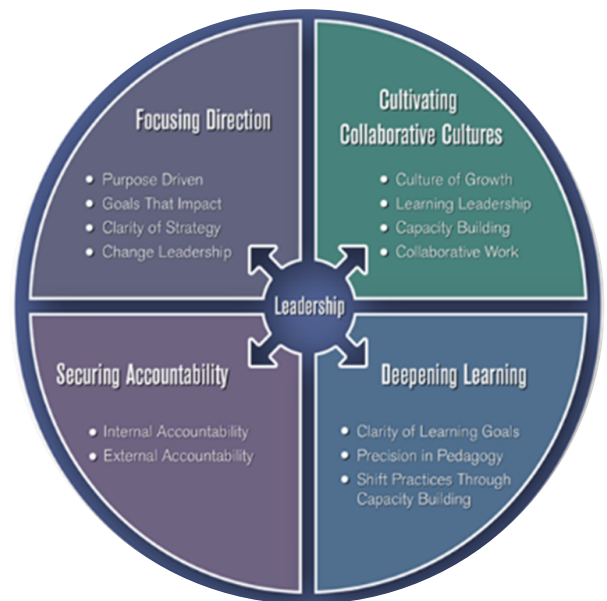
OUR STRATEGY



A Framework for Improvement

As we embark upon our Phase 4 improvement journey, we are building on learning which we have gained during previous phases of improvement. During Phase 3, we developed a strategy for improvement through collaboration which is designed to build coherence across local, regional and national policy and practice.

We make use of the four components within Michael Fullan and Joanne Quinn's Coherence Framework[2] to help us create the right conditions for coherence to grow: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability. Detail around how our improvement strategy connects with each component can be found below.



<p>Our Vision <i>Focusing Direction</i></p> <p>Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of our children and young people</p>	<p>Collaboration Framework <i>Cultivating Collaborative Cultures</i></p> <p>Developed as a form of self-evaluation, this framework, based on research and expertise, helps us collaborate meaningfully from latent to deep collaboration</p>	<p>CCITI Model <i>Deepening Learning</i></p> <p>The Northern Alliance Improvement Framework developed to support how we achieve our vision:</p> <ul style="list-style-type: none"> • Connect • Collaborate • Ideas & Innovation • Try Out & Test • Improvement 	<p>Improvement Culture <i>Securing Accountability</i></p> <ul style="list-style-type: none"> • We have shared aims, with clear systems and processes to track and report on progress. There is individual and collective responsibility for achieving the aims set out within our plan. • 'Our Journey' website makes transparent our progress over time using the CCITI model.
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[2] Coherence, The Right Drivers in Action for Schools, Districts, and Systems - M. Fullan and J. Quinn

Focusing Direction starts with our vision – this ensures we remain focused on our core purpose as a Regional Improvement Collaborative, which is ultimately to improve outcomes for and with our learners through collaboration. Our improvement plan has been developed to capture what matters to our schools, settings and teams, as well as making clear the golden threads which run through local, regional and national priorities.

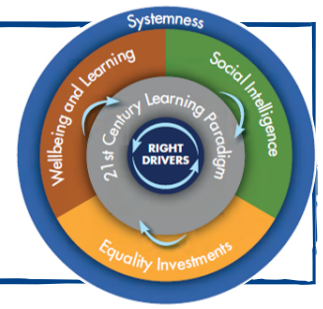
Cultivating Collaborative Cultures requires us to have a shared understanding of what it means to meaningfully collaborate - and how it leads to impact. This means that we will work on developing a collaborative culture, as well as systems and processes to support meaningful collaboration. Our Northern Alliance Collaboration Framework helps us to understand what effective collaboration looks and feels like, taking us from 'latent collaboration' to 'deep collaboration'. As our journey of collaborating meaningfully with colleagues and practitioners across the Northern Alliance continues to grow, one-off sessions and opportunities to engage are fewer, with an increased focus on collaborative and practitioner enquiry.

Deepening Learning is based on building a sense of connectedness across the Northern Alliance which helps us to share what is working well within and across our settings and teams, as well as working together to deepen our knowledge and understanding of pedagogy and breaking down the barriers to wellbeing and learning, which ultimately will lead to improved outcomes for all our learners. The five steps of the Northern Alliance CCITI Model provide the road map for our journey towards improvement. This strategy also includes the use of an improvement methodology which helps us to understand whether the changes we are making do lead to improvement.

Securing Accountability - We are building a collaborative culture that combines individual responsibility for improving outcomes for our learners, collective expectations and corrective action. We have ambitious, shared goals and robust data processes which help us monitor progress over time. We welcome the opportunity to share our progress and learning both internally as part of our own team developments, but also with local and national partners. The Northern Alliance 'Our Journey' website uses the CCITI model to make transparent our progress and learning, using both quantitative and qualitative data, with a range of case studies evidencing impact at class, school, local authority and regional level.



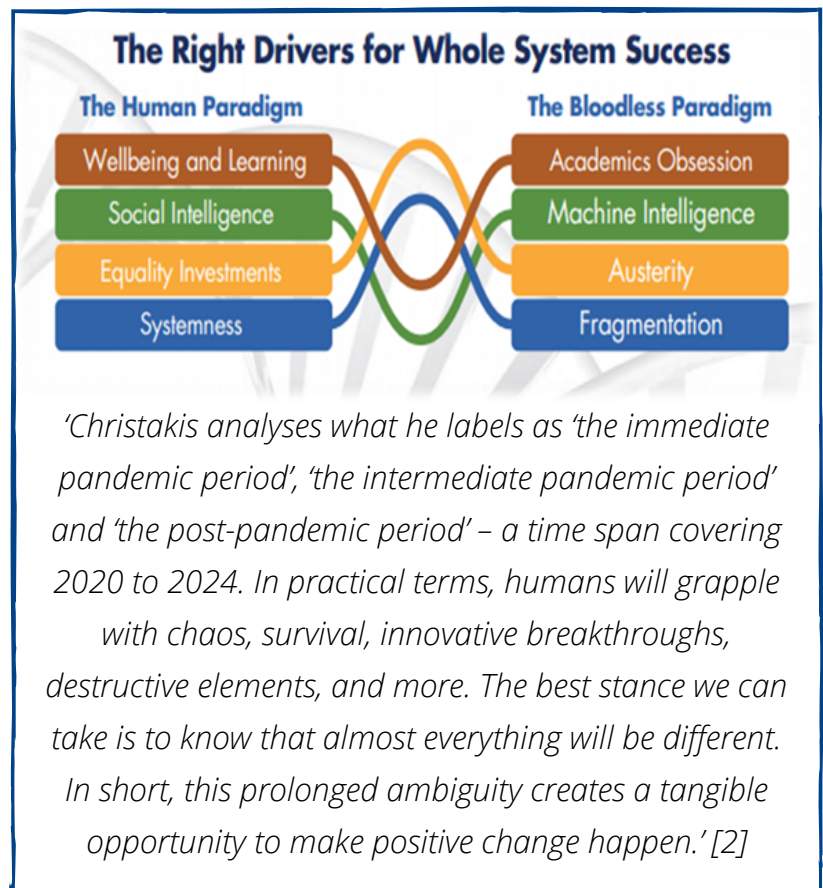
The Right Drivers for Whole System Success



The repercussions and ripples of the pandemic continue to impact on our schools and settings across Scotland – and will continue to do so for some time to come. It was clear as we prepared for a new phase for improvement across our RIC that we should continue to focus on wellbeing and how it impacts on learning, as well as how we can more effectively break down barriers to wellbeing and learning.

In February 2021, Michael Fullan, an expert in Whole System Change in Education, introduced the world to the Right Drivers for Whole System Success, and these connected with us at a significant time of change in Scottish education.

Over the course of session 2021/22, we have been deepening our knowledge of the Right Drivers for Whole System Success and together, we began to explore what our 'treasure', or key areas for improvement were emerging within each of the Drivers. Examples of putting the Drivers into practice, along with practitioners sharing their experiences can be found in Appendix 1 .



"Reflecting on progress across the Phase 3 plan, the speed and scale of the change we have seen across all levels of the system would have been incomprehensible just a few years ago. The Northern Alliance adoption of Michael Fullan's 4 Right Drivers for Whole System Success has been a valuable lens through which we can make sense of the process."

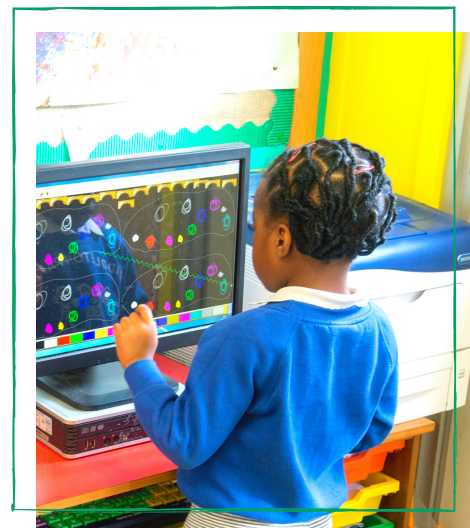
Early Years Workstream Lead

Shaping the Plan Around the Right Drivers



As we began to develop our Phase 4 Plan, it was more important than ever to ensure we focused on priorities that mattered to our teams and learners, as well as join the dots with local and national policy – focusing direction for everyone. As a Regional Improvement Collaborative, we committed to shaping our Phase 4 Plan around the Right Drivers.

Feedback from our networks informed us that the Right Drivers helped teams to focus on what was important at a time of turmoil and change - as several practitioners stated, 'They just make sense'.



What Matters to You?

The 'Right Drivers'

- Wellbeing and learning
- Social Intelligence
- Equality Investments
- Systemness

National Policy

- GIRFEC
- National Improvement Framework
- Developing the Young Workforce
- Realising the Ambition



Our Vision:

Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational life chances of our children and young people

Engaging with Stakeholders - 'What Matters to You?'



In order to meaningfully engage with practitioners, partners, learners and parents, we took the drivers on the road across the Northern Alliance and asked everyone, 'What matters to you?' We used themes emerging from our work with the Right Drivers over the past session to frame our discussions.



We engaged with over 450 people and generated over 1400 pieces of feedback, which then went on to identify the themes that shape our phase 4 priorities.



In partnership with our regional colleagues from Education Scotland, we carried out a collaborative thematic analysis of the data, which involved data familiarisation, generating codes, searching for themes and naming and defining themes.[3]

Using the themes which represent what matters to our stakeholders, the next step involved working alongside our Local Authority Directors, Heads of Service and Chief Education Officers to identify the 'golden threads' that weave through Local Authority and national priorities.

These threads enabled us to focus direction and identify our new Phase 4 improvement priorities, which are shared on page 10.



[3] Braun and Clarke, 2008.

PHASE 4 PRIORITIES

The diagram below outlines the key priorities developed for each Driver Workstream.



A sample of the feedback gathered from our learners, practitioners, parents and partners is shared over the next four pages, making clear the strong connection between the voices of our stakeholders and how we plan to put these priorities into practice. Priorities with stars are shared across workstreams. Detailed plans outlining aims and measures have been included at Appendix 3.

Wellbeing and Learning

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

Workstream Priorities

- Relationships built on mutual trust and respect that will support effective learner-teacher interactions
- Exemplification of creative and innovative approaches to teaching and learning that will help inspire and support practitioners
- Ensure that the terminology of wellbeing is not just a word, but is immersed in practice. How can this be done effectively?

- Collegiality amongst staff - peer assessment, moderation of teaching and learning, planning and achievement of a level
- Learners voice and increasing empowerment to co-develop and design learning opportunities
- Partnerships between school, pupils and the community linked to Children's Rights
- 'Nothing for us without us'

- Is the physical school the most appropriate place for learning for every child?
- Capitalising on children's wider environment, sense of self in community, in out and beyond
- Importance of place
- Using digital to allow learners (and staff) to collaborate with others across the Northern Alliance.
- How do we use digital technology to expand the curriculum for all young people?

FEELING WELL AND LEARNING WELL:

1. Get better at making learning more meaningful - deepening connections and motivation to learn
2. Get it right for every learner through our pedagogy and culture - breaking down barriers*
3. Get better at reaching shared expectations within learning, teaching and assessment
4. Improve how we teach and learn through working together on research and improvement projects

Putting the Plan into Practice

- **Curriculum Design** - *developing pedagogical practice, skills and pathways*
- **Learner Rights and Voice** - *deepening engagement and building agency*
- **Learning, Teaching and Assessment** - *sharing and mobilising practice, breaking down barriers* and building shared expectations*
- **Collaborative Professional Enquiry** - *working together to solve problems and develop innovative approaches supported by professional learning opportunities such as the World Education Summit*

Social Intelligence

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

- Create a trusting ethos in school where it is safe to share. Sharing a common language between different services
- Collaboration needs to be authentic and purposeful
- Use tools to build partnership collaboration and discussion
- Shared goals are key - and staff communicating/articulating this with each other
- Discrete focussed work on how best to create connectedness and create an ethos of collaboration.

- We are going through the pain of change. I'm learning that there is a critical mass who want to collaborate.
- Creating/managing time for people to reflect/discuss/share/support and challenge each other
- Clear communication within and between areas, with improved outcomes at the heart

- Open and honest discussion between schools. Sharing best practice and what is working. Not just in small clusters but across the authorities and Northern Alliance.
- You should work with someone who you feel safe and happy with and you can feel more confident at expressing your feelings and thoughts.
- If you are connecting with each other you will get some friends

Workstream Priorities

HOW WE WORK AND LEARN TOGETHER:

1. Build a shared understanding of how we can meaningfully collaborate
2. Increase opportunities for us to collaborate both at local level and across the Northern Alliance
3. Work together with our local authority and national partners to make a joined-up offer for professional learning

Putting the Plan into Practice

- **Professional learning opportunities** to develop a shared understanding of meaningful collaboration linking theory, policy and practice
- **Online resource hub** to support collaboration at class, school, team, cluster, local authority or regional level
- **Opportunities for online collaboration** linked to individual school/ setting/ team improvement priorities as a common theme**
- **Development and creation of an online professional learning community**, streamlining and sharing local, regional and national professional learning opportunities, providing opportunities for collaboration.

Equality Investments

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

Workstream Priorities

- Working closely with parents and partners to identify barriers to learning and address these
- I would like to see a way of giving a voice to the parents who do not feel articulate or confident enough to be involved in parent forums.
- Voices from young people and families should be at the heart of planning and improvement

HOW WE BREAK DOWN BARRIERS TO WELLBEING AND LEARNING:

1. Get better at working with our learners and their families so that together we can break down their barriers to wellbeing and learning*
2. Make sure we are making best use of our data, measures and money to help us improve outcomes for every learner
3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*

- As a staff, sharing, trialling ideas and supporting each other
- Ethos – supporting and valuing differences across the school
- Rights and responsibilities around UNCRC need to be shared, accessible and understood by all
- Ensuring that we have appropriate tools to measure impact of interventions.

Putting the Plan into Practice

- **Learner and family participation** – network, share practice and engage with children and young people and partners to improve how we work with learners and their families when there are barriers to wellbeing and learning*
- **Improve access to and engagement with meaningful data** to inform improvement at class, school, team, local authority and regional level – development of a data for improvement framework in partnership with South East RIC
- **Build confidence and clarity around national policy** such as the Morgan Review, The Promise and UNCRC and work together around how we can use policy to improve our practice at class/ school/ team/ local authority level

- How will improvement be measured? It needs to show improvement rather than evaluation against a standard or against other schools
- The right data that informs our unique contexts
- If you do things by yourself it can eat you up inside. A problem shared is a problem halved. It's easier when you're working together

Systemness

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

- Leadership skills are required in order to effect a collaborative approach with staff involvement and empowerment
- Recognition that leadership occurs at all levels and across all members of the learning community - children, young people, teachers, CLD staff, parents...
- Using collaboration to tackle strategically the tough challenges that persist across the years and establishing conditions for solutions to be developed

- Need to take and manage risk and be allowed to succeed or fail and then try again
- Know your setting and the culture of your community to inspire and build together
- Young people and families need to be included and equal partners at the table
- Young people being "fearless agents of their own destinies"

- Actively share and broadcast change makers success (irrespective of size) to motivate others
- Quality improvement - opportunities to work with teams on small change projects - learn what works but also learn about what doesn't work
- How do we ensure the importance of the north is really captured when national policy is being formulated?

Workstream Priorities

WORKING TOGETHER TO IMPROVE OUR SYSTEM:

1. Build collective responsibility and engagement in improving our Northern Alliance system – with and for everyone!
2. Build a shared understanding of what makes a good leader – wherever we are in our learning journey
3. Get better at working together as a team to improve we learn and how we learn

Putting the Plan into Practice

- **Professional learning and networking opportunities** to share how Fullan's Right Drivers for Whole System Success can support teams to drive forward improvement together
- **Develop and engage** with a shared set of principles for leading improvement – including culture, systems and processes
- **Opportunities to connect and collaborate** with schools / settings/ teams with similar improvement priorities**
- **Work together** to create the conditions for collective efficacy to flourish within and across our teams



Connecting with National Policy and Drivers

The Phase 4 Plan has been shaped over time by practitioners in schools, settings and teams across the Northern Alliance, as well as learners and their families. It is also influenced by local and national priorities and closely aligns with the National Improvement Framework[4] and the Scottish Attainment challenge[5].



At the core of our plan, we will work to respect, protect, and fulfill the rights of every child and young person across all regional improvement activity as detailed in the UN Convention on the Rights of the Child[6].

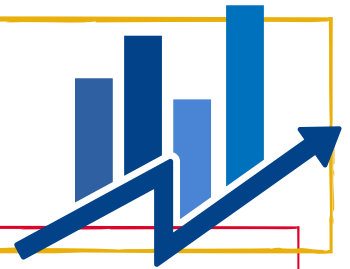
We believe our phase 4 priorities will strengthen our approaches to collaboration across the Northern Alliance and ultimately improve how we work together to improve outcomes for and with every learner in the Northern Alliance. Learner rights permeate all drivers and priorities at a local, regional and national level - strong connections which will help to focus direction for everyone moving forward.



[4] [Achieving Excellence and Equity, 2022 National Improvement Framework and Improvement Plan](#)
 [5] [The Scottish Attainment Challenge Logic Model – Regional/Local Level](#)
 [6] [A summary of the UN Convention on the Rights of the Child](#)

EVALUATING PROGRESS

Data Processes



Data processes developed during Phase 3 will continue to help us to understand how we are realising the ambition of our vision.

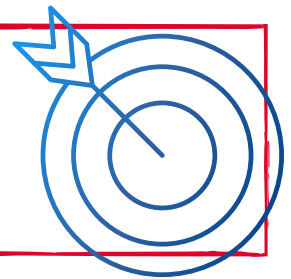
We make use of a range of measures and tools – from quantitative measures including numbers of practitioners engaging in activity to qualitative data capturing our experiences of collaboration and resulting impact on learners.

Our case studies and improvement projects capture context specific learning - sharing what works and providing the opportunity to support improvement in a range of new contexts across our Northern Alliance system.



We have a robust system to help us monitor and capture improvement activity. The Model for Improvement helps us to create aims and measures which reflect our own unique contexts. It also helps us to take a shared approach to improvement. Each month, we monitor progress towards the aims set out in our improvement plan. We are curious about our progress and if there are any problems or delays, we work together to try out and test shared theories of action. We are transparent about our data and we share our improvement progress in our dedicated site - Our Journey.

Read more about how we will evidence impact in our Theory of Action at Appendix 3.



A Targeted and Universal Approach

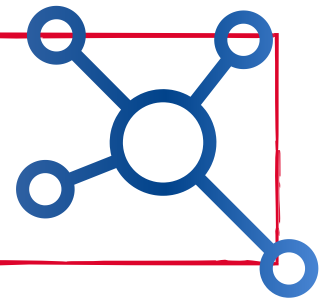
As a Regional Improvement Collaborative, our ultimate aim is to improve outcomes for and with our learners through collaboration and building a sense of collective responsibility. Therefore, it is important to capture improvement within the wider system as well as within our own workstreams.

That is why we will be using targeted measures to monitor improvement at workstream level – evaluating improvement in outcomes with the teams we work with directly. But also, universal measures to understand whether our theories of action are leading to improvement in the wider system.



Some of our national measures can help us do that. But we have also identified measures which allow us to monitor collaboration and improvement in a bespoke way and to help us understand the extent to which our system is cultivating that collaborative culture we aspire to as a Regional Improvement Collaborative.





Connecting with our Local Authorities and Partners

Communication is key in creating a collaborative culture across our RIC. Throughout Phase 4 we will continue to work towards achieving our goal of deepening connections with all levels of our Northern Alliance system. We also want to ensure equitable access to opportunities to connect with fellow practitioners, and to collaborate through professional enquiry activity and professional learning.

In order to further improve communication and engagement with our phase 4 plan, members of our Northern Alliance central team have the added role of linking with one of our eight Local Authorities in order to:

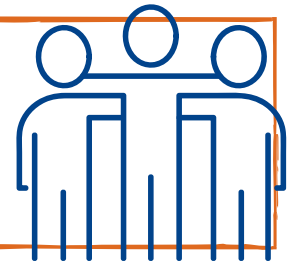
- share information on Northern Alliance activity,
- gather feedback from a local perspective on how activity is adding value; and to
- facilitate making connections and sharing practice that will support both regional and Local Authority activity.

Link Officers engage with their Local Authority Central Teams monthly, Head Teacher groups quarterly, and other practitioner/officer groups as agreed, building a more consistent approach to information sharing and gathering. In addition to local authority links, we also have officers who engage with regional and national partners and our Youth Advisory Group on a monthly basis.

Throughout Phase 4 we will also be updating our website to create a more effective information portal for practitioners and partners, as well as increasing our use of social media to enhance our reach across our RIC.



GOVERNANCE



In order to bring our plan to life, we have a strong Northern Alliance network of people to take forward our shared priorities. Detail about each of the central groups in the diagram below and be found on the next page.





Workstream Leads

A team of seconded practitioners and officers take forward improvement activity to achieve aims and priorities, each linking with members of the Education Scotland Northern Team, practitioner networks, learners and wider partners

- Wellbeing and Learning - *with a focus on Early Years, Primary, Secondary and Digital*
- Social Intelligence - *with a focus on collaboration*
- Equality Investments - *with focus on Inclusion and ASN, and Equalities and Diversity*
- Systemness - *with a focus on building agency and collective responsibility*

Project Management and Improvement

This team provides support and challenge for our workstreams in relation to progress within the Regional Improvement Plan, data analysis, budget monitoring and communication with stakeholders.

Regional Improvement Lead

The RIC Lead oversees the strategic direction of the Regional Improvement Collaborative and communicates progress at a national level. The Lead meets with the Quality Improvement Manager and Project Officer weekly.

Regional Improvement Forum

Directors, Heads of Service and Chief Education Officers from the eight Local Authorities work with the Education Scotland Senior Regional Advisor to provide support and challenge in order to drive improvement within our plan.

Youth Advisory Group

Established in late 2021, the Youth Advisory Group (YAG) captures youth voice and aims to strengthen youth participation in Northern Alliance developments. Members include MSYPs for each of our local authorities.

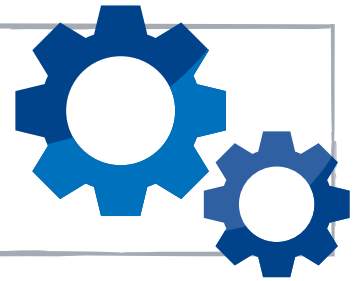
Regional Improvement Advisory Forum

Membership includes Head Teachers, Education Psychology Service, Higher Education, Unions and the Scottish Government. This group provides support and challenge in relation to progress and priorities.

Convention of Convenors

Local Authority Education Policy Leads discuss and advise on the strategy of the Northern Alliance, reviewing progress through regular updates.

Our Northern Alliance System



The above diagram shares our five workstreams, as well as advisory and governance groups which challenge and support workstream teams. Our workstreams work alongside practitioners, learners, families and partners to realise the ambitions set out within our phase 4 plan. People and processes can only come together effectively when they have a shared vision and commitment to work towards. The Right Drivers for Whole System Success work alongside our Northern Alliance vision to help us focus our direction and move forward together. Within the Right Drivers for Whole System Success, Michael Fullan describes Systemness as:

“When students, teachers, and others at the local and middle levels are helped to think differently about their systems leading to pathways of action that foster greater clarity, collaboration, and ownership of improvement.”

Our young people face yet unknown challenges and opportunities as a result of climate change and advancing technologies. We are also grappling with the repercussions of a global pandemic, as well as the uncertainties which currently exist within our education system. Never has there been such a need for us to take collective responsibility for building clarity and bringing about improvement together. Learner rights are at the heart of this Northern Alliance phase 4 plan – as are the rights of all members of our system to have their voices heard and to be active in shaping our direction. This plan is not a plea for engagement or indeed an invitation to engage, but a call to action for everyone to take collective responsibility in bringing about whole system success.



“A deliberate attempt to realize the system you are in; and the system you should want.”
Michael Fullan

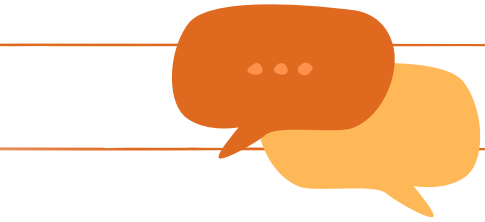
APPENDIX 1 - ENGAGING WITH THE DRIVERS - VOICES FROM ACROSS THE NORTHERN ALLIANCE

Below we share examples of how we have been engaging with the Right Drivers over session 2021/22, along with practitioner feedback on their experiences. This activity will continue to be developed and scaled up over the life of the Phase 4 Plan

Wellbeing and Learning

Re-imagining your Curriculum Rationale

We have been working alongside local authority central team officers and practitioners in ELC settings, primary and secondary schools to further develop understanding of curriculum design. This includes design tools, which can be used to take forward improvement in schools and settings. Over 250 Senior Leaders and Education Officers registered to be part of the 'Re-imagining your Curriculum Rationale' sessions, with 90% of participants who responded reporting being in the process of evaluating or updating their curriculum rationales at the end of our phase 3 plan.



"I would love to go more into the drivers." - Teacher

"I would definitely like to know more about Michael Fullan's work and how to practically use it to develop a curriculum rationale." Head Teacher

"It took me a few weeks to get into the training. I thought it would be more about areas of the curriculum and how we could ensure we were using them to meet the needs of the children [but] ... I feel we learned about how we as a staff team can improve our own practice to make things better for children." - ELC Practitioner



"It has been really valuable to connect across the Region with other remote establishments." ELC Practitioner

Interdisciplinary Learning Network

A dedicated interdisciplinary network further strengthens collaboration by providing opportunities to discuss and share practice. This has included a focus on ASN and relationships in the context of curriculum and interdisciplinary learning.

Hear from one Head of Primary about her experience of the IDL network [here](#). A Secondary Head Teacher and Deputy Head Teacher also share their experience [here](#).

IDL

Why? What? How?

Interdisciplinary Learning

- An opportunity to refocus on IDL and what it can offer our children and young people.
- Look at the 'Why, What and How' of IDL.
- Schools and Partners will share how they are being ambitious through the development of bold IDL experiences.
- Facilitated discussion and networking.

Northern Alliance PROFESSIONAL LEARNING



Re-imagining your Skills Agenda

Northern Alliance professional learning resource called 'Reimagining your Skills Agenda', has been co-designed by Senior Leaders, Education Officers, Education Scotland, Teachers, DYW Co-ordinators, DYW Lead officers, Skills Development Scotland and CLD practitioners. This resource is based on the research of Michael Fullan's Right Drivers for Whole System Success and has been designed to support practitioners with evaluating and updating their skills frameworks. The resource was tested with a small cohort, which led to further refinements. The professional learning is designed as a series of four inputs, followed by a 'sharing successes' event to share progress with colleagues and discuss next steps.

"The Northern Alliance curriculum skills CLPL co-design process has been an open, progressive and well led exercise – recognising that the curriculum doesn't operate in a vacuum. For a senior phase curriculum to have currency it must be relevant to (and designed around those it purports to serve) young people, the economy they are entering and wider community. This open, inclusive and data-informed Northern Alliance curriculum design process thus was in accord with Prof Muir's 'Putting learners at the centre' report, recently endorsed by the Scottish Government."
Education Support Officer

"It is just so good to hear what others are doing"
Head Teacher

"Really enjoyed the discussions and the opportunity to discuss possible ways forward"
Teacher

Retrieval Practice: Leveraging Digital Using Research-informed Practice

During the pandemic a group of teachers from a variety of contexts; primary and secondary, rural and urban, English and Gaelic medium, met regularly online. They considered retrieval practice and how digital tools could enhance the teaching and learning in their settings. They reflected together on their small 'tests of change' as they implemented in their own classrooms new pedagogies and ways of working. Their experiences as a result of collaborative improvement are shared in an [e-book](#).

DYW Live



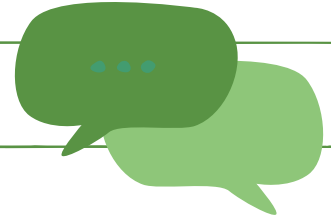
"Working with e-Sgoil on DYW Live has allowed hundreds of young people to gain access to role models from the world of work and gain and insight into jobs and industry. This has helped inform, inspire, educate them in what subject choices to make, what skills are needed for particular jobs and made what they learn in the classroom relevant. Real people – real stories."

Founders4Schools

"With my P3 class, retrieval practice offers more than just improved memorisation skills, it secures that the learning is long term and it also increases their understanding."

Primary Teacher

Social Intelligence



1+2 Language Development Workstream

"It is vital that this type of collaboration continues and develops to provide the best opportunities and support for all learners, families and practitioners in our authorities."

Languages Teacher



World Education Summit

The World Education Summit is a key professional learning resource funded for practitioners in schools and settings across the Northern Alliance. Moving forward into Phase 4, we will be connecting and collaborating within and across schools to tease out some of the many themes shared within this resource and test out some of the ideas shared within our own contexts. Collaboration with the Welsh Government and with Osiris Educational has been key to planning for implementation and engagement. A Northern Alliance WES Toolkit has been created to help colleagues navigate the site, host collaborative learning events and signpost to key sessions linked to the phase 4 plan and Michael Fullan's Right Drivers. In collaboration with the 8 local authorities, signposting guides have been created linking the sessions to local authority improvement priorities.



You can hear about one Depute Head Teacher's experience of engaging with the World Education Summit [here](#)



How are we deepening our collaborations?

"The best collaborative approach that I have been part of. The structure of the process, the inclusive nature of sessions and quality of content shared are key features which stand out. I really hope to bring and contribute these qualities to collaborative approaches I am part of in the future."

Secondary DHT

Equality Investments

Breakfast Cart Project

"When I first started as head teacher, I noticed that throughout the school there were children being taken out of class every morning for something to eat. There were wee groups of children having toast every day. Every teacher had a cupboard with breakfast bars and crisps to give to children who were hungry or had not had snack. They had bought these with their own money. I noticed too that some children were too shy or embarrassed to ask. I decided to look into how we could give breakfast to everyone. Now I know that every child in my school has access to something to fill their tummy first thing every day. Children can have as much or as little as they need. Parents are happy too. One recently said that it was hard getting her son out of bed in the morning but knowing he got breakfast in school was one worry less"

Head Teacher

"The approach taken by this school where every pupil is offered a free breakfast will be a model worth following. The research being undertaken by SPIRU at Glasgow Caledonian University has the potential to add knowledge and understanding to national policy and development."

Poverty and Inequality Commissioner



"We really look forward to continuing to work with our partners in the Northern Alliance and finding ways we can collaborate to provide useful and impactful learning that continues to promote equity in our schools."

Project Officer, CPAG

Collaborative Enquiry

"Really insightful and thought provoking...got me thinking about my role as a teacher, the struggles families face and how we can best support. A common theme in many schools so feel it is so important."

Teacher

"Having a mentor, hearing about the learning of other settings, learning about research methodologies. Making us mindful of using these tools for improvement and measuring impact – no matter how small."

Teacher

Systemness



School Improvement Project - Driving Improvement from Within

By using the Right Drivers as a 'lens for improvement', our school teams have been working together to consider what they can do together to improve outcomes for and with their learners whilst grappling with the challenges of change, uncertainty - and post pandemic! In doing so, there is a focus on building approaches to collaboration and improvement - with the intention of driving improvement from within.

"The school has made use of inservice time to explore the drivers and the investment in different stakeholders is beginning to pay off. Drivers are featuring within our school's improvement planning process."
Central Team Officer

"Initially the staff were quite sceptical about the project and saw it as just another thing. But the self evaluation process using the Right Drivers has engaged colleagues, leading to great collaboration and agreed outcomes. Staff are also clear about the improvement they want to see."
Head Teacher

"Working parties are positively engaging in the process of change and leading this/ being accountable for their part in this. It feels like as a team we are making progress."
Head Teacher

"What's really powerful about this project is the focus on clear thinking - really understanding deeply before deciding what is needed. Taking time to do it well, something we often underestimate the importance of. This approach is about deep and sustainable change and in this way it is also energising and empowering educators in a different way. We've talked a lot about recovery over the last couple of years, but I think this is about renewal."
Sarah Philp, Coach | Psychologist

"I think the impact of this work is that it has made all staff think carefully about how to embed improvements and be invested in the next steps of the school and improvement priorities. I think it has made us all think carefully about ensuring actions are well planned and thought out to ensure maximum impact"
Head Teacher



APPENDIX 2 - DRIVER WORKSTREAM OVERVIEWS

Wellbeing and Learning - Learning well and feeling well

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
<p>1. Get better at making learning more meaningful - deepening connections and motivation to learn</p>	<p>Outcomes for learners are improved through a relevant and meaningful curriculum that promotes wellbeing and learning. Learners feel well and are more involved in their learning, developing skills to be good at learning and good at life.</p>	<p>95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream will demonstrate improved wellbeing and learning outcomes* through a relevant and meaningful curriculum by Feb 2025.</p>	<ul style="list-style-type: none"> • Curriculum and Assessment • School and ELC Improvement 	<ul style="list-style-type: none"> • Improvements in engagement, attendance, confidence and wellbeing of children and young people • An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families
<p>2. Get it right for every learner through our pedagogy and culture - breaking down barriers*</p>	<p>Mental and emotional wellbeing, children's rights and learner voice are central to all we do. Learning environments put learners at the centre. Learners feel safe, included, valued and heard.</p>	<p>95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate an improvement in their wellbeing* by Feb 2025.</p>	<ul style="list-style-type: none"> • Curriculum and Assessment 	<ul style="list-style-type: none"> • Embedded engagement and participation of children and young people, families and communities in the learner journey
<p>3. Get better at reaching shared expectations within learning, teaching and assessment</p>	<p>Collaboration at regional and local level is the platform where we come together to explore and share practice. There is a consistent and shared understanding of high-quality learning, teaching, assessment and moderation practices. We feel confident, connected and there is greater consistency in expectations and standards. This will lead to improved outcomes for learners.</p>	<p>95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of moderation of Learning, Teaching and Assessment by Feb 2025.</p>	<ul style="list-style-type: none"> • School and ELC Improvement • Curriculum and Assessment 	<ul style="list-style-type: none"> • High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy • Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.
<p>95% of practitioners engaging with the Wellbeing and Learning Workstream report increased confidence in their professional judgements by Feb 2025.</p>				

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
4. Get better at making learning more meaningful - deepening connections and motivation to learn	We are more engaged in professional enquiry to improve pedagogical practice and model a strong commitment to lifelong learning. This culture supports learners and practitioners to be 'good at learning, good at life.'	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of experiencing effective pedagogies and practices by Feb 2025.	<ul style="list-style-type: none"> Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
		95% of practitioners engaging with the Wellbeing and Learning Workstream who report a strong commitment to lifelong learning through collaborative professional enquiry by Feb 2025.		

Social Intelligence - How we work and learn together

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Build a shared understanding of how we can meaningfully collaborate within and across classes, schools, teams	There is system wide awareness of and engagement with the Northern Alliance Vision: Members of our RIC can cohesively communicate and apply collaborative practice, theory and policy to improve learner outcomes	By Feb 2025, 95% of practitioners engaging with Social Intelligence Workstream will have a shared understanding of meaningful collaboration*, aligned with the Northern Alliance Collaboration Framework.	<ul style="list-style-type: none"> School and ELC Leadership Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.
2. Increase opportunities for collaboration both at local level and across the Northern Alliance	Collaborative activity is always focused on improving outcomes for learners. Increased numbers of practitioners are collaborating across the Northern Alliance to bring about improvement.	By Feb 2025, 90% of schools participating in "Active Collaboration" projects will report improved wellbeing and learning experiences* for learners.	<ul style="list-style-type: none"> School and ELC Improvement Parent/ Carer Involvement and Engagement 	<ul style="list-style-type: none"> High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
3. Work together with our local authority and national partners to make a joined-up offer for professional learning	Practitioners from across the Northern Alliance can access a cohesive and accessible professional learning offer in collaboration with our 8 Local Authorities and national partners.	By Feb 2025, an online professional learning community platform will be created and developed in collaboration with our 8 Local Authorities and national partners	<ul style="list-style-type: none"> School and ELC Leadership Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.
		By Feb 2025, 80% of practitioners engaging in the professional learning community platform will share practice, learning and impact* with other members of the platform		<ul style="list-style-type: none"> Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap

Equality Investments - How we break down the barriers to wellbeing and learning

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Make sure we are making best use of our data, measures and money to help us improve outcomes for and with every learner	Increased competence and confidence in using data for improvement system wide – evidenced in SAC2 and improved outcomes for learners. Teams make more effective use of data to improve outcomes from within our own settings. As a result of professional learning and sharing practice, confidence and competence in data for improvement increases and leads to improved outcomes for learners.	Completion of a Regional Data for Improvement Framework in partnership with SEIC RIC by 2025	<ul style="list-style-type: none"> School and ELC Leadership Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap
		By Feb 2025, 95% of practitioners engaging with the Equality Investments workstream report improved outcomes for learners as a result of increased confidence and capacity in their use of data for improvement		

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
2. Get better at working with our learners and families so that together we can break down their barriers to wellbeing and learning	Schools and settings work in genuine partnership with children, young people and parents, as well as wider partners. Each partner's voice is heard, respected and is used to inform next steps. There is stronger collaboration in order to break down barriers to wellbeing and learning	By Feb 2025, 90% of participants* engaging in improvement activity within the EI workstream will report their experience of participation as good or better. *Parents, carers, children and young people, adult learners	<ul style="list-style-type: none"> Parent/ Carer Involvement & Engagement Curriculum and Assessment Placing the human rights and needs of every child and young people at the centre of education 	<ul style="list-style-type: none"> Embedded engagement and participation of children and young people, families and communities in the learner journey. An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families
3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*	All practitioners are clear about learners' rights in relation to policy - e.g., UNCRC, The Promise, Morgan Review. Policy and practice work together to break down barriers to wellbeing and learning and meet individual needs.	By Feb 2025 95% of establishments engaging across the Equality Investments workstream will demonstrate clear evidence* of putting learners at the centre with a particular focus on Policy and Practice <i>Where evidence is demonstrated through case studies.</i>	<ul style="list-style-type: none"> Parent/ Carer Involvement and Engagement Curriculum and Assessment 	<ul style="list-style-type: none"> Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.

Systemness - Working together to improve our system

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Build collective responsibility for and engagement in improving our Northern Alliance system – with and for everyone!	Engagement with the Right Drivers for Whole System Success across the RIC - leading to increased levels of agency and engagement in improvement activity. Systems and processes also support improvement.	By Feb 2025 95% of participants in the Systemness Workstream will report increased agency and engagement in improvement activity within and across schools/settings and teams.	<ul style="list-style-type: none"> School and ELC Improvement Teacher and Practitioner Professionalism Parent/carer involvement and engagement 	<ul style="list-style-type: none"> Embedded engagement and participation of children and young people, families and communities in the learner journey.

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
2. Build a shared understanding of what makes a good leader of improvement – wherever we are in our learning journey	<p>There is a shared understanding of effective leadership of improvement across the RIC. Leaders at all levels promote a culture of learning and improvement and as a result, there is deeper engagement in improvement activity within and across teams</p>	<p>By Feb 2025, 95% participants within the Systemness Workstream will report deeper engagement of stakeholders* in school/setting/ team improvement plans, leading to improved outcomes for learners <i>*Staff, learners, parents/carers, community members</i></p>	<ul style="list-style-type: none"> • School and ELC Improvement • Teacher and Practitioner Professionalism • Parent/carer involvement and engagement 	<ul style="list-style-type: none"> • Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
3. Get better at working together as a team to improve where we learn and how we learn	<p>Evidence of increased collective efficacy within teams across the RIC, resulting in shared high expectations for and with learners and improved outcomes. Collective responsibility for improvement is growing.</p>	<p>By Feb 2025 95% of practitioners engaging with the Systemness Workstream will report increased collective efficacy* in their schools/ settings / teams, leading to improved outcomes for learners</p>	<ul style="list-style-type: none"> • School and ELC Leadership • Curriculum and Assessment • Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> • Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.

APPENDIX 3 - FINDING OUR TREASURE - OUR THEORY OF ACTION

Outlined below is the Northern Alliance theory of action for our Phase 4 Plan. Input from practitioners from across the Northern Alliance has helped to shape this theory of action, with the Right Drivers at its heart. Practitioner comments from our engagement sessions show how this theory can be brought to life and have its potential unleashed :

Northern Alliance Vision

'Developing a culture of collaboration, sharing of expertise, and creating local and regional networks to improve the educational and life chances of our learners.'

"Openness, transparency, regular opportunities to discuss and evaluate what aspects are working well/not as successful and ways forward – collaborative approach but with direction and purpose." Head Teacher



Our Theory of Action

The Northern Alliance Phase 3 plan has helped us to set the foundations for collaborative improvement. We have a better understanding of how we can meaningfully collaborate. Our relationships are stronger and many networks of practitioners have experienced the benefits of working together. We have begun to see the impact of meaningful collaboration on outcomes for learners through our growing bank of case studies.

"A 'case study' approach to problem solving where collaboration is focussed on meeting the needs of individual learners."
e-Sgoil Team Member

As a result, the phase 4 plan has been designed to step up a gear. Our sights are now firmly set on evidencing the impact of collaborative improvement on our learners. The plan sets out how we are going to realise our Northern Alliance vision over the next three years. Supporting us to achieve this, we have identified priorities for us to achieve which are driven forward by each of Michael Fullan's Right Drivers for Whole System Success:

- Wellbeing and Learning – feeling well and learning well
- Social Intelligence – how we work and learn together
- Equality Investments – breaking down the barriers to wellbeing and learning
- Systemness – working together to improve our system



Our Measures

"When goals involve new challenges, how can you possibly know if it is achievable, if it is realistic, and how long it will take you to achieve? In the absence of such knowledge, it may be better to set a learning goal or a broader performance goal that expresses your shared commitments and helps keep focused."

Viviane Robinson, Student Centred Leadership



Targeted Measures

Targeted measures help us to monitor improvement activity in relation to our driver priorities. Phase 4 priorities are set out within each driver workstream plan. Driver teams have developed aims and outcome measures for each priority which help us to understand whether theories of action lead to improved outcomes for and with our learners.

Wellbeing and Learning - Learning well and feeling well

Priority	Outcome Measure	Operational Definition	Data Collection Method
1. Get better at making learning more meaningful - deepening connections and motivation to learn	<p>Percentage of learners demonstrating improved wellbeing and learning outcomes* connected to the design of the curriculum.</p> <p>*Engagement, Attendance Confidence, Wellbeing QI 2.2</p>	<p>Numerator: number of learners demonstrating improved wellbeing and learning outcomes</p> <p>Denominator: number of learners within the school or setting's associated engagement group</p> <p>"wellbeing and learning outcomes":</p> <ul style="list-style-type: none"> • Engagement • Attendance • Confidence • Wellbeing <p>HGIOS QI 2.2 -Curriculum</p>	<ul style="list-style-type: none"> • Microsoft form – baseline, mid and end point data collection • QI 2.2 Progress reported by teams before and after collaborative activity
2. Get it right for every learner through our pedagogy and culture - breaking down barriers*	<p>Percentage of learners demonstrating improvements in wellbeing and agency*</p> <p>*Feeling safe, included, valued and heard.</p> <p>QI 3.1</p>	<p>Numerator: number of learners demonstrating improvements in wellbeing.</p> <p>Denominator: number of learners within the school /setting/ learning space associated engagement group</p> <p>"Wellbeing and agency": feeling safe, included, valued and heard. Learners report increased wellbeing and agency in all domains of the student learning model. (likert scale)</p>	<ul style="list-style-type: none"> • Microsoft form- baseline, mid and end point data collection • QI 3.1 -Progress reported by teams before and after collaborative activity
3. Get better at reaching shared expectations within learning, teaching and assessment	<p>Percentage of learners demonstrating improved wellbeing and learning* outcomes as a result of moderation of learning, teaching and assessment.</p> <p>*Attainment and achievement – national measures</p>	<p>Numerator: number of learners demonstrating improved outcomes as a result of moderation of Learning, Teaching and Assessment.</p> <p>Denominator: number of learners within the school / setting/ learning space associated engagement group</p> <p>HGIOS QI 2.3 – Learning, Teaching and Assessment</p> <p>HGIOS QI 3.2 – Raising Attainment and Achievement</p>	<ul style="list-style-type: none"> • ACEL data (P1, P4, P7, S3) • Data on Senior Phase Qualification Awards • Sustained Positive School Leaver destination • QI 2.3 and 3.2 - Progress reported by teams before and after collaborative activity • Feedback from Youth Advisory Group and National Parent Forum.

Priority	Outcome Measure	Operational Definition	Data Collection
	Percentage of practitioners engaging with the Wellbeing and Learning Workstream who report increased confidence in their professional judgements	<p>Numerator: number of practitioners reporting increased confidence in professional judgements</p> <p>Denominator: number of practitioners reporting</p>	<ul style="list-style-type: none"> Beginning, mid-point and end-point survey issued to engaging practitioners.
4. Improve how we teach and learn through working together on research and improvement projects	Percentage of learners demonstrating improved outcomes* as a result of experiencing effective pedagogies and practices.	<p>Numerator: number of learners demonstrating improved outcomes as a result of experiencing effective pedagogies and practices.</p> <p>Denominator: number of learners within the school / setting/ learning space associated engagement group "wellbeing and learning outcomes":</p> <ul style="list-style-type: none"> Engagement Attendance Confidence Wellbeing <p>HGIOS QI 1.1 -self-evaluation for self-improvement</p>	<ul style="list-style-type: none"> Microsoft form-baseline, mid and end point data collection QI 1.1 -Progress reported by teams before and after collaborative activity
	Percentage of practitioners engaging with the wellbeing and learning workstream reporting a strong commitment to lifelong learning through collaborative professional enquiry.	<p>Numerator: number of practitioners reporting a strong commitment to collaborative professional enquiry</p> <p>Denominator: number of practitioners reporting</p>	<ul style="list-style-type: none"> Beginning, mid-point and end-point survey issued to engaging practitioners. Data from GTCS, SSSC, CLD Standards for Scotland and Education Scotland PLL Team on subsequent uptake of further learning.

Social Intelligence - How we work and learn together

Priority	Outcome Measure	Operational Definition	Data Collection Method
<p>1. Build a shared understanding of how we can meaningfully collaborate within and across classes, schools, teams</p>	<p>Percentage of system wide practitioners reporting a "good" or "very good" understanding of Collaborative practice* *As outlined in NA Collaboration Framework</p>	<p>Numerator – percentage of practitioners reporting good or very good understanding Denominator – percentage of practitioners surveyed</p>	<ul style="list-style-type: none"> Follow-up sample qualitative / quantitative self-evaluation survey across all 8 local authorities via Collaboration Leads to assess shared understanding of priority vision.
<p>2. Increase opportunities for collaboration both at local level and across the Northern Alliance</p>	<p>Percentage of schools/ teams evidencing improved outcomes* through engagement in 'Active Collaboration' projects *Attainment and achievement as reported by practitioners</p>	<p>Numerator- percentage of platform members sharing impactful practice Denominator- percentage of platform practitioners</p>	<ul style="list-style-type: none"> Logic Model (linked to Model for Improvement) to record Purpose Statement, Guiding Questions, Theory of Action, Evidence and Impact. Self-evaluation of current practice against NA Regional Collaboration Model.
<p>3. Work together with our local authority and national partners to make a joined-up offer for professional learning</p>	<p>Completion of collaborative online professional learning community platform Percentage of platform members, evidencing and mobilising impactful learning and practice* *Practice resulting in improved wellbeing and learning outcomes for learners</p>	<p>Numerator- percentage of platform members mobilising impactful practice Denominator- percentage of platform practitioners</p>	<ul style="list-style-type: none"> Through use of platform analytics collect data to identify overall site engagement / by authority registration /number of schools engaged in collaboration to further school improvement - monthly

Equality Investments - How we break down the barriers to wellbeing and learning

Priority	Outcome Measure	Operational Definition	Data Collection Method
<p>1. Make sure we are making best use of our data, measures and money to help us improve outcomes for and with every learner</p>	<p>Completion of Improvement Framework</p> <p>Percentage of practitioners reporting improved outcomes* for their learners *Attainment and achievement as reported by practitioners</p>	<p>Numerator – percentage of practitioners reporting improved outcomes Denominator- percentage of practitioners surveyed</p>	<ul style="list-style-type: none"> • Data Framework process measures to be planned iteratively by the Steering Group • Qualitative data including the use of MS forms, Likert scale exit questionnaires and Thematic Analysis methodology • Quantitative data including for example ACEL, Positive Destinations and Wellbeing Indicators. • Case studies evidencing effective use of Data for Improvement.
<p>2. Get better at working with our learners and families so that together we can break down their barriers to wellbeing and learning</p>	<p>Percentage of participants who report their experience of participation* as good or better. *As defined through Seven Golden Rules for Learner Participation 3-18</p>	<p>Numerator- percentage of participants reporting improved participation Denominator- percentage of participants surveyed</p> <p>Case Studies evidencing effective participation and learner voice.</p>	<ul style="list-style-type: none"> • Qualitative data gathered through participatory methods- e.g. Youth Advisory Group, Participatory Budgeting and in collaboration with CLD • Quantitative data to include National CLD Measures and aligned to the National Outcomes as detailed in Best Start Bright Futures Strategic Plan 2022-26
<p>3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*</p>	<p>Count – case studies</p>	<p>Numbers of case studies evidencing impact* on learners through shaping policy and practice around the needs and rights of the learner *as reported by learners and practitioners</p>	<ul style="list-style-type: none"> • Case studies evidencing effective policy into practice to be created in partnership with practitioners and learners across the Northern Alliance- count annually.

Systemness - Working together to improve our system

Priority	Outcome Measure	Operational Definition	Data Collection Method
1. Build collective responsibility for and engagement in improving our Northern Alliance system – with and for everyone!	Engagement with the Right Drivers for Whole System Success across the RIC – leading to increased levels of agency and engagement in improvement activity. Systems and processes also support improvement.	Numerator – percentage of participants reporting increased agency Denominator – percentage of participants surveyed Count – case studies	<ul style="list-style-type: none"> • Survey – likert scale – baseline, mid and end point • count- case studies ongoing over time
2. Build a shared understanding of what makes a good leader of improvement – wherever we are in our learning journey	Completion of key principles Number of case studies with practitioners applying agreed principles of leadership and reporting improved outcomes* <i>*HGIOS QI 1.3- Leadership of Change</i>	Count – case studies	<ul style="list-style-type: none"> • Count- case studies ongoing over time
3. Get better at working together as a team to improve where we learn and how we learn	Percentage of practitioners reporting increased collective efficacy, leading to improved outcomes for learners Number of case studies sharing increased collective efficacy* and reporting improved outcomes**. <i>*As outlined within the 'Enabling Conditions for Collective Efficacy', Jenni Donohoo, Peter DeWitt</i> <i>**Attainment and achievement as reported by practitioners</i>	Numerator - percentage of practitioners reporting increased collective efficacy Denominator – percentage of practitioners surveyed Count – case studies	<ul style="list-style-type: none"> • Survey – likert scale – baseline, mid and end • Count- case studies ongoing over time

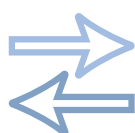
As our system matures, we are interested in finding out how targeted improvement activity as set out within driver workstream plans influences the wider system. The priorities within the phase 4 plan have been shaped to reflect what matters to our practitioners and to reflect local and national priorities. As we move forward, it is our theory that we will move towards a more joined up approach in tackling shared priorities. As a result, we have developed universal measures to capture to what extent we are building a sense of collective responsibility for improving outcomes for our learners in the north.



Universal Measures

Area of Focus	Outcome Measure	Operational Definition	Data Collection Method
Sampling Survey			
Collaboration <ul style="list-style-type: none"> • within settings, schools and teams • across schools, settings or teams at a local, regional or national level 	The extent to which practitioners and learners are engaged in collaborative activity at: <ul style="list-style-type: none"> • school, setting or team level • local regional or national level 	The extent to which practitioners and learners are engaged in collaborative activity at: <ul style="list-style-type: none"> • school, setting or team level • local regional or national level 	<ul style="list-style-type: none"> • Sampling – 10 practitioners per local authority per month
Culture - opportunities to engage in improvement activity <ul style="list-style-type: none"> • within settings, schools and teams • across schools • settings or teams at local, regional or national level 	The extent to which practitioners and learners are engaged in improvement activity at: <ul style="list-style-type: none"> • school, setting or team level • local, regional or national level 	Number of practitioners or learners reporting 'engaged' or 'leading improvement activity' (Likert Scale)	<ul style="list-style-type: none"> • Sampling – 10 practitioners per local authority per month
Digital Technologies <ul style="list-style-type: none"> • Accessibility • Acceptability • Support 	<ul style="list-style-type: none"> • The extent to which digital technologies are accessible to practitioners and learners 	Number of practitioners and learners reporting 'always' or 'most of the time' (Likert Scale)	<ul style="list-style-type: none"> • Sampling – 10 practitioners per local authority per month
	<ul style="list-style-type: none"> • The extent to which practitioners and learners agree that digital technologies can support them in their role 	Number of practitioners and learners reporting 'agree' or 'strongly agree' (Likert Scale)	
	<ul style="list-style-type: none"> • The extent to which practitioners and learners are supported to develop their skills and capabilities in using digital technologies 	Number of practitioners and learners reporting 'always' or 'most of the time' (Likert Scale)	

Area of Focus	Outcome Measure	Operational Definition	Data Collection Method
Connect	Newspaper subscriptions	Number increasing monthly	<ul style="list-style-type: none"> Cumulative total via MailChimp
	Number of practitioners attending professional learning sessions	Number of registrations	<ul style="list-style-type: none"> Cumulative total via Eventbrite
Collaborate	Microsoft Teams Memberships	Number of active memberships increasing monthly	<ul style="list-style-type: none"> Cumulative total via Microsoft Teams Census
	Collaborative Engagements	Number of practitioners engaging in collaborative engagement - ranging from 'raising awareness' to 'collaborative enquiry'	<ul style="list-style-type: none"> Number and range gathered monthly via central team app
Learn	Registration and engagement with World Education Summit	Number of practitioners who sign up to World Education Summit Number of case studies evidencing impact	<ul style="list-style-type: none"> Number gathered quarterly Number gathered quarterly



Cross Cutting Themes

Within the plan there are four cross cutting themes which permeate driver activity:

- Collaboration
- Improvement
- Culture
- Digital

We have learned from activity within our phase 3 plan that these themes will help us to create the conditions for collaborative improvement, as they weave their way through driver activity within the plan and across the wider system.

In order to ensure we are making progress within these cross cutting themes, we are making use of a range of resources, as outlined below:



Collaboration

Over the course of the Phase 3 plan, we have worked together to gain clarity around what it means to meaningfully collaborate. This has resulted in the development of the Northern Alliance Collaboration Framework, which was developed and then tested within our networks. The Framework helps us to understand what effective collaboration looks and feels like, with four core principles and ten indicators, taking us from 'latent collaboration' to 'deep collaboration'. This framework will be used to build a shared language and understanding of meaningful collaboration at class, school, setting, team, local and regional level.

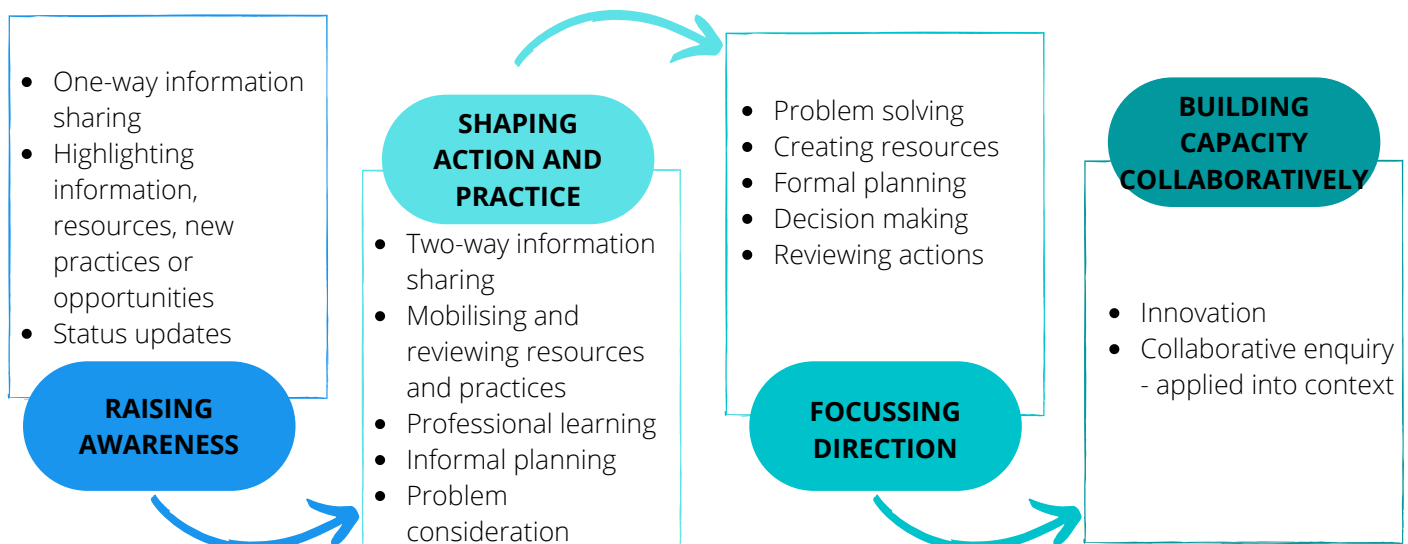
Using the framework, progress towards deep collaboration will be tracked within driver activity as well as understanding to what extent practitioners across the Northern Alliance are engaged in meaningful collaborative activity, which is resulting in improvement.

The Collaboration Framework has also helped us to develop a tool for tracking the different types of collaborative engagements within driver workstream activity. See diagram on below.

"We need to prioritise time together to collaborate across schools." Local Authority Officer



"Using collaboration to tackle strategically the tough challenges that persist across the years and establishing conditions for solutions to be developed." Education Scotland Officer



Based on evidence of progress so far, we predict a deepening of collaborative activity, with a greater emphasis on engagement in collaborative enquiry – focusing on impact on learners.

“Creating/managing time for people to reflect/discuss/share/support and challenge each other with improved outcomes at the heart.”

Head Teacher



Improvement

In order to understand whether changes made within priorities actually lead to improvement, the Northern Alliance workstream leads use an improvement methodology called the ‘Model for Improvement.’ This is a simple yet powerful tool for accelerating improvement, which has two parts:

- **The Thinking Part** – three key questions to help us plan for improvement
- **The Doing Part** – the PDSA (Plan-Do-Study-Act) cycle which supports us to test and implement changes. The PDSA cycle enables us to determine if the change is an improvement

Model for Improvement



The Northern Alliance driver teams have all engaged in ‘Model for Improvement’ professional learning and as a result, have developed:

- Measurable aims and a measure plan for each priority.
- Theories and change ideas to test whether they impact on process and outcome measures.
- Processes for tracking data over time to help them understand whether a change is leading to an improvement.

“Everyone understanding improvement methodology and how to measure improvement and ensure change isn’t just for change’s sake.”

Head Teacher

These processes are also shared with practitioners in order to build capacity and confidence in planning for improvement within schools, settings and teams. Within each driver workstream, there is a focus on building improvement capacity and sharing practice through collaborative enquiry, which will ultimately help us to understand whether the changes we have made, lead to improved outcomes for learners.



Culture

"Culture is the way we do things around here"- Deal & Kennedy

"Need to encourage boldness and bravery and share these...risk that we measure everything rather than innovate."

Head Teacher

Whilst making effective use of systems and processes to capture improvement is important, equally so is:

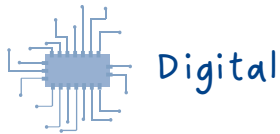
- Creating a learning culture in which people are encouraged to talk with their peers about mistakes and uncertainties in their practice, learn from them and move forward.
- Building relationships and trust between partners in a system.
- Establishing shared purpose.
- Developing shared values, principles and behaviours

If we work together to develop the right culture for collaborative improvement, practitioners, learners and parents and partners will feel more connected to improvement activity and agency will grow within and across schools, settings and teams. This will help us achieve the end goal of building collective responsibility for improving outcomes for all learners. In addition, the voices from the different parts of our system will help to shape and form local, regional and national policy.

Developing a collaborative culture is a key responsibility of our driver workstream teams and they will actively pursue representation from all sectors, (including Gaelic Medium) as well as the voices of our learners. The Northern Alliance Youth Advisory Group will be strong partners in working with our learners.

"Engaging meaningfully with young people to find out what their barriers are and how we can work with and support them to bring about the necessary changes." CLD Lead

We want to know whether we are growing a collaborative culture within our Northern Alliance system, and we will be using a sampling method to capture whether we are making progress over the life of the plan, surveying practitioners and learners from across our system.



The Pandemic has taught us that the use of digital can add significant value to the way we teach, we learn, we communicate and collaborate. This has been particularly evident across our RIC where we unlocked the potential to learn and work together across the mountains and seas between us, across sectors and settings to share what works for us and to learn with and from one another.

"Digital ways of working have already provided many more opportunities for working collaboratively over the last 2 years – important not to lose this as we return to face to face."

Teacher

Leveraging digital also means that we don't always need to travel many miles to attend professional learning sessions or collaborate with colleagues. This saves us time and money – and more importantly, supports our wellbeing. New ways of working have revealed the potential of opening up the curriculum to our learners, deepening connections to wellbeing and learning.

"How do we use digital to expand the curriculum for all young people?"
Education Scotland Officer

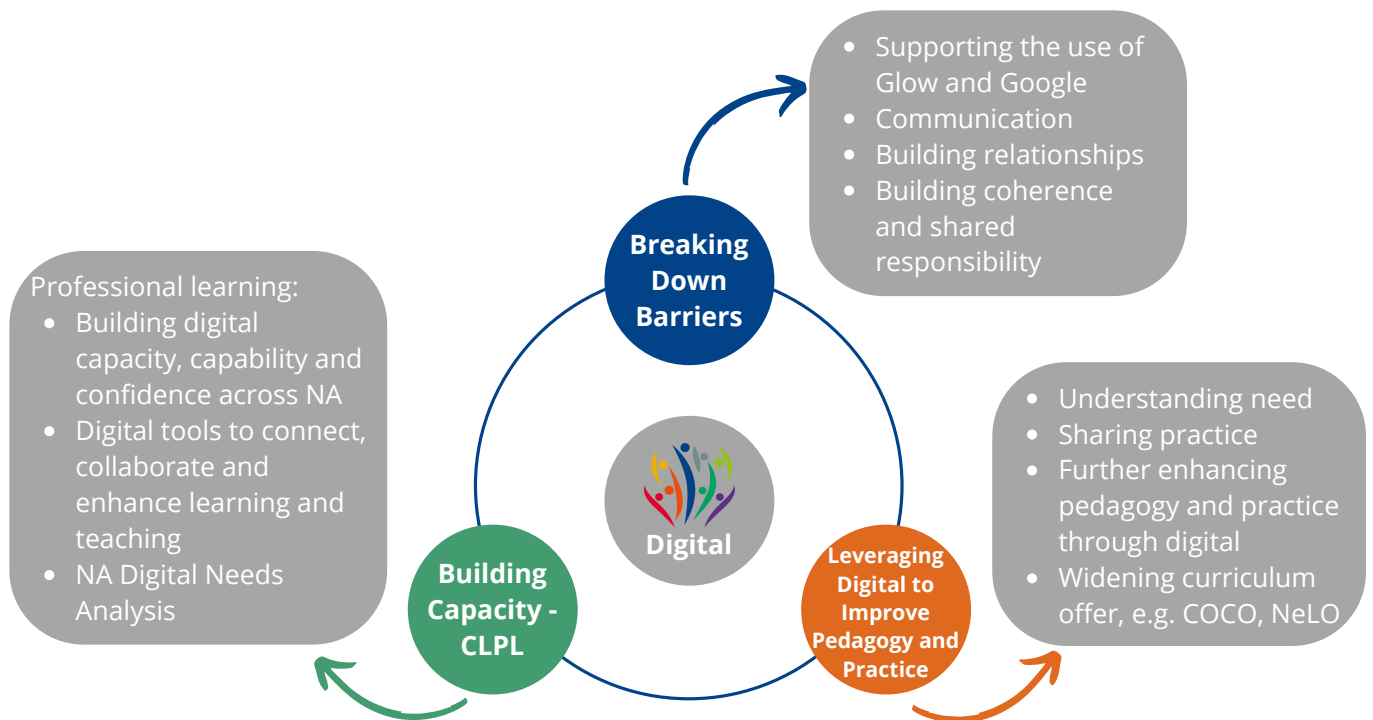
Our partnership working with e-Sgoil continues to grow and we continue to explore new and innovative ways of opening up learning opportunities through digital across our region.

We will continue to develop COCO, our collaborative online curriculum offer which is a collaboration of our 8 local authorities to offer learners the opportunity to access Senior Phase courses from other schools and places of learning across our region.

"There are now opportunities for children and young people from across the NA and beyond to share their learning and connect with others, this can be done more easily via digital platforms."

GME Teacher

However, there is still more work to be done to fully realise the potential of digital moving forward. There are barriers which we still have to overcome and we recognise the need to build confidence and capacity. We have identified 3 areas of focus for our digital team within the phase 4 plan.



We have also included digital as an area of focus within our suite of universal measures – focusing on:

- Accessibility of digital technology
- Acceptability of digital technology
- Availability of support to build confidence and capability

This data will help us to understand to what extent we are leveraging digital across the region, what the barriers are and where we need to target our activity.

Connecting with the Plan

This shared theory of action sets out how we aim to bring about greater freedom across the Northern Alliance to **connect, collaborate, to share and mobilise what works well, to problem solve and generate new ideas**. The ambition is to deepen connections to wellbeing and learning and to work together to break down barriers to wellbeing and learning with and for every learner. Your voices have shaped this plan and will continue to shape it as we work together to bring its content to life. Take a look at some of the themes we will be exploring together in the year ahead - you can find these in Appendix 4. Next step is to reach out to our team - you can find contact details in Appendix 5. Let's get going!

"For everyone in the system to have a sense of collective efficacy, that positive and real chances can occur, and we can be agents of that change." Teacher

APPENDIX 4 - PUTTING THE PLAN INTO PRACTICE - 2022-2023

Feeling well and learning well

- Curriculum design and pathways
- Learning environments
- Nurture and belonging
- Learning partners
- Learning, teaching and assessment- sharing expectations
- Engaging in collaborative enquiry

Breaking down barriers to wellbeing and learning

- Learner and family participation – working together to break down barriers to wellbeing and learning
- Using data effectively
- Sharing what works around national policy – e.g. UNCRRC, Morgan Review, The Promise



How we work and learn together

- How we create the conditions for meaningful collaboration
- Opportunities to connect and collaborate with colleagues on common themes
- Developing an online professional learning community

Working together to improve our system

- Understanding and using the Right Drivers to drive improvement from within
- Leading improvement at all levels of the system
- Sharing what works for you and learning from others
- Building collective responsibility for improvement within and across teams

APPENDIX 5 - KEY CONTACTS

<p>Regional Improvement Lead</p> <p>Depute Regional Improvement Lead</p>	<p>Laurence Findlay</p> <p>James Wylie</p>
<p>Project Management and Improvement</p>	<p>Kathleen Johnston - Quality Improvement Manager</p> <p>Jenny Foxen - Project Officer</p> <p>Andy Thompson - Data/Research Assistant (interim)</p>
<p>Wellbeing and Learning</p>	<p>Cheryl Sharp-Sturrock - Early Years</p> <p>Heather Grant - Primary</p> <p>Kirsty Campbell - Secondary</p> <p>Jacqui Yule - Digital</p>
<p>Social Intelligence</p>	<p>Anne Craig - Workstream Lead</p>
<p>Equality Investments</p>	<p>Ruth Reid - Workstream Lead (interim)</p> <p>Bernadette Cairns - Equalities</p> <p>Sue Briggs - Community Learning and Development</p>
<p>Systemness</p>	<p>Mike Burchell - Workstream Lead</p>
<p>Digital Depute Head Teachers</p>	<p>David Downham</p> <p>Thomas Webster</p> <p>Sarah Paterson</p> <p>Simon Hall</p>

CONNECT TO COLLABORATE



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ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
15 DECEMBER 2022

**UPDATES TO EDUCATION MANAGEMENT CIRCULARS AND GUIDANCE ON
MANAGING DISTRESSED BEHAVIOUR, MANAGING VIOLENCE AND
AGGRESSION AND EXCLUSIONS.**

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide Community Services Committee with an update on the refreshing of the *Managing Distressed Behaviour* Guidance and the Education Management Circulars 3.08 on *Exclusions* and 2.26 *Managing Violence and Aggression towards Staff*.

This documentation required to be updated to reflect national developments on Children's Rights and the United Nations Convention on the Rights of the Child, the National Additional Support for Learning Implementation Plan and The Promise as well as feedback from an ASN Tribunal in April of 2022 which highlighted some key areas for improvement.

There are no financial implications on the adoption of this updated documentation.

The recommendation is that these updates be noted.

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
15th DECEMBER 2022

**UPDATES TO EDUCATION MANAGEMENT CIRCULARS AND GUIDANCE ON
MANAGING DISTRESSED BEHAVIOUR**

2.0 INTRODUCTION

2.1 There is a need for the guidance on *Managing Distressed Behaviour* to be updated in light of emerging national guidance. In 2018 a report was published by the Children's Commissioner, *No Safe Place- Restraint and Seclusion in Scotland's Schools*. This resulted in 22 recommendations being put forward to the Scottish Government on practice of seclusion and restrictive physical intervention in Scottish Schools. There was also a National Additional Support for Learning review- led by Angela Morgan which resulted in the National ASL Implementation Plan being developed. Alongside the development of The Promise which seeks to improve the experience of Care-Experienced Children and Young People, and UNCRC becoming legislative in Scotland there has been a requirement to review our documentation and update it accordingly to ensure children's rights are at the centre of decision-making processes across Education Services.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee members note the updates to the attached documentation.

4.0 DETAIL

4.1 Since returning from lockdown periods there has been an increase in children showing distressed behaviour. There is a proportion of our younger children who are experiencing delays with the development of their social skills and the ability to regulate themselves and their emotions when interacting with other children. The review of the *Managing Distressed Behaviour Guidance* takes this into account by providing practice tools in the appendices which staff can use to guide them through the management of distressed behaviour in a child-centred and trauma-responsive way, building on the principles of a nurturing education.

- 4.2 There is an overlap of the processes and procedures when managing distressed behaviour in schools as, unfortunately, staff and children may become injured as a result of a distressed behaviour episode. Therefore, there is a need to update the Education Management circulars 2.26 *Managing Violence and Aggression towards Staff* and 3.08 *Exclusions* to align the processes and procedures with those in the guidance.

The Education Management Circulars 2.26 and 3.08 also required to be updated to reflect the national developments outlined in section 2.1 of this paper in regards to Children's Rights, the Additional Support for Learning Review and the implementation of The Promise.

- 4.3 In order to ensure that the updates to the Managing Distressed Behaviour Guidance and Management circulars 2.26 and 3.08 were appropriately informed by the voice of learners, a number of focus group activities took place with those who had been affected by previous policies and who would have valuable experience to share. The feedback received has been reflected in the policy updates attached.

5.0 CONCLUSION

- 5.1 In light of the significant impact of the Covid-19 pandemic, the distressed behaviour our children and young people are experiencing, emerging issues around exclusion of children with additional support needs, a disability or with care experience, it is recommended that the updates to the documentation are noted and accepted.

6.0 IMPLICATIONS

6.1 Policy - None

6.2 Financial - None

6.3 Legal – The statutory duties of the council will be met.

6.4 HR - None

6.5 Fairer Scotland Duty:

6.5.1 Equalities - protected characteristics – All legislative requirements will be met.

6.5.2 Socio-economic Duty- None

6.5.3 Islands - None

- 6.6 Climate Change - None
- 6.7 Risk – Appropriate consultation with Head Teachers and professional associations has taken place and mitigated potential risk.
- 6.8 Customer Service – improvement to provision will follow as staff will be following updated guidance to better meet the needs of the children and young people in Argyll and Bute.

Douglas Hendry - Executive Director with responsibility for Education

Councillor Yvonne McNeilly - Policy Lead for Education

28-11-22

For further information contact:

Jennifer Crocket, Head of Education: Lifelong Learning and Support

Email: Jennifer.crocket@argyll-bute.gov.uk

APPENDICES

Appendix A Guidance on Managing Distressed Behaviour

Appendix B Education Management Circular 2.26

Appendix C Education Management Circular 3.08



Customer Services: Education

GUIDANCE on: Managing Distressed Behaviour

Produced: October 2016
Updated: Oct 2018, Oct 2022
Owner: Inclusion and Equality Team

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5	Form for Recording Restrictive Physical Intervention(5 pages)
6	Restrictive Physical Intervention Log

1.	Introduction
1.1	<p>The Purpose of this Guidance is to:</p> <ul style="list-style-type: none"> • support and protect the interests and well-being of children and young people for whom staff have a shared responsibility and a duty of care in response to distressed or dysregulated behaviour • protect staff in the fulfilment of their responsibilities to children and young people • ensure that staff are aware of the associated legal issues • give guidance about the use of physical interventions with children and young people; • protect the Authority's Education Services which ultimately has responsibility for the actions of its staff.
1.2	<p>Rationale:</p> <p>Positive relationships and skilled management of children and young people's behaviour by staff are essential prerequisites for effective care and learning environments.</p> <p>Trauma informed practice seeks to understand and respond to the impact of trauma on people's lives. The approach emphasises physical, psychological, and emotional safety and aims to empower individuals to re-establish control of their lives. Staff should use their skills and knowledge to be trauma responsive and use a nurturing approach when working in situations where a child/ young person is showing distressed behaviour.</p> <p>Every child or young person has a right to the best care and education which can be provided in a partnership between schools, child care services, parents / carers, the local authority and the community.</p> <p>Staff have a right to work in an environment which is not subject to disruption or aggression.</p> <p>There can sometimes be occasions in any establishment when the distressed presentation of behaviours of children or young people</p>

	<p>challenge staff to maintain good order. A child or young person's behaviour may disturb other children or young people, or may place him / her or others at risk of harm.</p> <p>All staff need to know the appropriate steps to take to de-escalate situations, to minimise their severity and to avoid physical intervention or restrictive physical intervention becoming necessary. For all staff, physical intervention must be seen as the last available option. However, in cases where physical intervention of any kind requires to be used, it is imperative that staff follow the protocol to ensure the safety of all involved.</p>
1.3	<p>Principles underpinning the guidance:</p> <ul style="list-style-type: none"> • Working in partnership with families: supported, wherever possible, by practitioners who know the child or young person well, know what they need, what works well for them and what may not be helpful • Respecting confidentiality and sharing information appropriately: seeking agreement to share information that is relevant and proportionate while safeguarding the rights of children and young people to confidentiality • Promoting the same values across all working relationships: recognising that respect, patience, honesty, reliability, resilience and integrity are qualities which are valued by children, young people, their families and colleagues • Making the most of bringing together each worker's expertise: respecting the contribution of others and cooperating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or area of responsibility • Co-ordinating support: recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help • Building a competent workforce to promote the wellbeing of children and young people: being committed to continuing individual learning and development and improvement of inter-professional practice
1.4	<p>Protocols, Plans and Programmes:</p> <p>All behaviour is communication and in most situations a child or young person's behaviour can be understood and predicted. Staff who know a child or young person well will be able to foresee and plan for the type of situation which may cause that child or young person severe stress or</p>

	<p>frustration and which may result in an incidence of distressed behaviour.</p> <p>All staff should be aware of children or young people whose behaviour can be unpredictable or can quickly become dysregulated and also those with additional support needs which impacts on their ability to manage their own behaviour. It is imperative that all necessary information relating to a child or young person is shared with all relevant staff members, in order to allow high quality interventions to be planned for each individual who requires them.</p> <p>Behaviour management and support protocols, agreements between a child or young person, their parents / carers and staff about how to prevent, minimise and manage specific, potentially challenging situations, must be agreed and established for all situations in which a child or young person's behaviour may indicate significant dysregulation. These protocols should clearly link to the behaviour and learning targets which are included in the child or young person's Child's Plan or Co-ordinated Support Plan (CSP).</p>
1.5	<p>Definitions:</p> <p>The term 'physical intervention' describes a wide range of actions. However, broad distinctions can be made between non-restrictive and restrictive physical interventions. Interventions of any type should be dispensed supportively and in direct response to behaviours which present potential harm to the child/young person or those around them.</p> <p><i>Non –restrictive physical interventions:</i></p> <p>Where the child or young person's movement is not restricted or where they are held supportively, but in such a way that they will be released immediately if they so wish</p> <p>Examples:</p> <ul style="list-style-type: none"> • Guiding/shepherding a person from A to B • Use of a protective helmet to prevent self-injury • Removal of a cause of distress • Turning or redirecting a person from an area of danger <p><i>Restrictive physical interventions:</i></p> <p>To prevent, impede or restrict movement or mobility using direct force or restraint.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Holding a child or young person • Blocking a child or young person's path • Interposing <p>All of these examples are acts of care and control aimed at ensuring the safety</p>

	of the child or young person and / or of others. Any incidence of interventions of this nature should be as a last resort and used only in relation to the safeguarding of the child/young person or those around them at risk of potential harm as a result of the child/young person's distressed/dysregulated behavior.
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2.	Background
2.1	<p>Health and Safety:</p> <p>Argyll and Bute Council has legal obligations to ensure the safety of its staff and of service users. These obligations include:</p> <ul style="list-style-type: none"> • Ensuring safe workplace practices • Carrying out risk assessments and taking appropriate action to eliminate or control risks and • Providing appropriate information, instruction and training for staff <p>Whilst the legal liability of health and safety laws remain with the Council, each head teacher / manager is responsible for the day to day management of all health and safety measures as they relate to the establishment.</p> <p>All employees are expected to co-operate in the implementation of the Council's Health and Safety policy by:</p> <ol style="list-style-type: none"> a) acting in the course of their employment with due care for their own safety and that of others, who may be affected by their acts or omissions at work; b) co-operating, so far as is necessary, to enable the Council to perform any duty or comply with any requirements, as a result of any health and safety legislation which may be in force; and c) using correctly all work items provided by the Council in accordance with the training and the instructions they receive to enable them to use the items safely.
2.2	<p>Legal Considerations:</p> <p>The use of physical interventions involves important legal and ethical considerations, which need to be fully explored by the service concerned. Any physical intervention must employ the minimum level of force, for the least amount of time needed. It cannot be used solely to force compliance with staff instructions, unless refusal to comply would lead to safety being seriously compromised and possible injury.</p> <p>It is a criminal offence to use physical force, unless the circumstances give rise to a 'lawful excuse' or justification for the use of force. Such</p>

	<p>justification may be to prevent an injury to oneself or to others or to prevent serious damage to property. In these circumstances, the minimum reasonable amount of force may be used.</p>
2.3	<p>Education and Child Care Law:</p> <p>Any act by which the civil, legal or human rights of a child or young person may be infringed must be fully justifiable. As a result, making a decision regarding the use of physical intervention naturally raises staff member's anxiety and may lead to a failure to act. However, opting to do nothing is as much a decision as is responding; staff have a duty of care to the children and young people in their charge and in some circumstances, failure to intervene in a situation at some level could be viewed as negligence.</p> <p>The Equality Act (2010) protects individuals from unfair treatment and promotes a fairer and more equal society. The characteristics that are protected by the Equality Act 2010 are :</p> <ul style="list-style-type: none"> Age Disability Gender reassignment Marriage or civil partnership Pregnancy and maternity Race Religion or belief Sex Sexual orientation <p>Section 16 of the standards in Scotland's Schools etc Act (2000) remains the most recent legislation for schools. It states that:</p> <p>“Corporal punishment shall not be taken to be given to a pupil by virtue of anything done for reasons which include averting –</p> <ul style="list-style-type: none"> (a) an immediate danger of personal injury to; or (b) an immediate danger to the property of, any person (including the pupil concerned).” <p>This infers that restrictive physical intervention by a staff member for one of the above reasons, is permissible. It is recommended however, that damage to property should only be considered a relevant justification for the use of physical intervention or restraint when such damage to property could endanger people's lives or result in serious injury.</p> <p>The Children and Young People's Commissioner Scotland's (CYPCS) first investigation was on 'physical restraint and seclusion' in schools. ‘No Safe Place’ was published in December 2018, and listed a number of recommendations, a number of which were applicable to the Scottish Government.</p>

Following engagement between Scottish Ministers, CYPCS and the Equality and Human Rights Commission during 2019 there is a working group developing new guidance and collating examples of best practice within local authorities to share. The government guidance will ensure appropriate links with [Included, Engaged and Involved part 2: A positive approach to preventing and managing school exclusions](#): and with other policy areas including ASN, Trauma-informed Practice, Child Protection and Safeguarding, Positive Relationships and Nurture.

The main intention of any restraint is to protect a pupil or member of staff from harm. This should only be attempted as a last resort and where restraint is considered necessary to achieve this result.

Staff may only physically restrain a child when it is the only practicable means of securing the welfare of that child or another child and there are exceptional circumstances. Staff must reasonably believe that:

- a child will cause physical harm to themselves or another person;
- a child will run away and will put themselves or others at serious risk of harm; or
- a child will cause significant damage which is likely to have a serious emotional effect or create a physical danger

Restrictive physical intervention and restraint can only be justified if all other intervention strategies and non-physical methods have proved ineffective and there is an immediate danger of physical harm to individuals. No member of staff is expected to undertake restrictive physical intervention or restraint when doing so would place them in danger of physical harm.

All staff have a duty of care and will need to use their professional judgement as to whether or not to use reasonable force to avoid a situation escalating out of hand. Members of staff may, if acting in accordance with this guidance, intervene to avert such immediate dangers.

Failure to act at any level when there is evidence that a greater or more significant harm may occur could result in allegations of negligence and consequent civil litigation.

Excessive use of force may result in criminal proceedings for assault, or in civil proceedings for damages. In addition, disciplinary action may be taken against a member of staff if there is evidence that the force used was excessive or unreasonable.

Getting It Right For Every Child (GIRFEC):

Adhering to the principles of GIRFEC is a consistent way for people

to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements.

Getting It Right For Every Child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

The wellbeing of children and young people is at the heart of GIRFEC. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence. The eight Well-being Indicators are:

1. Safe
2. Healthy
3. Achieving
4. Nurtured
5. Active
6. Respected
7. Responsible
8. Included

The four capacities aim to enable every child and young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

These are the basic requirements for all children and young people to grow and develop and reach their full potential.

Staff members involved in supporting children and young people who may demonstrate challenging behaviour should be aware of the Wellbeing Indicators and keep them in mind when intervening in any situation.

It is essential for staff to be aware that any planning around managing distressed behaviour should be included in the Child's Plan. This is particularly relevant when completing risk assessments. The Link to Argyll and Bute Council Risk Assessment guidance and the Argyll and Bute Council Risk Assessment Form [can be found here](#).

2.4

Human Rights Law:

Article 3 of the European Convention on Human Rights (1953) prohibits inhumane and degrading treatment. Any inappropriate or unjustified restraint (see paragraph 5.5 p10) may fall into this category as well as being dealt with through criminal and civil law.

2.5	<p>United Nations Convention on the Rights of the Child:</p> <p>The UNCRC is the 'gold standard' across the world for children's rights. It covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. The UNCRC (Incorporation) (Scotland) Bill is a proposed new law that will incorporate the UNCRC into the law in Scotland.</p> <p>Article 19 of the <u>United Nations Convention on the Rights of the Child</u> (1989) gives children and young people the right to be free from all forms of violence, and article 37 states that governments must do everything to protect children and young people from torture or other cruel, inhuman or degrading treatment or punishment.</p> <p>Where a member of staff uses physical intervention or restraint, they must take all measures to ensure that they are only doing so as a last resort when all other options have been considered and restraint is necessary.</p>
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3.	<p>Duty of Care</p> <p>Argyll and Bute Council recognises that many staff are concerned that any form of restrictive physical intervention leaves them open to allegations of misconduct. However, employees working directly with children or young people have a duty of care in relation to the physical wellbeing of children and young people, and colleagues.</p> <p>Failure to act on some level when there is evidence that a greater and significant harm may occur could result in allegations of negligence and consequent civil litigation.</p> <p>When the action taken is in line with this guidance then Argyll and Bute Council, as part of its duty of care to staff, will support its employees. Staff should adhere to this guidance and protocols contained within the appendices.</p>
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4	<p>Implications for Heads of Establishments</p> <p>All establishments must use this guidance.</p> <p>Staff must complete risk assessment training before attempting to use Argyll and Bute risk assessment paperwork.</p>
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	<p>Head teachers/Managers must ensure that:</p> <p>a) Risk assessments are carried out where necessary, for the purpose of establishing appropriate protocols and are recorded appropriately;</p> <p>b) Supportive protocols are agreed and developed with the child or young person, parents and relevant agencies involved and recorded appropriately;</p> <p>c) Staff members understand the protocols that are in place for children who demonstrate distressed behaviour and follow them basis;</p> <p>d) Supportive protocols are monitored, reviewed and updated on a regular basis;</p> <p>e)</p> <p style="padding-left: 40px;">Staff members, where appropriate, are offered training in approved methods of physical intervention. Within Argyll and Bute the approved provider of physical intervention is the CALM organisation and our trainers that have been trained and approved by the CALM organisation are the only people that should provide this training in our establishments.</p> <p>f) Staff are reassured that their senior managers and other colleagues care for their welfare and protection;</p> <p>g) Staff members are supported to recognise that they will experience an emotional response to challenging situations that it is normal. Where staff members feel their emotional response is affecting their ability to respond to pupils calmly, they must feel able to call on the support of other staff without feeling compromised;</p> <p>h) Staff members are encouraged to see that the reporting and recording process associated with physical intervention and restraint is not negative or punitive. In all services the information will be used to support staff, prevent further incidents and enable an assessment of further training requirements for staff or the need for further action or support for the child.</p>
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5	Principles Relating to Physical Intervention
	It is essential that every member of staff is aware of these principles

	<p>and applies them to their practice:</p> <p>a) Restrictive physical intervention, up to and including physical restraint, should be used only as a last resort when all other strategies have been considered;</p> <p>b) Such restrictive physical intervention should serve to de-escalate or prevent a violent or potentially violent situation; and</p> <p>c) Physical intervention should not be used as a method of enforcing discipline or compliance when there is no serious risk to individuals.</p>
5.1	<p>When it is apparent that a child or young person is not responding to the emotional and supportive behaviour management strategies being used by an individual member of staff and a violent incident seems imminent, then wherever possible another member of staff must be summoned (as per school / service protocol). This will not be seen as failure, the presence of a second adult could prove helpful in ensuring safety, objectivity and calm control, as well as providing a full and valuable debrief to take place as outlined in the protocol.</p>
5.2	<p>If all steps have been taken to ensure that a child or young person does not exhibit violent behaviour towards another person and the situation continues then other persons present should be removed to a place of safety if it appears that a situation may escalate and require the use of force.</p>
5.3	<p>When it becomes necessary to restrain a child or young person, staff should maintain a calm and reassuring manner, without analysing the incident at this point.</p>
5.4	<p>Restraint must at all times be “reasonable” and judgement of what constitutes “reasonable” rests with the member of staff at that point in time. “Reasonable” is the minimum restraint a responsible adult would exercise to prevent physical injury, always bearing in mind danger to those concerned.</p>
5.5	<p>Care must be taken to avoid pain or injury to the child or young person. Restraint must never:</p> <ul style="list-style-type: none"> a) Interfere with breathing, blood supply or genital areas; b) Involve holding the head, throat, wrists, joints or fingers.
5.6	<p>Restraint should be relaxed and released as soon as possible to allow the child or young person to regain self-control. The child or young person should be told what will happen next to avoid unnecessary anxiety. At the appropriate stage, if the member of staff is going to release the grip and stay quietly with the child or young person, this should be explained.</p>
5.7	<p>Restraint should always be an act of care, never of punishment.</p>

5.8	A child or young person must never be asked to restrain another child or young person.
5.9	When considering whether a staff member should undertake training in restraint, managers must take into account the need for this type of training, and the appropriateness of allowing that individual to undertake this type of physical task.
5.10	Staff members should not physically intervene to prevent damage to property when doing so would place them at increased risk.

6	Procedural Points Following Restrictive Physical Intervention
6.1	Any incident where restrictive physical intervention has been used must be reported to the head of establishment immediately and the circumstances and justification recorded.
6.2	Parents / carers must be contacted by the head of establishment at the earliest opportunity, and, in any instance, on the same day. Any use of CALM techniques or restrictive physical intervention must be logged on the appropriate Restrictive Physical Intervention Log sheet (Appendix 6). Higher level techniques must also be recorded on the Recording Restrictive Physical Intervention Form (Appendix 5). The recording flow chart in Appendix 4 illustrates this for staff.
6.3	Both the child or young person and their parents / carers must be made aware of the reasons why restraint was necessary. The views of the child or young person and their parents / carers should be recorded at the time of discussion on the Form for recording restrictive physical intervention (Appendix 5).
6.4	Where restrictive physical intervention has been used, an Incident Record form – PER/S/100C (Appendix 3) should also be completed. The head of establishment should discuss the incident and reasons with the member of staff involved and support should be provided as appropriate. Where an incident involves violent conduct towards staff the Incident Record- PER/S/100C form must be sent to the School Support Manager who will check and record the incident and forward it to the Council's Health and Safety Officer. A copy will then be sent to the Inclusion and Equality Education Support Officer with responsibility for training, monitoring in order to provide a regular A+B wide overview of challenging and distressed behaviour involving pupils with ASN.
6.5	After the incident, time must be taken to ensure that the member of staff involved has the opportunity to discuss the incident and their feelings around it. Personnel directly involved may require some protected time to reflect. After a serious incident it is sometimes helpful for staff to have an opportunity to discuss with someone (possibly a colleague) who is external to the establishment and / or not in a line management relationship to them. Members of the Inclusion and Equality team are available to provide time and space for staff to discuss the incident.

6.6	This will also be an appropriate time to conduct a debrief of the incident, reconsider the strategies in place and re-assess risks in light of what has happened. Time needs to be taken to obtain helpful information from the child, parent/carers and staff about triggers and strategies which could potentially mitigate the risk of a situation escalating significantly.
6.7	The effectiveness of the application of this guidance will be monitored by Education and Children's Services and this will ensure that the use of physical restraint is always appropriate.

7	Principles Relating to seclusion
7.1	<p>Definition: "An act carried out with the purpose of isolating a child or young person, away from other children and young people and staff, in an area in which they are prevented from leaving". Scottish Government. Physical Intervention in Schools: draft guidance 2022.</p> <p>"Any use of seclusion is likely to contravene Article 5 of the Human Rights Act." Article 5 speaks of the right to liberty and security and its use in any setting could be questionable". ECHR Article 5</p>
7.2	Seclusion could involve separating someone against their will, restricting freedom of movement and forcing them to spend time alone. This could include locking or holding doors/windows closed to prevent an individual from leaving, including blocking an exit.
7.3	It is particularly important for us to acknowledge the issues on the use of seclusion in in our schools and make a clear distinction between the use of a supervised, separate space as a planned response to a child's individual needs and placing a child in a room on their own where they are unable to indicate and receive an immediate response to discomfort or distress.
7.4	<p>Key features of seclusion</p> <p>The child or young person cannot leave the space in which they have been secluded.</p> <p>Staff blocking an open door, or in any other way preventing the child or young person from leaving a room or space in which they have been moved to, is considered seclusion</p> <p>A child or young person's consent is not a feature of seclusion</p>
7.5	<p>Implications of seclusion</p> <p>Seclusion, similar to other forms of restraint, places an additional level of temporary restriction on a child or young person's freedom of movement. However, the use of seclusion also carries the risk of depriving a child or young person of their liberty. There is no legal process for authorising a deprivation of liberty in a school context. This means that the use of any act which deprives a child or young person of</p>

	<p>their liberty would not be in accordance with the law, and the education provider may be legally challenged.</p> <p>Seclusion should only ever be used in an emergency to avert an immediate risk of significant harm to the child or young person, or others, where no less restrictive option is viable. It should end as soon as the immediate risk is reduced.</p>
	<p>Before seclusion is used, the following safeguards should be in place.</p> <ul style="list-style-type: none"> • Seclusion should not form part of any child's plan. Staff may wish to review current plans and update where necessary to reflect this position. • In emergency situations, a dynamic risk assessment should always take place. This should consider: <ul style="list-style-type: none"> ○ the best interests of the child or young person; ○ the risk of injury posed to others; ○ the age of the child or young person, physical health, additional support needs, disability and any known experience of trauma – some children and young people would find it excessively stressful to be secluded, which in some cases could cause panic attacks; ○ the least restrictive response available; and ○ all viable alternatives, which may include co-regulation strategies, staff-led withdrawal, and the risk of not intervening. • Seclusion must never be used as a form of punishment or as a means of securing compliance. • There must be a rational connection between the method, severity and duration of seclusion and the risk of injury posed. • Any room or area that might be used should be subject to a dynamic risk assessment to ensure it is safe, dignified, comfortable and would minimise the distress that a short period of seclusion would bring. • All staff should be made aware of the alternative, less restrictive approaches that should be considered ahead of emergency seclusion.
	<p>During seclusion, the following safeguards should be in place.</p> <ul style="list-style-type: none"> • Seclusion must only ever be used for the shortest possible time and in the least restrictive manner possible. • Every effort should be taken to protect the dignity of the child or young person during seclusion. • If staff consider there to be a strong justification of why it is essential for a child or young person to be confined to a space and prevented from leaving, staff should be asked to supervise the child or young person. A senior member of staff should also attend to undertake an additional dynamic risk assessment of the incident and the response. • The child or young person must never be left unsupervised. Wherever possible, staff should remain in the same space as the child or young person to help them regulate their emotions and behaviour in order to bring the period of seclusion to an end.

	<ul style="list-style-type: none"> • Efforts should be made to maintain positive communication with the child or young person for the duration of the seclusion. • As soon as the immediate risk of significant harm has passed, the child or young person should be free to leave the space they are in and should be offered support to return to an appropriate space. <p>After seclusion, the following safeguards should be in place.</p> <ul style="list-style-type: none"> • Support should be provided and debriefs must always take place following the use of seclusion. • This should always involve an immediate health, safety and wellbeing assessment of the child or young person who was secluded by those involved. • Where a child or young person or a member of staff has been physically injured or needs medical assistance, this should be sought immediately from the first-aider or relevant health service, if appropriate. • Any specific post-incident support identified in any child's plan should be followed. • While children and young people and staff may benefit from a debrief and support to process the events and make sense of them, this should only happen when they feel composed and safe enough to participate. Some children and young people may be unable to participate in this process due to their stage of cognitive development. • If a child or young person has been physically injured or is judged to have suffered significant harm as a result of the seclusion, child protection procedures should be followed. Disciplinary procedures may also run parallel to the child protection investigation. • All uses of seclusion must be recorded, monitored and reported, using the same processes as outlined in this guidance for restrictive physical intervention.
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8	Staff Training
8.1	Effective care and learning can only happen in an environment where positive relationships are fostered and where partnership working between staff and children or young people and parents is promoted and supported. Staff members play a major role in developing this partnership by utilising their skills to manage the children or young people effectively. These skills include those of effective planning and organisation, and those of preventing, minimising and managing potentially problematic situations. Education and Children's Services offer training to support staff in developing these skills through the courses offered in Education Training Calendar. It is essential that managers continue to support their staff to attend these events.
8.2	Where there are concerns about the possibility of volatile and distressed behaviour, managers must ensure risk assessments are carried out to identify potentially violent situations and appropriate strategies to attempt to prevent these situations occurring, thus minimising the need for staff to

	employ physical restraint techniques. This may include offering training to staff in procedures to minimise the dangers of harm to children and young people, themselves and others. Where staff are unable to undertake this training further consideration will be given to their deployment within the service.
8.3	The only training in restrictive physical intervention accepted and authorized for dispensation by Argyll and Bute Council Education and Children's Services is that provided by CALM Training Services Ltd and Argyll and Bute staff Who have undertaken accredited professional learning as CALM trainers. Any staff who utilise CALM methods for restrictive physical intervention who use these methods must have undertaken the required training and be recorded by the Inclusion and Equalities team as having done so. CALM techniques must not be cascaded to other staff by staff members who have undertaken this training.
8.4	Staff trained in the use of CALM techniques must maintain their skills and have time protected to allow them to undertake the appropriate level of practice and annual re-accreditation. Both individual members of staff and Argyll and Bute Council are vulnerable to legal action if staff utilise the CALM methodology for restrictive physical intervention without valid and up-to-date accreditation.
8.5	This guidance will be issued to all Education and Children's Services establishments and should be reflected in individual establishment practice.
8.6	Staff members who have taken all reasonable measures in line with this guidance can be assured of Argyll and Bute Council support.
8.7	If Head Teachers have any questions in relation to this guidance they should contact their Education Support Officer in the first instance.

9	Links to existing policies and procedures
	<p>It is important that there is clarity and consistency regarding how staff groups and individuals manage situations where physical intervention or restraint becomes necessary. It is important to ensure that any action will be part of a process following risk assessment and effective planning and that this guidance is read and implemented in conjunction with the following documents:</p> <ul style="list-style-type: none"> • Child Protection Guidelines • Health and Safety Policy • Risk Assessment Guidance • Guidance on Lone Working • Maximising Attendance at Work policy and Argyll and Bute Employee Well-being Strategy • Reducing Stress in the Workplace Policy

10	<p>Monitoring and reporting</p>
	<p>Regular monitoring and reporting at all levels is required to support the implementation of this guidance. Key responsibilities are detailed below.</p> <p><i>At school and service level</i></p> <ul style="list-style-type: none"> • A CALM link person must be identified in each school where there are staff trained in Physical Intervention and / or Small Holds techniques. This person will be responsible for facilitating communication between staff and the area Education Support Officer for Inclusion and Equality. • The CALM link person will be required to ensure that appropriate restrictive physical intervention log and record of restrictive physical intervention form are submitted to the appropriate Education Support Officer. Restrictive Physical Intervention Logs should be submitted on a termly basis (Appendix 6) to the area Education Support Officer for Inclusion and Equality. Restrictive physical intervention forms should be submitted within ten days of any incident (Appendix 5) to the area Education Support Officer for Inclusion and Equality. The restrictive physical intervention log must be shared with a line manager and/or Senior Management Team. • Head teachers or Team Leaders are required to ensure that all CALM trained staff receive regular refresher training opportunities to ensure that all staff are working within the legal framework outlined by the Management of Health and Safety at Work Regulations (1999). • In addition, Head teachers are responsible for monitoring and evaluating the use of CALM techniques within the establishment, and for the analysis of statistics that will feed into the school or service improvement plan. <p><i>At authority level</i></p> <ul style="list-style-type: none"> • To work with the school or service to develop a culture where the use of CALM techniques is minimised by building capacity within the staff team to de-escalate aversive situations • Analysis of statistics submitted by the appropriate Education Support Officer and development of performance indicators that are outcome focused • To ensures all establishments are working within the legal framework.

Appendices

Appendix 1 Risk Assessment run through form

Appendix 2 Distressed Behaviour Practice Tool

Appendix 3 Incident Report Form PER/S/100C

Appendix 4 Recording Flowchart

Appendix 5 Form for Recording Restrictive physical interventions (5 pages)

Appendix 6 Restrictive Physical Intervention Log Sheet

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Appendix 1



Risk Assessment run through form.

This form should be used to help inform the completion of the Risk Assessment for the first time. Agreed strategies and outcomes for behaviour support should be included in the child plan.



Risk Assessment run through Form (page 1 of 3)

Name of Child:	
Group or Class:	
Key Worker or Teacher:	
Establishment:	

Identification of Risk	
-------------------------------	--

Describe the risk	
Is the risk possible or actual?	
List who is affected by the risk	

Assessment of Risk	
---------------------------	--

In which situations does the risk usually happen?	
How likely is it that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to happen?	
How serious are the outcomes?	

Assessment completed by:
Signature:

Date:

Head Teacher/ Named Person:

Date:



Risk Assessment Run through form (page 2 of 3)



Options to reduce the risk			
Measures	Possible options	Benefits	Drawbacks
Early action to manage risk			
Deliberate action to prevent risk when escalation of behaviour occurs			

Agreed behavior management plan		
Focus of measures	Measures to be employed	Level of risk
Early action to manage risks		
Deliberate action to prevent risks when escalation of behaviour occurs		

Agreed by:
Head Teacher/ Named Person:

Date:



Risk Assessment run through form (page 3 of 3)



Communicating the behavior management plan		
Plans or strategies shared with	How this was done	Date

Staff training			
Identified training needs	Training provided to meet needs	Name of staff trained	Date training completed

Evaluating the behavior management plan		
Measures set out	Effectiveness in supporting the child	The effect on the risk
Early action to manage risks		
Deliberate action to prevent risks		
Action for the future		

Plans and strategies evaluated by:
Head Teacher/ Named Person:

Date:

Appendix 2



Distressed Behaviour Practice Tool- this should be used as a tool to help inform the outcomes for the child's plan.





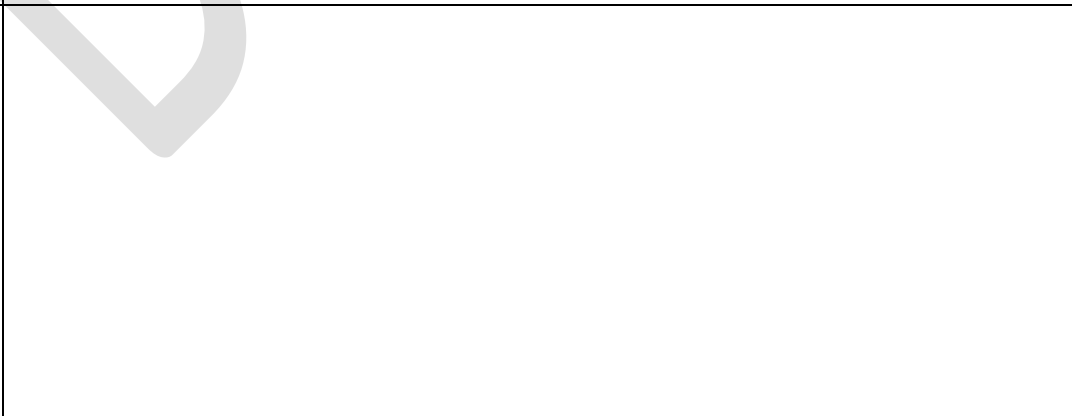
Information from Risk Assessments can be used to develop an individual behaviour support protocol. This can in turn influence outcomes within child planning. The behaviour support protocol requires to be as specific as possible, stating the sequence of behaviours present in the individual child or young person's escalation, followed by the procedures to be used to minimise the escalation of these behaviours. There should be a brief entry in pastoral notes to indicate that a behaviour support protocol has been developed and the timeframe it is in use.

Clarification of the roles of all staff members involved, in addition to specific strategies identified as being appropriate for the individual child or young person should be recorded in this form. This will ensure maximum consistency in dealing with the challenging behaviours presented by the child or young person.

Distressed Behaviour Support Protocol				
Name		Class	Date of Plan	
Distressed behaviour History:				
Positive, Regulated Behaviour Target(This is the behaviour we wish to see)		The Child is able to....		
Indications of [child name] displaying distressed behaviour and required staff responses				


Behaviour	Response
-----------	----------

<p>Support Personnel Role / Procedures: In this section the roles of all involved members of staff should be outlined, i.e. class teacher, Pupil Support Assistant, ASN assistant, Pupil Support Teacher, Headteacher, Family liaison officer, social worker.</p>


<p>strategies for de-escalation and support required to help the child/ young person regulate their emotions</p>	
<p>Criteria for success</p>	

Child / young person comment with date and signature	
Parent carer comment with date and signature	
HT comment with date and signature	
Class teacher comment with date and signature	
Partner agency comment with date and signature	

Appendix 3 Incident Report Form PER/S/100C

		PER/S/100C INTERNAL ACCIDENT/INCIDENT REPORT FORM To be completed by relevant Line Manager and then sent to School Support Manager - susan.tyre@argyll-bute.gov.uk and healthandsafety@argyll-bute.gov.uk			
		CHIEF EXECUTIVES' UNIT	HEALTH & SOCIAL CARE PARTNERSHIP	CUSTOMER SERVICES	DEVELOPMENT & INFRASTRUCTURE
Name of Injured Person:		Occupation:		Employee: <input type="checkbox"/> Resident <input type="checkbox"/>	
				Non-Employee: <input type="checkbox"/> Pupil <input type="checkbox"/>	
Place of Employment:		Service/Section:		Date of Birth: / /	
Male: <input type="checkbox"/>	Female: <input type="checkbox"/>	Home Address: Postcode:		Work Tel: Home Tel:	
DETAILS OF ACCIDENT/INCIDENT					
Location:		Time/Date of Incident:		Time/Date Reported:	
Reported To:		Designation:		Tel No:	
Reportable Under RIDDOR: YES/NO		RIDDOR Notification number:		(Attach e-Copy)	
NATURE OF INCIDENT		TREATMENT PROVIDED		TYPE OF INCIDENT	
FATALITY <input type="checkbox"/>	<input type="checkbox"/> NO TREATMENT <input type="checkbox"/>	SLIP/TRIP (Same Level) <input type="checkbox"/>	HAZARDOUS SUBSTANCE <input type="checkbox"/>		
MAJOR INJURY <input type="checkbox"/>	<input type="checkbox"/> FIRST AID ON SITE <input type="checkbox"/>	SLIP/TRIP (At Height) <input type="checkbox"/>	MANUAL HANDLING <input type="checkbox"/>		
OVER 7 DAY INJURY <input type="checkbox"/>	<input type="checkbox"/> DOCTOR/NURSE <input type="checkbox"/>	VIOLENCE (Physical) <input type="checkbox"/>	HIT BY FALLING OBJECT <input type="checkbox"/>		
MINOR INJURY <input type="checkbox"/>	<input type="checkbox"/> SENT TO HOSPITAL <input type="checkbox"/>	VERBAL ABUSE <input type="checkbox"/>	HIT BY MOVING OBJECT <input type="checkbox"/>		
NO INJURY <input type="checkbox"/>	<input type="checkbox"/>	PLANT/MACHINERY <input type="checkbox"/>	ELECTRICAL <input type="checkbox"/>		
DANGEROUS <input type="checkbox"/>	<input type="checkbox"/>	WORKING AT HEIGHT <input type="checkbox"/>	OTHER* <input type="checkbox"/>		
REPORTABLE DISEASE <input type="checkbox"/>	<input type="checkbox"/>	ROAD TRAFFIC ACCIDENT <input type="checkbox"/>			
Time/Date Employee Stopped Work: am/pm on / /			* Include in description of incident		
DESCRIPTION OF INCIDENT: (Give brief details of the incident including the part and side of body affected)					
(State what actions have been taken to prevent a recurrence? Including OHP referral if health issues may have had an impact).					
NAME/ADDRESS OF WITNESSES:		1.		2.	
AUTHORISED PERSON COMPLETING REPORT:					
Name:		Signature:		Designation:	
Address:		Date:			
Postcode:					
To be completed by relevant Line Manager and then sent to susan.tyre@argyll-bute.gov.uk and healthandsafety@argyll-bute.gov.uk				Date of Return to Work: / /	
HEALTH AND SAFETY SECTION USE ONLY					
Incident investigated by the Health and Safety Section: YES/NO					
Incident Report Required: YES/NO					
Date Incident Report Completed: / /					
Date Copied To Department: / /					
LINE MANAGER / RESPONSIBLE PERSON SIGNATURE:		DESIGNATION:		DATE:	
THIS FORM MUST BE COMPLETED IN ACCORDANCE WITH THE COUNCIL MANAGEMENT STANDARD					
COPY 1 - Retain on File at the Offices of the Responsible Person			COPY 2 - Send to susan.tyre@argyll-bute.gov.uk and healthandsafety@argyll-bute.gov.uk		

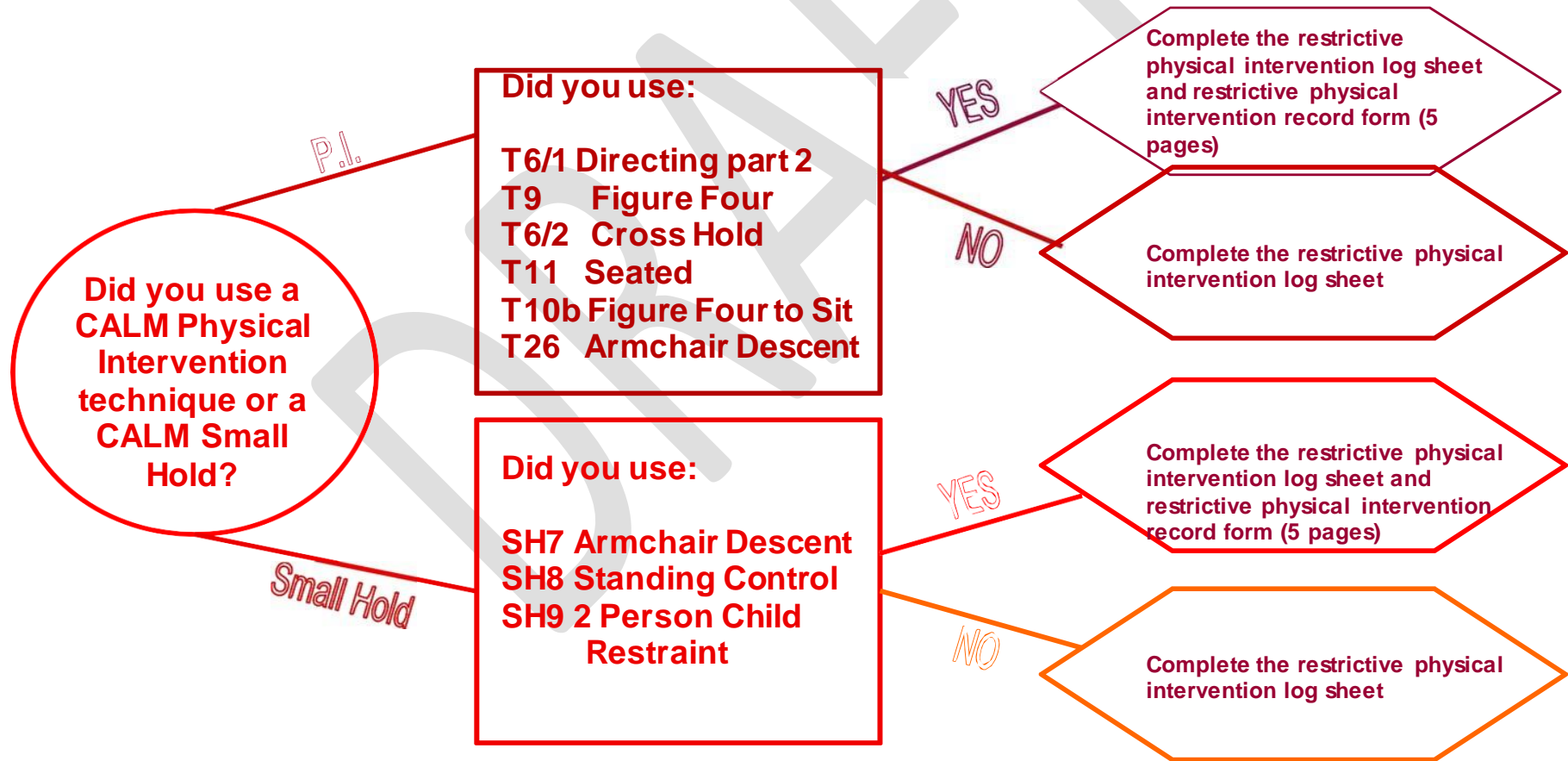
Appendix 4



Recording Flowchart



The flowchart on the following page should be used to support staff to complete the appropriate forms following the use of any physical intervention techniques. Before completing any physical restraint forms or log sheets you need to be sure the person has received and completed training by a qualified CALM trainer.



Appendix 5



Recording Restrictive Physical Intervention Form



This form must be completed when any of the following techniques are used by members of staff who are trained in CALM Physical Intervention techniques, or CALM Small Holds:

T6/1 – Directing part 2

SH7 – Armchair Descent

T9 – Figure Four Hold

SH8 – Standing Control

T6/2 – Cross Hold

SH9 – 2 Person Child Restraint T11 –

Seated

T10b – Figure Four to Sit T26 –

Armchair Descent

When completing this form, avoid the use of subjective language. Be as specific about the incident as you can as this may help to identify potential triggers or patterns of behaviour.

It is imperative that the child or young person's views of the incident are also recorded. This need not be written by the child, but can be dictated to a staff member, or done in any other suitable format.

Once completed, a copy of the form should be retained in the establishment and the original sent to the Education Support Officer for Inclusion and Equalities for the area.


Part 1 A (Fill this in immediately after the incident and no later than 24 hours afterwards)

Name of establishment:			
Child's name:		Date of birth:	
Time of incident:			
Adults involved:			
Other children involved:			
Witnesses to incident:			
Day and date of incident:		Place of incident:	
If appropriate, please attach any witness statements.			

Events leading to incident

(What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present?)	
---	--

Behaviour of child

(What behaviour alerted you that the child was struggling to cope or becoming increasingly distressed?)	
---	--

Response from adults

(Which techniques did you use to de-escalate the situation? Before restrictive physical intervention with the child what was the response from them and others?)	
--	--


Recording Restrictive Physical Intervention Form (page 2 of 5)

Reason for the restrictive physical intervention

(What was the specific risk to the welfare of the child or others?)

Description of restrictive physical intervention

(What method or type of restrictive physical intervention did you use and were there any complications that arose during the restrictive physical intervention?)

How long did the restrictive physical intervention last?

Conclusion of restrictive physical intervention

(How did the restrictive physical intervention come to an end, and what help and support did you offer to the child?

describe the impact of the restrictive physical intervention on the presentation/behaviour of the child)

Signature of Staff:

Date:



Recording Restrictive Physical Intervention Form (page 3 of 5)



Part 1 B (A member of staff not involved in the restrictive physical intervention must fill this in.)

Injuries						
Was the child injured?	Yes		No		If "Yes" what were the injuries?	
Was a member of staff injured?	Yes		No		If "Yes" what were the injuries?	
Did someone get medical help?	Yes		No			
Was first aid given?	Yes		No			
Was a PER/S/100C form filled in?	Yes		No			
Were the police involved?	Yes		No		If 'Yes', please say why, who called and when, and the outcome of their involvement.	

Who was told about the restrictive physical intervention?							
Name of person Told	Date	Time	Initials of Informing Staff	Appropriate Manager	Parent/Carer/Social Worker(if appropriate)	Witness to the incident	Other

Signature of Staff:

Date:



Recording Restrictive Physical Intervention Form (page 4 of 5).



Part 2 Debriefing (This must be filled in as soon as possible, but at the latest within one week.)

Discussing the incident with the child, if appropriate. (If you need a separate sheet, please attach it and put a reference to it in this box.)	Ref	
--	-----	--

Name of child:	
Date of discussion:	
Staff involved:	

Child's point of view (This should only be completed if appropriate)	
(What were they trying to communicate through this behaviour? What did they think the staff member's motivation was for the intervention, and what was their view of the restricted physical intervention?)	

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Staff Debrief - main points of discussion

(What was the child/young person trying to communicate through this behaviour? What did the child/young person think the staff member's motivation was for the intervention, and what was their view of the restricted physical intervention?)

(What could have been done differently by the child and by staff, how has the relationship been affected, what is the staff member's view of what is going on for the child, and has this kind of situation arisen before?)

Outcome of discussion.

(What other behaviour could the child use in future to communicate their needs and wants?

What further steps can be taken to support the child and staff? When considering this update the risk assessment and adapt the behaviour support protocol – include these in child plan.

If the situation is still not fully resolved, please give details of the options explored and the outcome.

(This should involve discussions with other staff, managers, social workers etc.

Advocates offered?

Offer to use mediation or to access services from Resolve.

Was this action in line with the part of the child's plan that deals with violent or otherwise dangerous behaviour?	Yes		No		If "No" please explain				
Does the plan need to be updated?	Yes		No		If "Yes" please explain				
Is a statutory review needed?	Yes		No		If 'Yes', has a date been made?	Yes		No	

Signatures

	Print name	Signature	Date
Staff involved			
Young person			
Establishment managers			
Other manager			

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Appendix 6



Restrictive Physical Intervention Log Sheet



The following log sheet must be completed in education and child care settings for every incident where there is a physical intervention or physical restraint used. This form will be used to compile the information about the use of CALM holds which is required for the annual CALM return.

Where appropriate and in accordance with existing procedures, an 'Incident Report Form – PER/S/100C' should also be completed by staff working in educational establishments (Appendix 3).

The Head of Establishment should carefully monitor these forms to establish if any patterns are developing or if further action should be taken, and by whom. The completion of these forms must be reported to the ESO for Inclusion and Equality for the area.

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Community Services: Education

Argyll House
Alexandra Parade
Dunoon PA23 8AJ

To: Heads of all Educational Establishments

Dear Colleague

Violence and aggression towards staff: advice on procedures and practice

This circular gives general information and guidance about dealing with violence and aggression towards staff in Argyll and Bute schools.

1 Introduction

Incidents involving intruders in schools in recent years have put staff, pupils and visitors at risk. Tragic events such as those at Dunblane Primary School in March 1996, and the subsequent report of Lord Cullen's Public Inquiry, have emphasised that employers need to consider the protection of the school population as a whole from intruders.

- 1.1. Following this incident all Councils produced policies on school security. The majority of schools and colleges will now have a range of security measures including perimeter fences, controlled entry systems, staff security passes, security lighting and cameras. Those staff who have a legal responsibility for the health and safety of staff and pupils at school should prepare a safety strategy/ policy for the protection of the school population against violence, together with an action plan for implementing and monitoring the effectiveness of safety measures appropriate to the particular school. Throughout the preparation of the school safety policy there should be consultation with the parent council, health and safety representatives, pupils and members of staff. It is important that the policy considers the safety requirements of all legitimate users of the school building.

1.2. Definition of violence

Violence is any incident in where an employee of a school is verbally abused, threatened, or physically assaulted by a member of the public, other employee or other third party in circumstances arising out of the course of his or her employment. This includes physical attack and threatening behaviour with or without a weapon and intentional damage to personal property.

Any of these may occur either within Council premises, on outside visits or out with working time when it is in connection with work. It should be noted that most people accept that physical force against an individual is an example of violence, though violence can take many other forms, including:

- (a) verbal abuse and threats;
- (b) rude gestures/innuendoes;
- (c) sexual or racial harassment.

Where there is no physical injury, there can still be considerable emotional stress; threats can indicate a risk of actual injury. Malicious damage to an employee's property can also cause distress and fear of physical attack.

1.3. Offensive weapons

It is a criminal offence for any person to have in their possession any article with a blade or point, or any other offensive weapon, on school premises. Where any person on the school premises has an offensive weapon, this should be immediately reported to the police. The only exception to the above advice is where it is known that the possession of such an article is essential.

1.4. Responsibility

All employers have a legal duty under Section 2 (1) of the Health and Safety at Work Act to ensure so far as is reasonably practicable, the Health, Safety and Welfare of their employees. This duty also extends to protecting employees from violence, in terms of job design, working practices, personal safety equipment, training etc.

Management will take a proactive approach to violence ensuring the Health and Safety of Argyll and Bute Councils employees.

Employees also have a legal duty to look after themselves, and, not to endanger others by their acts or omissions. They also have a duty to report any dangerous situation to their employer. These duties, as with the employer, extend to violence.

Violence can lead to low morale and a poor image for Argyll and Bute

Council. It can also mean extra costs, in terms of absenteeism, higher insurance premiums and compensation payments.

2 School procedures

- 2.1
- i The school's critical activity recovery (CARP) plan should reflect that full consideration has been given to the potential for incidents of violence.
 - ii An effective access control system, as specified in the school's CARP plan, should reduce the possibility of staff and pupils being threatened by an intruder.
 - iii However, most assaults are carried out by individuals who have passed through the access control system. They therefore tend to be:
 - Pupil on pupil;
 - Pupil on staff;
 - Parent/carer or relative of pupil on staff.
 - iv Contingency plans should be considered for these eventualities. Staff should be encouraged to recognise and respond positively to potentially violent situations. They should not have to face such situations alone. Assistance should be summoned as quickly as possible.
 - v In high risk areas appropriate means of raising the alarm such as personal attack alarms, panic buttons, mobile phones, two-way radios etc should be available to staff.
- 2.2 When angry parents or other visitors arrive at an educational establishment, a set of agreed procedures can help defuse a difficult situation.
- 2.3 In the majority of situations it should be possible to prevent violent confrontations by employing non-physical methods, e.g. use of personal relationships, diversion of attention, rewards and de-escalation techniques and strategies
- 2.4
- i It is recognised that in some exceptional circumstances staff may require to use restrictive physical intervention as part of their duty of care of children in order to prevent significant harm to the child/young person or others. Physical restrictive intervention should be the last resort and should only be considered when all other measures to de-escalate the situation have been exhausted. If physical restrictive intervention is required then it should be used with the least amount of force for the shortest necessary time frame to prevent significant harm occurring in accordance with the local authority Managing Distressed Behaviour Guidance.

ii If a situation escalates to the point where a pupil is extremely distressed and dysregulated and there is significant risk of harm, staff will take appropriate action to reduce the risk and achieve a safe outcome, through their dynamic risk assessment and professional judgement. Personal safety of staff and pupils is of paramount importance. Any action should be the minimum required in the circumstances to prevent a child or young person harming themselves or others.

2.5 Staff addresses

Staff should be aware of the potential dangers of purposely or unwillingly giving out their home address or home telephone number.

2.6 Dogs

Please refer to Education Management Circular No 1.27b

2.7 Staff working during holidays

Heads of establishments should ensure that there is an agreed set of procedures for ensuring the health and safety of staff working late or during holidays.

2.8 Cash handling

- i Persons in possession of, transporting or handling large sums of money are potentially at risk of violence or assault. The Council and its contractors have general systems for safeguarding employees and the security of cash.
- ii Staff taking monies to banks or offices should vary time, day and route.
- iii If any member of staff is threatened with violence while carrying Council funds and the situation is one which cannot safely be tackled or assistance immediately obtained, the monies should be handed over. The employee should note details of the assailant(s).

3 Procedures to be followed after an act of violence

3.1 Referral of violent persons to the police

All education employees will receive a positive and supportive response where an assault has taken place against them. This support may include the incident being reported to the police on their behalf.

All members of staff have rights as ordinary citizens to make their own complaint to the police following assault, irrespective of other departmental procedures.

- 3.2 Following a violent episode the immediate concern is the wellbeing of and the provision of any necessary medical treatment to the member of staff and any other person involved.
- 3.3 In all such situations a PER/s/100C incident report form must be completed and should be passed to the school support manager. This form is available on the Council HUB. A brief entry in pastoral notes should be made, if the incident involves a child or young person who is a pupil at a local authority establishment, to refer to the PERs 100 incident report and the form should be scanned in and uploaded to the well-being application on SEEMiS.
- 3.4 Where a member of staff has to go home or be hospitalised, School Services Support Manager should be informed immediately.
- 3.5 A copy of this and supporting correspondence should be retained by the head of establishment. Schools must maintain a register of incidents of anti-social behaviour or violence on their premises.
- 3.6 Thereafter, as soon as possible, the head of establishment should convene a meeting with staff members involved to discuss the incident and any matters arising. The intention is:
 - (a) to create a supportive system for staff;
 - (b) to facilitate learning from the experience;
 - (c) to enhance the development of good practice from a debrief of the incident.
- 3.7 Violence should not be viewed as a negative reflection on the abilities of a member of staff.
- 3.8 The department will submit regular reports based on collated school returns to the local negotiating committee.

4 Complaints

- 4.1 Following violence to staff, it is not uncommon for there to be counter-allegations against members of staff, perhaps by way of justification for aggressive action.
- 4.2 Heads of establishment must insist that any such complaints following a violent episode be made in writing. The member of staff complained against should be informed of the complaint lodged. The normal complaint procedures should follow. Where the head of establishment determines that there is no substance to the complaint, it is imperative that both the complainer and the member of staff should be informed as quickly as possible.

5 Practical advice

5.1 Signs of potentially violent behaviour. Please note this is not an exhaustive list. Please be aware of specific additional support needs of individual children and young people and be aware of any changes in their environment.

Below are some indicative signs and signals to be alert to:

- restless behaviour involving pushing, noisiness and jostling;
- deliberately provocative conduct (name calling etc);
- a noticeable behaviour change from the norm;
- over-sensitive reaction to correction or instruction;
- previous history of violent conduct.

Staff should not overreact, question or attempt to counsel an intoxicated person who is under the influence of alcohol, drugs or solvents. To do so could provoke violence. Calmness and reassurance is required.

All threats should be taken seriously and the individual should withdraw from the situation if she or he feels physically threatened.

5.2 Dealing with distressed behaviour or aggression

Agreed procedures can help diffuse a difficult situation. Examples are:

- avoid confrontation in front of an audience; the fewer people that are involved, the easier it is for the aggressor to back down;
- ask another, preferably senior, member of staff to help talk things through with the aggressor;
- stay calm, speaking slowly so as not to be drawn into a heated argument;
- keep yourself close to an escape route;
- avoid sudden moves;
- try to be aware of the increased perceived level of threat that the young person is experiencing when in a distressed state.

5.3 Restrictive Physical intervention

It is recognised that in some exceptional circumstances staff may require to use restrictive physical intervention as part of their duty of care of children in order to prevent significant harm to the child/young person or others.

Physical intervention should be the last resort and should only be considered when all other measures to de-escalate the situation have been exhausted. If

physical intervention is required then it should be used with the least amount of force for the shortest necessary time frame to prevent significant harm occurring. For example, pupils should be restrained or manoeuvred in such a way as to avoid any interference with breathing or primary blood flows. Continued calm reassurance should be offered to the person being restrained.

5.4 GIRFEC and Managing Distressed Behaviour

Adhering to the principles of GIRFEC is a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Any intervention with a child or young person must follow the practice outlined in the Managing Distressed Behaviour Guidance. Staff members, where appropriate, are offered training in approved methods of physical intervention. Within Argyll and Bute the approved provider of physical intervention is the CALM organisation and our trainers that have been trained and approved by the CALM organisation are the only people that should provide this training in our establishments.

Yours sincerely
Executive Director of Community Services

Appendix 1

The link to the Per/S/100C recording form can be found on this page on the Hub. [Health and Safety - ACCIN \(argyll-bute.gov.uk\)](#)

Aggressive behaviour/violence towards staff

Corporate policy and Community Services health and safety guidance states:

"that the Council/department does not accept that it is part of an employee's duty to be subjected to verbal abuse, threats or physical assault".

The Council use the definition provided by the Health and Safety Executive for aggression:

"an incident of aggression is one which involves a person being abused, threatened, or assaulted in circumstances relating to their work".

Examples of such violence are where:

- (a) force has been applied;
- (b) severe threat or serious abuse (including severe verbal abuse) takes place;
- (c) physical assault (with or without a weapon) takes place;
- (d) racial, religious or sexual harassment has taken place.



Community Services: Education

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To: Heads of all Educational Establishments

Dear Colleague

Argyll and Bute Council – Managing Exclusions in Schools

NOTE:

It is essential that all the guidelines throughout this circular are fully adhered to by relevant staff in schools.

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Section One - Context

- 1.1 The following procedures require to be followed by the Education Service in order to comply with legislation and Scottish Government Guidance in relation to exclusions and the Authority's Corporate Parenting responsibilities. The procedures should be followed in conjunction with the Scottish Government guidance detailed in *Included, Engaged and Involved Part 2: a positive approach to managing school exclusions* (IEI2). Head Teachers and Campus Principals should only consider excluding a pupil from school when all other measures have been tried and have failed. Exclusion should only be used as a last resort. It has to be used within an overall ethos of prevention, early intervention and support for learners and consistently applied policies for providing positive relationships and promoting positive behaviour in schools. Head Teachers and Campus Principals should be aware that they may be required to justify taking such action at an appeal hearing, an Additional Support Needs Tribunal or in a court of law. Where exclusion is used it should be as a proportionate response where there is no other appropriate alternative. Additional requirements and expectations apply where consideration is being given to excluding a care experienced child, child with ASN, child with a disability or child on the Child Protection Register.

The number of pupils involved in exclusions in Argyll and Bute schools has dropped over the past few years. Schools should periodically review their exclusion data and carry out reason for exclusion and cohort analyses. This information is readily available on SEEMIS and will be analysed by the education service as part of the process of school review and improvement.

- 1.2 The power to exclude a pupil from school lies with the Education Service. The Education Service may devolve the power to exclude to senior managers in schools. Within this framework the decision to exclude has been devolved and is the responsibility of the Head Teacher or Campus Principal. The Head Teacher or Campus Principal is also responsible for ensuring that the procedures in this Education Management Circular are properly followed. Only on occasions where the Head Teacher or Campus Principal is not present in school is the power to exclude a pupil to be delegated to the member of staff deputising for the Head Teacher or Campus Principal in their absence. **Prior to exclusion the checklist in Appendix 1 should be completed. Checklist 2 should be completed after completion of Checklist 1a (and 1b where appropriate) and the decision to exclude has been made. Checklist 3 should be completed on return to school from exclusion.**
- 1.3 The procedures apply in Primary, Secondary and Special Schools. However, the relevant circumstances and particular needs of individual pupils should be taken fully into account when considering whether the use of a period of exclusion is reasonable and is an appropriate response. Pages 8 to 17, of the

Scottish Government's *Included, Engaged and Involved Part 2: a positive approach to managing school exclusions* summarise the legislative and procedural basis for exclusion. All schools therefore should be confident in being able to evidence that exclusions are consistent with their use of a planned, proactive and preventative staged intervention approach where concerns are addressed early, positive behaviour management strategies are employed and the involvement of parents/carers is routine. Early intervention and prevention are key elements of our daily practice and ensure we are focused on ensuring we get it right for all our children and young people. Early intervention is crucial in reducing the need for exclusion whilst recognising that all support should be appropriate, proportionate and timely. The staged intervention framework should be followed and a range of approaches from universal through to more targeted and specialist support should be in place where appropriate. All learning establishments in Argyll and Bute should have robust policies and procedures in place to ensure a consistent approach to improving relationships and behaviour across the whole community and they need to include children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC). We use a range of approaches in Argyll and Bute education establishments to improve relationships and behaviour. These are centred on the principle that all behaviour is a form of communication. The effective implementation of these approaches can often prevent the need for exclusion. These include:

- Restorative and solution oriented approaches as part of a whole school approach;
- whole school nurturing approaches based on nurturing principles, including nurture groups in early years, primary, and secondary and specialist provision
- Anti-bullying policies and practice which contribute to social and emotional wellbeing including the Mentors in Violence Prevention (MVP) Programme²⁴ and respectme²⁵, Scotland's anti-bullying service; and
- Effective learning and teaching which contributes to developing good relationships and positive behaviour in the classroom, playground and wider school community.

1.4 Before excluding a pupil, schools should take account of the individual circumstances in every case (See also paragraph 3.1). There are, in addition, certain groups of pupils where additional considerations apply:

(a) ***Pupils with Additional Support Needs and Pupils with a disability***

- i) It is important to adopt an appropriate and measured approach when considering the exclusion of a pupil with Additional Support Needs or a disability. This should involve discussion about difficulties at school involving the parents/carers, the young person and other professionals, well in advance of exclusion being considered as an option. A balance requires to be struck between the case for exclusion and the obligation

to ensure educational provision meets a pupil's additional support needs. Schools must take all reasonable steps to ensure appropriate provision is made to support a pupil's additional needs or disability.

- ii) Where a pupil has additional support needs, it should be standard practice to involve appropriate support services including the relevant educational psychologist in the consideration of whether an exclusion is required. Where other professionals, such as social workers, family support workers and children's service workers, have a significant role in providing education, care and support for the child and have a significant involvement in the child planning process their views should be sought when a decision to exclude is being considered and when planning educational provision during a period of exclusion. Such provision during periods of exclusion should be implemented without undue delay (s14(3) of Education (Scotland) Act 1980), should seek to provide, as far as possible, the quality, quantity and range of education which was previously available to the excluded learner in school, prior to their exclusion. It may be possible to provide the quantity and range required through digital learning.
- iii) Any decision to exclude must take account of and be in line with Argyll and Bute Council's duty under the Equality Act 2010 (and related legislation), the Education Services duties under Additional Support for Learning legislation and, where one exists, the school's duty to provide the services stipulated within a pupil's Co-ordinated Support Plan, Education Single Agency Plan or Multi Agency Child's Plan.
- iv) Where a pupil has a disability, for example, Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD), careful consideration should be given to whether excluding the child or young person would result in them being discriminated against on the grounds of their disability. The Equality Act 2010 guidance states that 'excluding a disabled pupil for behaviour which arises as a consequence of their disability is likely to result in unlawful disability discrimination unless you can show that the exclusion was a proportionate means of achieving a legitimate aim'. The guidance also states "you must not exclude a child because of their protected characteristics". In addition there is a duty to disabled pupils to make reasonable adjustments to the procedures if needed.
This may include:
 - Disregarding behaviour which is a direct consequence of their disability.
 - Making reasonable adjustments to manage the behaviour.
 - Ensuring that a disabled pupil is able to present their case fully where their disability might hinder them.

The 'legitimate aim' of the proposed exclusion should be carefully identified and clearly communicated to all relevant parties. Similarly, the term 'proportionate' is a very important element in this context (see Section 2 – periods of exclusion). There is a legal requirement that policies and procedures should not place disabled children at a disadvantage. Should this be a likely consequence of the policy or procedure then the school must introduce measures to avoid such disadvantage. These measures should be specifically incorporated in any Education Single Agency Child Plan, Multi-Agency Child's Plan or Co-ordinated Support Plan.

On pages 48 and 50, of the Scottish Government's *Included, Engaged and Involved Part 2: a positive approach to managing school exclusions* (IEI2) guidance is offered on education provision for pupils who have Additional Support Needs.

(b) **Care Experienced**

- i) Research shows that children who are care experienced are significantly more likely to be excluded from school. The impact of exclusion can mean that their already potentially challenging circumstances are likely to be exacerbated. Effective collaboration between the Education Service and other services, such as Social Work, is therefore central to good practice with pupils who are care experienced. This should involve appropriate application of GIRFEC principles such as high quality multi-agency discussion regarding difficulties at school well in advance of exclusion being considered as an option. All Looked after Children will have a Social Worker as their Lead Professional and will have a Child's Plan that details their needs and how these are to be met. **Where there is an exclusion being considered for a care experienced child the Head Teacher / Campus Principal must discuss the reasons for this consideration with the Head of Service for Education.**
- ii) Those children who are care experienced:
 currently looked after;
 previously looked after;
 looked after and accommodated whether at home or in residential;
 foster care;
 informally looked after;
 adopted;
 or in kinship care will have particular care needs and may be affected by stressful and distressing events and circumstances that can impact on their behaviour that require to be taken into account if there is a possibility of exclusion. Schools must ensure that actions they take adhere to the Authority's Corporate Parenting responsibility and the principles of The Promise. In all cases, prior to the decision to exclude being made, the Head Teacher or Campus Principal should involve the

child's Lead Professional, or Named Person if there is no Lead Professional, in discussion and consideration of the child's circumstances and the implications of exclusion on the home to ensure appropriate arrangements are made. On pages 56 and 57, of the Scottish Government's *Included, Engaged and Involved Part 2: a positive approach to managing school exclusions* (IEI2) guidance is offered on education provision for pupils who are care experienced.

Key statements for education staff from The Promise for consideration are:

The formal and informal exclusion of care experienced children from school must end.

Schools in Scotland must be ambitious for care experienced children and ensure they have all they need to thrive, recognising that they may experience difficulties associated with their life story.

Scotland must ensure that current definitions that act as the access point for rights and entitlements are inclusive enough to benefit all young people for whom Scotland has had parenting responsibility.

The local authority has a statutory duty to safeguard and promote the child's welfare. The Authority as the child's corporate parent is responsible for ensuring the health, wellbeing and educational attainment and achievements of the child, should wish for the most positive outcome for them and should do all that it can to support them. **A good set of core questions for reflection when exclusion is being considered which have a positive impact upon how situations are managed include:**

Has the child or young person been excluded before? What was impact of this?

Have the following been engaged to help prevent exclusion?

- Child or young person;
- Parents/carers;
- Key education staff; and
- Other professionals (e.g. Social work, Educational Psychologist).

Has there been clear assessment of the child or young person and their needs?

Have additional support/interventions been provided for the child or young person?

Have alternative arrangements been made for the child or young person prior to the exclusion? e.g. curriculum alternatives, use of virtual learning

How can the staged intervention framework and school partnerships be utilised to further support this child or young person?

Has the incident that precipitated the consideration of exclusion been reviewed with all staff who were present to explore fully what happened?

Has another professional from within the school who is not directly involved, been consulted on the situation in order to provide a different perspective?

Has the child or young person been consulted on their views of the situation?

Has the possible impact of exclusion on the child or young person been considered in light of individual circumstances?

Does the child or young person's recent presentation constitute a wellbeing concern?

What might the impact of an exclusion be on a child or young person's wider circumstances?

What impact might an exclusion have on the planning processes?

Has a risk assessment been completed for the child or young person where appropriate?

What are the hoped for outcomes of an exclusion? Are there other alternatives that might achieve this?

Has there been consideration given to length of exclusion to ensure it is proportionate and in best interests of child/young person?

Does the exclusion comply with the regulation 4 of the 1975 regulations as amended?

Have the rights of the child or young person been considered, with regard to articles of UNCRC?

Have all other options been considered before deciding on exclusion as a necessary step?

Has consideration been given to the individual circumstances in relation to if the child or young person has care experience, a disability, an Additional support need or is on the child protection register?

Where following this discussion the Head Teacher or Campus Principal decides to proceed with an exclusion they must discuss with the Lead Professional:

- How they will ensure that the child's educational needs will be met while excluded?
- What work needs to be undertaken with the child/young person while excluded to ensure a successful return to school?
- Arrangements to support the child/young person to return to school and to minimise the risk of any further exclusions.

The Head of the Children and Families Service will always be advised by the Lead Professional of any exclusions of a care experienced child/young person at the earliest opportunity.

Further advice and assistance regarding the application of these procedures can be obtained from the Education Head of Service. *Any consideration of excluding a Care Experienced child or young person or a child or young person subject to Child*

Protection procedures should be brought to the attention of the Education Head of Service, or the Principal Teacher for Care Experienced Children and Young People, prior to a decision being made.

(c) **Children on the Child Protection Register**

Consultation with Social Work Services, who are the Lead Professionals in all cases at Child Protection level, prior to a decision about excluding is essential for any pupils on the Child Protection Register to ensure appropriate arrangements are made. This should include all the areas identified for Care Experienced Children and Young People and in addition careful consideration must be given to the impact of any exclusion on the safety and wellbeing of the child. It is essential that this is done prior to the child or young person being sent home in order to ensure their health and wellbeing immediately, and throughout the period of exclusion from school. **Where there is an exclusion being considered for a child on the child protection register the Head Teacher / Campus Principal must discuss the reasons for this consideration with the Head of Service for Education.**

When considering the exclusion of a learner for whom there are concerns relating to child protection, the following should be considered:

- Check that there are appropriate arrangements for the care of a child or young person before they are dismissed from the school premises
- Consider whether there are family or other domestic circumstances which mean support is required if a child is excluded
- Clarify whether the child concerned is on a Child Protection Register, or compulsory measures of care, in which case Social Work must always be informed
- Undertake a risk assessment to ensure that the child will not be placed at further risk while they are excluded from school
- Where there are child protection concerns, consult the education authority to seek alternative educational provision for the learner while excluded from school, without delay (appendix 10)
- Consider appropriate arrangements for re-integration into school after the exclusion
- For children and young people who have experienced abuse or neglect, stability and consistency in schooling is essential. If an exclusion is necessary, reintegration into the same school is often in the best interests of the child

The Head of the Children and Families Service should always be advised by the Lead Professional of any exclusions of a child on the Child Protection Register at the earliest opportunity. In all cases there needs to be a discussion with the child or young person to ensure an understanding of what the decision will mean for them and an opportunity to have their say needs to be facilitated.

(d) ***Children residing in Hostels and Lodgings***

- i) It should be noted, that although children living in school hostels or lodgings are not regarded as care experienced, there are specific issues which require to be addressed if exclusion is being considered for such a pupil. It is essential in such circumstances that appropriate discussion takes place with hostel managers and the parents/carers of the pupil.
- ii) In certain exceptional circumstances it may be appropriate for a pupil to be excluded from school due to behaviour within the setting of a school Hostel. This would apply as a last resort and where the said behaviour could reasonably be described as giving rise to a situation where allowing the pupil to continue their attendance at school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there. In such cases the Head Teacher or Campus Principal will be required to work closely with the local Hostel Manager and the social work department as the managing service for all school hostels in Argyll and Bute.
- iii) In normal circumstances it will be the Hostel Manager who will first alert the Head Teacher or Campus Principal and the child's Named Person about issues of this kind, to discuss possible supports, alternative strategies or interventions from external agencies where appropriate.

1.5 Further advice and assistance regarding the application of these procedures can be obtained from the Education Head of Service. Any decision to exclude a Care Experienced child or young person, a child with a disability, a child with ASN or a child subject to Child Protection procedures should be brought to the attention of the Education Head of Service, prior to the period of exclusion beginning.

Section 2 - Imposing periods of exclusion

2.1 When a pupil's presentation, conduct or behaviour pattern has reached a degree of seriousness which leads to a school exclusion being considered, the following procedures should be followed. In applying these procedures, sensitivity and care for the welfare of the pupil should always be displayed and there should also be opportunities for the child's view to be heard throughout the process.

2.2 Where the Head Teacher or Campus Principal has delegated the responsibility for investigating an incident to an appropriate member of staff, or has accepted the results of an investigation carried out prior to the Head Teacher or Campus Principal being aware of the incident, the Head Teacher or Campus Principal should ensure that, in considering exclusion:

- (a) the incident has been carefully and thoroughly investigated to a standard commensurate with the possible imposition of exclusion as a last resort;
- (b) they can demonstrate that exclusion was imposed as a means of achieving a legitimate aim and identify that aim;
- (c) the pupil or pupils to whom an exclusion may be applied has or have had during the investigation a fair and impartial investigation conducted within a reasonable period of time;
- (d) there is a clear written record of the investigation detailing relevant actions and findings supported by written statements from the staff involved in managing and/or witnessing the incident;
- (e) The pupil has had the opportunity to discuss the circumstances giving rise to the consideration of an exclusion
- (f) The parent has had the opportunity to discuss the circumstances giving rise to the consideration of an exclusion
- (g) telephone contact is made with the parent or carer and the intent to exclude is intimated and arrangements made for collecting the pupil if that is deemed appropriate.

2.3 When the decision to exclude has been taken by the Head Teacher or Campus Principal, the pupil should be formally advised by the Head Teacher or Campus Principal of:

- the decision to exclude
- the length of the exclusion imposed
- the grounds/reasons for the exclusion

The pupil should:

- be afforded the opportunity to make comment
- have their comments appropriately recorded
- have the exclusion recorded in their pastoral notes
- have their exclusion recorded in the exclusion record system
- have the exclusion recorded in their chronology as a significant event

Consideration should be given to the immediate circumstances impacting on a pupil who is subject to exclusion;

- i) The pupil should not be sent home until the pupil's parents/carers have been advised and a check has been made that the parents/carers will be at home when the pupil arrives or where appropriate can make arrangements to collect the pupil from school.
- ii) In addition to posting a letter by registered post to the parent/carer or directly to a pupil over the age of 16, a letter should also be given to the pupil to be taken home. This letter formally intimates the decision to exclude, the length of the exclusion and the grounds/reasons for exclusion and details of the appeals process.
- iii) Where the child is care experienced, has a disability, an additional support need or is on the Child Protection Register the information detailed above must also be provided in writing to the lead professional.
- iv) If the parents/carers are not at home and if they cannot be contacted to collect their child from school, the pupil should be kept in school, and appropriately supervised, until the end of the normal school day.

2.4 The Education Head of Service should be advised of

- each single exclusion of 10 days
- instances where the cumulative total of exclusions rises in excess of 20 days in any school session
- exclusion of a care experienced child has a disability, an additional support need or is on the Child Protection Register

It is essential that detailed records are retained in the pupil's file, pupil's pastoral notes and the exclusion record system. All exclusions for acts of violence or threats of violence against staff must be reported to the Education Head of Service immediately. The procedures to be followed are detailed below.

- (a) The period of exclusion should reflect the level of 'seriousness' of the behaviour or conduct. First exclusions or exclusions for less serious offences should not normally exceed three school days. (see also 3.1) Exclusion should always be used as an action of last resort and the length of any exclusion should always take into account;
 - i) the nature, severity and implications of the behaviour leading to the decision to exclude;
 - ii) the legitimate aim of the exclusion, how the exclusion will help to achieve that aim and consideration of the range of exclusion

periods as a proportionate means of applying the sanction of exclusion;

- iii) the value of the period of exclusion in modifying the behaviour of the pupil to be excluded;
 - iv) the implications for the members of the school population of the behaviour leading to the decision to exclude;
 - v) the amount of time schools will require to put procedures, protocols and support strategies in place in order to make the pupil's return from a period of exclusion manageable and successful;
 - vi) the schools capacity to provide appropriate continuing educational provision out of school for the entire period of exclusion and the need for this to be implemented 'without delay' as detailed at 1.4 above;
 - vii) the rationale and utility of increasing the period of exclusion where a child has already been excluded previously beyond adopting an arbitrary incremental approach;
 - viii) details of any conditions that must be met to enable the pupil to return to school.
- (b) While the Head Teacher or Campus Principal may impose a series of exclusions during the school session, the maximum length of a single exclusion for an incident of seriously inappropriate behaviour should not normally exceed 10 days. Only in the most exceptional circumstances should a single exclusion of up to 15 days be imposed.
- (c) Where a period of exclusion is being considered for a pupil normally resident in a school hostel, the situation must be discussed with the Hostel Manager and parent / carer before any final decisions are made.
- (d) A single exclusion of or in excess of 10 days must be reported to the Education Head of Service for consideration and possible action. A full report of the incident and investigation must be submitted enclosing copies of all relevant correspondence and witness statements together with a copy of the checklists (appendix 1) which must be completed accurately.
- (e) All patterns of exclusion resulting in a cumulative total which rises in excess of 20 school days in any school session, must be reported in detail to the Head of Education for consideration and possible action. Again a full report of the incidents (see paragraph 6.3) and investigations must be submitted enclosing copies of all relevant correspondence and witness statements together with a copy of the

checklists (appendix 1) which should be completed accurately.

- (f) On pages 14 and 15, of the Scottish Government's *Included, Engaged and Involved Part 2: a positive approach to managing school exclusions* (IE12) guidance is offered on education provision for excluded pupils. Due account should be taken of this guidance, particularly where an exclusion or cumulative exclusions is for more than day.
- (g) The school has a responsibility to provide appropriate access to suitable educational experiences and home learning opportunities during the period of exclusion

2.5 While exclusions in most instances will relate to serious breaches of discipline in school, there may be occasions where the exclusion of a pupil for particular behaviour outside school premises and/or outside school hours is raised. The question of the exclusion of a pupil in such circumstances should be assessed by the Head Teacher or Campus Principal in terms of whether or not the pupils immediate inclusion in school activity after the incident is likely to have a direct adverse impact on the good order and discipline of the school or on the safety and well-being of the pupils who are enrolled there as well as what sanctions have already been imposed independently of the schools discipline system. In cases where exclusions of this type are being considered the relevant Education Head of Service should be made aware.

Section 3 - Liaison with parents and carers

3.1 When a decision to exclude a pupil has been taken it is essential that telephone contact is established with the parent or carer and the circumstances around the exclusion along with the exclusion process including the readmission meeting are explained. It may be necessary to contact the emergency contact in a situation where the parent or carer cannot be reached. A copy of the standard letter in appendix 3(a) or 3(b) incorporating details of the appeal process, details of any conditions that must be met to enable the pupil to return to school and the notes for guidance in making an appeal (appendix 4) should be completed and sent to the parents/carers or, in the case of a young person over 16, a copy may be given directly to him/her and a copy sent by recorded delivery letter on the date that the decision to exclude is taken. A copy of appendix 6 – Exclusion from School, A guide for Parents and Carers and pupils over 16 should also be sent. The parents/carers or young person must, within the letter (appendix 3(a) or 3(b)), be invited to attend a readmission meeting at the school as soon as possible thereafter but no later than within 7 days immediately following the date of the decision to exclude in terms of the Schools General (Scotland) Regulations 1975 . The letter must specify the date, time and place of the meeting (Regulation 4A(1)(b)).

- 3.2 Where, in line with paragraph 2.4(a), the period of exclusion merited and imposed is less than 7 days, the Head Teacher or Campus Principal should make every effort to convene the readmission meeting within the period of exclusion imposed. In any event the meeting must take place within the 7 days as detailed in Regulation 4A(1)(b). The period of exclusion initially imposed for the incidents of indiscipline should not be extended solely as a result of the parents'/carers' or young person's inability to attend the exclusion meeting called within the shorter timescale.
- 3.3 If the parents/carers or the young person over 16 agree to meet the Head Teacher or Campus Principal or a nominated member of staff, and also agree to sign the standard written assurance in appendix 5(a) or 5(b) at the readmission meeting the pupil should be re-admitted to school and the matter recorded. The standard written assurance should be signed by the parent/carer or young person and by the Head Teacher or Campus Principal or their nominated representative. It is essential, at this stage, to underline the importance of the partnership and co-operation being undertaken by the home and the school to lay the foundations for the pupil's improved presentation, conduct or behaviour. One copy of the assurance should be entered in the pupil's file and one copy should be given to the parent. Unless the circumstances of paragraph 2.4 apply, there is no need for the matter to be reported to the Education Head of Service.
- 3.4 If the parents/carers or young person over 16 fail to agree to meet the Head Teacher or Campus Principal or their designated senior member of staff; or if the parents/carers or young person refuse to sign the written assurance in appendix 5(a) or 5(b), the matter should be reported to the Education Head of Service and the pupil should remain excluded from school. The Education Head of Service or their nominated professional representative will then formally request in writing that the parents/carers or young person sign the standard written assurance in appendix 5(b). The standard written assurance should be signed by the parent/carer or young person and by the Head Teacher or Campus Principal or their representative. One copy of the assurance should be entered in the pupil's file and one copy should be given to the parent/carer or young person. If this assurance is appropriately signed, the pupil may return to school immediately.
- 3.5 Should the parents/carers or young person over 16 fail to sign this written assurance the exclusion will be continued and another opportunity to discuss the reasons for this should be provided.
- 3.6 On no account should a pupil who is excluded from school be re-admitted without their parents/carers or the young person over 16 first signing the standard written assurance in appendix 5(a) or 5(b), which will be regarded by the Education Service as evidence of the parent's/carer's or young person's commitment to working in partnership with the school to ensure the improved presentation, conduct, behaviour of the pupil. In the case of a short period of exclusion the Head Teacher or Campus Principal should agree with the

parent appropriate arrangements for the signing of the assurance prior to the pupil's readmission where the required meeting is not able to be scheduled within the exclusion period. All signed assurances must be retained in the pupil's file.

Section 4 – Extreme behaviour

4.1 While exclusion is always an action of last resort, in some circumstances pupil behaviour will be of such a nature that it requires a particularly significant and decisive response by the Head Teacher or Campus Principal.

- i) These incidents might include:
 - a. physical, verbal or racist or sexual threats to staff and/or fellow pupils
 - b. an unprovoked physical assault on staff and/or pupils
 - c. incidents putting the health and safety of staff/pupils at serious risk
 - d. drugs related incidents
 - e. weapons related incidents (please refer to Weapons Protocol)

- ii) Such serious incidents may well, in the professional opinion of the Head Teacher or Campus Principal, merit exclusion in excess of 10 schools days. Even in these exceptional circumstances the period of exclusion must not exceed 15 school days and issues relating to the impact of additional support needs, disability and care experienced status should be carefully considered. In such circumstances the procedures outlined in section 2, paragraph 2.4(a) to (f) above should be followed

- iii) In cases involving
 - extreme oppositional behaviour
 - highly aggressive behaviour
 - behaviour likely to be seriously detrimental to the good order and discipline of the school such as violent conduct or substance misuse

The Head Teacher or Campus Principal may, having taken account of the facts of the incident, decide it is appropriate to exclude that pupil from school immediately even where the pupil has not previously been

involved in acts of indiscipline and/or falls within the considerations outlined in Section 1.4 (See also 2.4 (a)) **In such circumstances it is necessary to have the parent/carer, or someone they nominate, come to school to collect the pupil. This also applies to pupils over 16 to help support their safety and wellbeing.**

- iv) Where a criminal offence has been alleged, Head Teachers should contact Legal Services within the Council and/or the local Police as well as considering the appropriateness of Multi-Agency planning and support procedures

4.2 In situations where actual physical violence or threats of violence occur against

- i) *Members of staff* - the matter must be recorded on the revised individual report form included as appendix 2. All such acts of violence or threats of violence against staff must be reported to the Education Head of Service immediately. Where the Education Service has a disciplinary locus over the pupil, disciplinary action imposed should reflect the gravity of the offence. In this respect violence to staff may involve immediate exclusion from school and police involvement
- ii) *Other pupils* - the matter must be recorded in the pupils' pastoral notes. All such acts of violence or threats of violence against pupils must be reported to the Education Head of Service immediately. Where the Education Service has a disciplinary locus over the pupil, disciplinary action imposed should reflect the gravity of the offence. In this respect violence to other pupils may involve immediate exclusion from school and police involvement. Consideration should also be given if the violence is against another pupil to whether the information should also be included in the bullying and equalities module in SEEMIS.

4.3 Where an offence is particularly serious or where the pupil commits a second act of violence towards a member of staff or a pupil:

- i) Support, approaches and strategies should be put in place to ensure the safety of staff and pupils including risk assessment procedures
- ii) Full consideration should be given to that pupil's continued attendance in the specific establishment
- iii) A meeting should be held, chaired by the Education Head of Service, or their representative, concerning the future educational arrangements for that pupil. The views of all stakeholders including pupils, parents, teachers, support staff and relevant organisations should be sought in these circumstances

- iv) The decisions of the meeting and outcomes for the pupil should be recorded appropriately and enacted timeously
- v) As stated previously due regard and consideration needs to be given where the child has care experience, has a disability, an additional support need or is on the Child Protection Register

4.4 Where the pupil is not under the Education Service's disciplinary control, full consideration should be given to:

- involvement of the police
- legal support to pursue an interdict to prevent further intrusion by that person onto the school premises

4.5 Involvement of the police can be a sensitive issue. Staff and pupils may be reluctant to involve the police for a variety of reasons:

- a desire to end a stressful experience
- concern that their competence may be brought into question
- a continued fear for their personal safety
- concerns regarding the impact on the pupil concerned

The work of the Police Service in partnership with the Education Service should encompass much more than responding to offences reported to them. Proactive involvement of the Police within schools should be seen as integral to:

- providing the highest quality of care, guidance and support to pupils and staff
- preventing escalatory patterns of inappropriate behaviour
- diverting pupils from becoming involved in offending activity

The involvement of the police should reflect the nature of the incident and the wishes of the victim. However, the Education Service considers that police involvement is a vital part of preventative strategy in addressing violence towards pupils and staff. (See education management circular 3.24: Guidelines on police and legal issues affecting school pupils.)

4.6 People who have suffered violence undergo a stressful and often demoralising experience. They require sympathetic management in rebuilding their confidence. In severe cases, amongst other things, this may require the involvement of services that can support pupils and staff who have been victims of violence. This might include support from the school:

- Critical Incidents Group

- Pupil Support Department
- Educational Psychologist

or the Authority

- Occupational Health Service
- Psychological Service
- Central Education Team
- Wellbeing support service

as well as

- the Health Service
- Social Work
- the Police
- the Scottish community justice system (SACRO)
- Relevant victim support groups
- Trade Union Services
- Third Sector Organisations

4.7 All establishments should have in place clear policies on violence to pupils and staff including preventative strategies, which stress the awareness of the issues as well as monitoring all incidents of violence to pupils and staff. Implementation should give consideration to environmental physical factors such as the layout of buildings, access and egress as well as reception areas. It should also involve practical aspects such as the development of positive strategies to defuse potentially difficult situations and risk assessment. In addition, preventative strategies might include:

- staff development activities such as the role of staff in setting an example in such matters as conduct and sound inter-personal relationships
- pupil development activities embedded in personal safety lessons and UNCRC awareness taught in classes for all ages and stages
- development of a rights respecting ethos through engaging in the Rights Respecting Schools Framework
- the development of explicit protocols, procedures and processes for proactive responses to potentially volatile interpersonal situations on campus or for reactive responses to violent incidents in school

4.8 When considering whether a pupil should be excluded because of inappropriate behaviour such as physical assault on pupils or staff and the deliberate damage to buildings or equipment, schools may consider referral to the Children's Reporter.

- i) The referral of a pupil to the Children's Reporter is appropriate when there is a need to intervene on a compulsory basis because the pupil is deemed "at risk" and their behaviour is giving serious cause for concern. This step would normally be considered once the school's formal processes have been followed and multi-agency involvement is in place. However, in particular instances it may be appropriate to refer at an earlier stage. In all cases, where the child or young person has current or previous involvement with social work, discussion with the Named Person and Lead Professional should take place prior to referral to the Reporter. An agreed multiagency plan and recommendation to the Reporter should be identified whenever possible.
- ii) There can be other reasons for a pupil's behaviour – those who display particularly distressed behaviour may be the victims of neglect or abuse and/or be the witnesses of domestic abuse. The individual circumstances of the pupil using a multi-agency approach as part of the decision on whether to make a referral to the Children's Reporter in line with local authority procedures. The grounds for referral are set out in section 67 of the Children's Hearing (Scotland) Act 2011.
- iii) The Children's Reporter will investigate the case and determine whether compulsory measures of intervention may be required. If compulsory measures are considered necessary, a Children's Hearing will be held.

Section 5 - Referral to the Education Head of Service

- 5.1 In respect of these procedures the Head Teacher or Campus Principal should be clear about which exclusions should be referred to the Education Head of Service, paying particular attention to the considerations required for children and young people within the cohorts highlighted in section 2.4. Statistical returns, based on the attendance monitoring system within schools are required by the Education Service on a regular basis and by the Corporate Parenting Board.
- 5.2 When the cumulative total days of exclusion exceeds 20 days in relation to a particular pupil in any school session, the case is considered sufficiently serious that it must be reported fully using the checklists contained in appendix 1 to the Education Head of Service. The Education Head of Service or their designate from the Education Management Team may then arrange to meet the pupil, the pupil's parents/carers, the Head Teacher or Campus Principal or their designate from the Senior Management Team and the relevant agencies included in the network of support around the pupil as soon as possible thereafter. The time taken for this may not exceed 20 school days from the day of the decision to exclude. However, return to school should

normally proceed in line with established arrangements and after the parent/carer or young person over 16 has signed the standard written assurance.

- 5.3 The Education Head of Service or their designate from the Education Management Team will decide on the future educational placement of the pupil but this will, in all but the most exceptional circumstances, be to return the pupil to his/her base school. In exceptional circumstances the Education Head of Service may consider alternative educational provision which may include transfer to another school. In such cases the full case record will be made available to the Head Teacher or Campus Principal of the receiving school. However, in the intervening period return to the base school, except in exceptional circumstances, will normally be arranged after the parent/carer or young person has signed the standard written assurance in appendix 5(a) or 5(b).
- 5.4 Where the incident leading to the exclusion was particularly serious or where the pupil commits a second act of violence to a member of staff or threatened violence, then the re-admission of a pupil will be the product of a case conference chaired by the Education Head of Service. The decisions of the case conference will be recorded.
- 5.5 Notwithstanding the above, the Head Teacher or Campus Principal may refer particular cases for discussion with the Education Head of Service which have not reached the 20 day limit but where emerging and significant concerns have been identified.
- 5.6 For pupils that have care experience, have a disability, an additional support need or are on the child protection register, their individual circumstances should be considered by HoS in relation to any decisions made

Section 6 - Particular points of note for Head Teachers and Campus Principals:

- 6.1 i) A written record must be kept of all procedures followed as well as statements from staff involved or witnessing the behaviour leading to the proposed exclusion and such statements should be recorded as close to the time of the incident as is practical. All information, including the reasons why a Head Teacher or Campus Principal decided on a particular course of action, should be filed in the pupil's progress records, pastoral records and in the exclusion record system. It is important that the records incorporate details of:
- the legitimate aim of the proposed exclusion
 - how the exclusion would help to achieve that aim

- consideration of the range of actions other than exclusion which had already been applied
- the rationale for the period of exclusion chosen to reflect a proportionate response to the pupil's behaviour

Comments should be specific, including the names of staff, dates, times and any other information that may be considered relevant. This information should be of detailed, accurate and of the highest quality as it may, in certain circumstances, be required to substantiate the authority's case in a court of law.

ii) The person making the decision to exclude the pupil must be aware of all of the facts before making that decision. The decision should never be taken in advance of detailed consideration of statements from all those involved. Only the behaviour before the decision maker's involvement can be taken into account in making the decision. The pupil's behaviour in response to the decision to exclude will not be relevant in any legal challenge to the decision to exclude.

6.2 Where an exclusion has to be reported to the Education Head of Service the information must include:

- checklists from appendix 1
- copies of correspondence with parents/carers
- a description of the incident actually provoking the exclusion
- an accurate summary of the pupil's pattern of behaviour
- details of any Additional Support Needs including Single and Multi-Agency Plans
- the pupils status with regard to care experience
- the pupils status with regard to the Child Protection Register
- the actions taken by the Head Teacher or Campus Principal, guidance and other staff
- the home address and date of birth of the pupil
- the full name of parents/carers

6.3 The Head Teacher or Campus Principal should ensure that the checklist in appendix 1 is completed and regularly updated for every pupil who requires to be considered in terms of this circular and a copy of the completed checklist should also be sent to the Education Head of Service where appropriate with the above information from paragraph 6.2.

6.4 Where a pupil commits a serious offence this must be reported to the police (see education management circular 3.24: Guidelines on police and legal issues affecting school pupils). Even where grounds exist for bringing a pupil before a children's hearing, the grounds may be denied by the pupil or by their parents/carers. In such cases the hearing is powerless to act until proof has been obtained from the Sheriff Court.

6.5 Serious offences might include theft, assault, drug related offences, vandalism

and incidents of a sexual nature. Further clarification can be sought from the Education Head of Service or from Legal Services. Every effort should be made to assist the police in their enquiries although it is preferable for interviews involving police officers and pupils to take place in the pupil's home rather than in the school. This is particularly important in the case of primary pupils. However, if the police insist on interviewing a pupil in school, the pupil's parents/carers should be contacted immediately to give them the opportunity to be present. If you have any concerns contact Education Head of Service or Legal Services.

- 6.6 Head Teachers and Campus Principals should be aware that, in normal circumstances, young people over 16 years of age cannot be brought before a children's hearing.

Section 7 - Appeals

- 7.1 The Head Teachers or Campus Principal will be informed if a parent or young person over school leaving age but under 18 years of age makes an appeal against the decision to exclude and will require to be the principal witness for the Education Service at the subsequent appeal hearing and if necessary in the Sheriff Court. The member of staff nominated to investigate the incident of indiscipline and/or the member of staff directly involved will also be required to attend.
- 7.2 Head Teachers and Campus Principals should note that section 41 of the Standards in Scotland's Schools etc Act 2000 provides that a pupil with legal capacity, generally presumed to be a pupil aged 12 or above and able competently to understand his/her situation and the proceedings involved, will have the same right to appeal under section 28H of the Education (Scotland) Act 1980 as:
- (a) the parent or carer of the pupil
 - (b) the pupil where the pupil is a young person over 16 years of age but under 18 years of age.

Where a pupil decides to appeal against exclusion under the provision of section 41 of the Standards in Scotland's Schools etc Act 2000, the

Education Service will follow the procedures outlined for parents/carers or young persons.

- 7.3 The Education Head of Service will arrange for the Head Teacher or Campus Principal to be suitably advised prior to the appeal hearing or Sheriff Court proceedings and, in due course, will notify them of the results of such appeals. Any departure from the above procedures must only be made in the most exceptional circumstances and then only at the discretion of the Education Head of Service. If these procedures are, under exceptional circumstances, not followed, the procedure which is adopted must achieve at least the level of procedural fairness achieved by following the terms of Education Management Circular 3.08.
- 7.4 Parents, or other interested parties may make a complaint to Scottish Ministers if they think that the Council has failed in any relevant legal duty eg to ensure alternative education provision without delay, during a period of exclusion. Scottish Ministers could then make an order requiring the local authority to carry out that duty.

Yours sincerely

Education Head of Service
Oct 2022

Section Eight - Supporting Documentation

Appendix 1

Checklists

Appendix 2

Violence/aggression to staff - incident report form

Appendix 3(a)

Letter to parents/carers

Appendix 3(b)

Letter to parents/carers plus attached sheet

Appendix 4(a)

Notes of guidance - appeal procedures

Appendix 4(b)

Information Sheet – appeal procedures

Appendix 5(a)

Assurance of co-operation (under 16)

Appendix 5(b)

Assurance of co-operation (16+)

Appendix 6

Parent/carer and pupil over 16 leaflet guide to exclusions

Appendix 1

Argyll and Bute Council: Community Services: Education

Prior to exclusion the checklist 1a should be completed. Checklist 2 should be completed after completion of Checklist 1a (and 1b where appropriate) and the decision to exclude has been made. Checklist 3 should be completed on the return to school from exclusion.

Checklist 1a (this should be used alongside checklist 1b where appropriate) – Prior to an exclusion

School name		Date of birth	
Address			
Parent/carer			
Key consideration questions	Consideration given	Comment	
Has the child or young person been excluded before? What was impact of this			
Have the following been engaged to help prevent exclusion? <ul style="list-style-type: none"> • Child or young person; • Parents/carers; • Key education staff; and • Other professionals (e.g. Social work, Educational Psychologist). 			
Has there been clear assessment of the child or young person and their needs?			
Have additional support/interventions been provided for the child or young person?			
Have alternative arrangements been made for the child or young person prior to the exclusion? e.g. curriculum alternatives, use of virtual learning			
How can the staged intervention framework and school partnerships be utilised to further support this child or young person?			
Has the incident that precipitated the consideration of exclusion been reviewed with all staff who were present to explore fully what happened?			

Has another professional from within the school who is not directly involved, been consulted on the situation in order to provide a different perspective?		
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Key consideration questions	Consideration given	Comment
Has the child or young person been consulted on their views of the situation?		
Has Pupil Support/Guidance/Key worker, lead professional been consulted on how to move forward?		
Has the possible impact of exclusion on the child or young person been considered in light of individual circumstances?		
Does the child or young person's recent presentation constitute a wellbeing concern?		
What might the impact of an exclusion be on a child or young person's wider circumstances?		
What impact might an exclusion have on the planning processes?		
Has a risk assessment been completed for the child or young person where appropriate?		
What are the hoped for outcomes of an exclusion? Are there other alternatives that might achieve this?		
Has there been consideration given to length of exclusion to ensure it is proportionate and in best interests of child/young person?		
Does the exclusion comply with the regulation 4 of the 1975 regulations as amended?		
Have the rights of the child or young person been considered, with regard to articles of UNCRC?		
Have all other options been considered before deciding on exclusion as a necessary step?		
Has consideration been given to the individual circumstances in relation to if the child or young person has care experience, a disability, an Additional support need or is on the child protection register?		

Checklist 1b (to be used alongside checklist 1a if appropriate) – Individual circumstances

School name		Date of birth	
Address			
Parent/carer			
Individual circumstance	Additional consideration	Consideration given	Comments
Care experienced / Looked After child	Social worker consulted prior to decision		
	PT for Care Experienced C+YP or lead professional (where one exists) consulted on plan regarding particular issues		
	Appropriate arrangements made with regard to support/care and wellbeing at home		
	Decision made as to whether exclusion to go ahead		
Child on Child Protection Register/child protection concerns previously raised	Child Protection Designated Officer and Social Worker consulted		
	SEEMiS checked for child protection message		

	Central Education Team consulted about appropriate provision		
	Appropriate arrangements for return into school considered		
Child with additional support needs	Other professionals involved with child consulted on continuation of any additional input		
Individual circumstance	Additional consideration	Consideration given	Comments
	Confirmation sought that child or young person is not being excluded for reasons associated with disability		
	Ensure that child or young person is not being excluded for reasons associated with a protected characteristic related to their additional support need(s)?		
	Account is taken of impact of exclusion on child or young person's learning and support provision		
	Consideration is given to review of any Child's plan or Coordinated Support Plan		
	Transition planning is taken into account with regard to return to school		
Children from an area of socioeconomic deprivation	Consideration should be given to the impact on child's wellbeing, e.g. free school meals		

Checklist 2 - Decision to exclude has been made (this checklist should be used after completion of Checklist 1a (and 1b where appropriate))

School name		Date of birth	
Address			
Parent/carer			
Action to be taken	Action taken	Comment	
Child or young person is informed he/she is to be excluded			
Immediately inform parents/carers verbally			
Care experienced children and young people and children or young people on Child Protection Register/child protection concerns – communication with all potential carers as well as any person who may have parental rights and responsibilities			
Care experienced child and young people and children or young people on Child Protection Register/child protection concerns – intended course of action communicated to and discussed with lead professional, Social Worker, Key Worker, Foster Carer, Educational Psychologists and Head of Service			
Make arrangements for child or young person to be sent or taken home. Child or young person not to leave school until safety, health and wellbeing assured and appropriate arrangements are in place			
If parents/carers cannot be contacted child or young person must be supervised at school until suitable arrangements can be made			

If verbal contact made, follow up by written confirmation of exclusion on same day exclusion takes place. Include reason for exclusion and information on Right of Appeal		
Inform of date, time and place where Head Teacher or official of authority is available to discuss the exclusion		
If child or young person is of legal capacity inform them in writing of exclusion and right of appeal		
Record of exclusion filled out		
Ensure exclusion is recorded accurately on SEEMiS		
All documents relating to exclusion to be retained in Pupil's Progress Record and scanned and uploaded into WBA on SEEMIS and recorded as a significant event in pastoral notes		
Child's view		
Parent's / carer's view		

Action to be taken	Action taken	Comment
Appropriate educational provision to be provided and monitored, e.g. course work, access to library, online learning		
Arrangements for the child or young person to access any existing support made (outwith school if necessary)		
A contact person should be allocated for parent/carer/young person to liaise with re. educational provision and wellbeing support		
Parent/carer should be informed of their responsibility to ensure child or young person is engaging with the resources provided by the school throughout the period of exclusion		
Parent/carer should be provided with information on support to assist them or advocate on behalf of child or young person		
Notify Head of service		
If exclusion is lengthy or multiple, refer to Head of Service for support in decision making		

If parent/carer and/or child or young person exercise their right of appeal, meet with parent/carer and child or/young person and/or an advocate for the child to discuss		
Referral to Scottish Children's Reporter if appropriate		

Checklist 3- Return to school after exclusion

Action to be taken	Action taken	Comment
School meet or discuss with parent / carer and child or young person - re admission to school not dependant on this taking place		
Appropriate planning takes place to ensure support is provided		
Child's view		
Parent's / carer's view		
Risk assessment is completed where appropriate		
Needs of staff and other children and/or young people taken into account – solution oriented/ restorative meeting held if appropriate		
Flexible package of support agreed and implemented where appropriate		
Any changes to timetable for limited period recorded on SEEMIS		
Staged intervention processes continued and adapted in light of exclusion		
Pupil support/ guidance/ key worker or lead professional updated		

Monitoring and review arrangement put in place to ensure continued support		
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Appendix 2

Incident report form: anti-social behaviour and violence against staff

Definition of anti-social behaviour and violence

Any incident in which an employee of a school is seriously verbally or physically abused, threatened, attacked or harassed by a pupil, parent, member of the public or any other person in circumstances arising out of the course of his/her employment. This includes any statement or action that causes the member of staff to fear for their safety, the safety of another, the school or for personal property.

This includes physical violence, sexual, homophobic or racial harassment or abuse, harassment relating to religious beliefs or disability, assault (with or without a weapon), verbal threats or threatening gestures, verbal taunting, vandalism or arson, and any other intentional damage to personal property.

Managers of staff who have been the victim of violence or anti-social behaviour should fully complete this form. It will help us to understand the problems staff faces in their work, and consider ways in which the risk of future incidents can be reduced. Please attach a continuation sheet if necessary.

Date of incident	<input type="text"/>	Day of the week	<input type="text"/>	Time	<input type="text"/>
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1 Employee - details of person assaulted

Name	_____	Job/position	_____
Dept/section	_____	Gender	_____
Ethnicity	_____	[See <u>end</u> for list of categories of ethnicity]	

What work was being done when incident started? _____

2 Details of alleged assailant(s) [if known]

a) Ethnicity _____
 Age(s) _____
 approx _____
 Gender _____

[See end for list of categories of ethnicity]

3 Witness(es) [if any]

Name(s) _____

Details of any additional
Educational needs

Alleged assailant was [please tick one of the following] Pupil Past pupil
Parent Other

(b) Is the alleged assailant known to be involved in any previous incidents? YES/NO

If yes to (b), give date and brief details of incident

4 Details of incident

(a) Type of alleged assault: [Pick number(s) from below]

- 1 Verbal abuse
- 2 Physical assault (no weapon or improvised object)
- 3 Physical assault using an improvised object
- 4 Assault using a weapon - an implement brought in with the premeditated intent of causing harm or injury
- 5 Damage to personal property

(b) Please indicate if the above action was connected to any of the following:

- 1 Sexual harassment
- 2 Religious beliefs
- 3 Homophobia/sexual orientation
- 4 Racial harassment
- 5 Disability

(c) Location of alleged incident

- 1 Pre school centres of education
- 2 Classroom
- 3 Other areas of school buildings
- 4 School grounds
- 5 Outwith the school grounds

(d) Time of alleged incident

- 1 During school hours
- 2 Outwith school hours

(e) Consequences of action for alleged victim: [Select one of the following]

- 1 No time taken off

- 2 Time off (treatment for emotional effects)
- 3 Time off (treatment for physical injury)
- 4 Time off - reportable under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences 1995 – i.e. more than 3 days of 'major injury' such as broken arm or leg etc.); reportable to Health and Safety Executive
- 5 Unknown

(f) If alleged incident has resulted in time off, please indicate number of working days lost as a direct result

5 Outcome

(e.g. what happened after the event, details of any police involvement, legal action taken and any action taken by the school)

b) Any other relevant information

Signed

Date

Position

Please return this form as soon as possible

Categories of ethnicity:

White - UK
 White - Other
 Mixed

Asian - Bangladeshi
 Asian - Chinese
 Asian - Other

Black - Other
 Other
 Not disclosed

Asian - Indian
Asian - Pakistani

Black - Caribbean
Black - African

Not known

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Appendix 3(a) letter to be sent to parents or carers of an excluded pupil

Argyll and Bute Council: Community Services: Education

Dear

A decision has been taken today to exclude your child from attendance at this school.

I regret to inform you that your child has been involved in an incidence of misconduct. I would ask you to come to the school on in order to discuss the matter. Your child shall be present at that meeting but should not return to school before it takes place. The reasons for this decision are detailed on the attached sheet and, are such that your child's continued attendance at this school would be likely to be seriously detrimental to order and discipline in the school and to the educational well-being of other pupils.

You may bring a supporter along to this meeting if you so wish. Please contact me as soon as possible if this time is unsuitable in order that we can make other arrangements.

When we meet we will discuss when should return to school and the conditions under which such a return may take place. This meeting is called a readmission meeting and it is normally the case that after this your child will resume their attendance at school.

This exclusion has been made within the terms of the Education (Scotland) Act 1980 and you have the right under section 28H of the same act to appeal against the exclusion. Details of how you might appeal are included with this letter and should you intend to appeal you should do so as soon as possible.

I look forward to meeting you on the above date.

Yours sincerely

Head Teacher/Campus Principal

Enc: Attached sheet

Appendix 3(b) Letter to be given and sent to a pupil over 16

Argyll and Bute Council: Community Services: Education

Dear

A decision has been taken today to exclude you from attendance at this school.

As you are aware you have been involved in an incidence of misconduct. I would ask you to come to the school on _____ in order to discuss the matter. Your parent or carer shall be present at that meeting and you should not return to school before it takes place. The reasons for this decision are detailed on the attached sheet and, are such that your continued attendance at this school would be likely to be seriously detrimental to order and discipline in the school and to the educational well-being of other pupils.

Please contact me as soon as possible if this time is unsuitable in order that we can make other arrangements.

When we meet we will discuss when you should return to school and the conditions under which such a return may take place. This meeting is called a readmission meeting and it is normally the case that after this you will resume your attendance at school.

This exclusion has been made within the terms of the Education (Scotland) Act 1980 and you have the right under section 28H of the same act to appeal against the exclusion. Details of how you might appeal are included with this letter and should you intend to appeal you should do so as soon as possible.

Yours sincerely

Head Teacher/Campus Principal

Enc: Attached sheet

Appendix 3(c)

**Letter advising that matter has been referred to the Head of Service:
Secondary Education and Pupil Support**

Argyll and Bute Council: Community Services: Education

Dear

A decision has been taken today to exclude your child from attendance at this school.

The reasons for this decision are detailed on the attached sheet and, are such that your child's continued attendance at this school would be likely to be seriously detrimental to order and discipline in the school and to the educational well-being of other pupils.

Given the serious nature of this matter it has been necessary for me to inform the Chief Education Officer of the local authority and you may be invited to meet with a directorate member or another departmental representative.

This exclusion has been made within the terms of the Education (Scotland) Act 1980 and you have the right under section 28H of the same act to appeal against the exclusion. Details of how you might appeal are included with this letter and should you intend to appeal you should do so as soon as possible.

Yours sincerely

Head Teacher/Campus Principal

Enc: Attached sheet

Attached sheet

Argyll and Bute Council: Community Services: Education

Details relating to the imposition of a period of exclusion from school relevant to letter dated

Name of pupil:

Class:

Consideration of care experience, disability, additional support needs, child protection status

Period of exclusion in days:

Date from:

Date of return to school:

Reasons for exclusion:

Signed

Date

Head Teacher/Campus Principal

Appendix 4(a)

Argyll and Bute Council: Community Services: Education

Appeal procedures for pupils and young persons excluded from school

- 1 The statutory provisions for appeal are contained in section 28H and schedule A1 of the Education (Scotland) Act 1980 and the Education (Appeal Committee Procedures) (Scotland) Regulations 1982.
- 2 Under these provisions a parent of a pupil who has been excluded from attending school or, where the pupil is a young person (a pupil over school leaving age who has not attained the age of 18 years), the pupil may refer the decision to an appeal committee.
- 3 A parent or young person who wishes to make an appeal against a decision to exclude should do so in writing to the Executive Director of Community Services, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ; telephone 01369 704000.

The letter should give the name of the pupil or young person and should contain a clear statement requesting the referral of an appeal against the decision to exclude to an appeal committee set up under section 28D of the Education (Scotland) Act 1980.

- 4 The appellant will be given the opportunity to go to the hearing and speak to the appeal committee. The appellant may ask up to three people to accompany him/her and, if he/she so wishes, they can ask one of them to speak on his/her behalf. If the appellant does not wish to be present he/she can nominate someone else to attend and speak for them.

The appellant may decide to make a written submission to the appeal committee and if he/she so decides they should send their submission to the Clerk to the Appeals Committee in the Governance and Law section of Customer Services at least ten days before the hearing.

- 5 The appellant may decide, however, simply to submit a letter of appeal and this will be considered by the appeal committee.
- 6 If the appellant does make a written appeal it will be acknowledged within five working days of receipt.
- 7 Deemed decisions

In the following circumstances an appeal committee will be deemed to have confirmed the decision of the education authority: where within:

- i a period of one month immediately following receipt by the appeal committee of the reference a hearing has not been held;
 - ii 14 days immediately following an adjournment of a hearing the appeal committee have failed to fix a date for a resumed hearing;
 - iii 14 days following the conclusion of a hearing the appeal committee have failed to notify the parent of the young person and the education authority of their decision and the reasons for it.
- 8 If the appeal committee confirm the decision of the authority an appeal may be made to the Sheriff of the area in which the school is situated.

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Appendix 4(b)**Argyll and Bute Council: Community Services: Education****Appeal procedures for pupils and young person excluded from schools****Information sheet**

The statutory provisions for appeal are contained in section 28H and schedule A1 of the Education (Scotland) Act 1980 as amended by the Education (Scotland) Act 1981 and the Education (Appeal Committee Procedures) (Scotland) Regulations 1982.

Under these provisions a parent of a pupil who has been excluded from attending school or, where the pupil is a young person (a pupil over school age who has not attained the age of 18 years), the pupil may appeal against the exclusion.

- 1 A parent or young person who wishes to make an appeal against a decision to exclude should do so in writing to the Executive Director of Community Services. His address and telephone number are given overleaf. Your letter should give your name and address, the name of the child or young person for whom the appeal is being made, the name of the school where the pupil was excluded from and the date and reference of the letter sent to you. It should also contain a clear statement, stating why you wish to appeal and formally requesting referral of an appeal against a decision to exclude to an appeal committee set up under section 28D of the Education (Scotland) Act 1980.
- 2 The parent or young person will be given the opportunity to go to the hearing and speak to the appeal committee. He or she may:
 - (a) appear or be represented at the hearing, for example by a lawyer, relative or friend;
 - (b) be accompanied at the hearing by up to 3 friends including any person representing the person.

The parent or young person may decide, however, simply to submit a letter of appeal and this would be considered by the appeal committee. If the parent or young person does submit his/her case in writing, please read paragraph 3 carefully.

- 3 If the parent or young person decides to submit written representations this must be in the hands of the Clerk to the Appeal Committee, at least ten days before the date of the hearing. Likewise, any representation which the Executive Director of Community Services wishes to make to the appeal committee will be copied to the parent or young person at least ten days before the appeal is

heard. The Clerk to the Appeal Committee is employed in the Governance and Law Service within the Customer Services Department of the Council.

It is to your advantage to ensure that all relevant facts are given in advance. If new evidence is introduced at the hearing, an adjournment may be necessary to provide time for the new evidence to be considered.

- 4 If you lodge an appeal you will receive an acknowledgement from the Clerk to the Appeal Committee within 5 working days of receipt. The hearing will be arranged within 28 days of receipt of your appeal, unless there is a joint agreement to hold it at a later date, or unless the committee consider that the appeal should be heard together with another or other appeals, in which case the date fixed will be arranged within 28 days of the last appeal received. You will be given approximately 14 days notice of the date, time and location of the hearing.

Should the date arranged be inconvenient, you can ask for another date to be arranged. There is no obligation on the committee to re-arrange their programme and they would only do so if a very good reason was given. If the hearing proceeds as planned, you may wish to invite someone else to represent you.

- 5 The Council will arrange for an appeal committee to be formed. This committee will be set up specifically to consider appeals against exclusions. There may be more than one committee in order to consider appeals in different areas within the authority. Each appeal committee may consist of 3, 5 or 7 people but no more than 7. Members may be elected councillors or local people such as parents, teachers, parent council members or members of attendance councils. If present, the appeal committee chairman will normally be an elected councillor. If no elected councillor is present the chairman will be elected by the members of the committee. Nobody who has previously participated in the exclusion process can be a member of the appeal committee. Nobody can be a member if he/she is a parent of a pupil at the school from where the pupil has been excluded, or if he/she is a teacher at the school. The committee will be clerked from the Customer Services Department by a Council officer and, with the consent of the chairman of the appeal committee, there may be one or two others present as observers. The public will not be admitted; the hearings will be held in private.

- 6 The chairman will explain how the hearing will be conducted.

Normally:

- (a) an officer representing the education authority will explain why your request for the exclusion to be withdrawn was refused and evidence may be heard in support of this;
- (b) you, or the person you have indicated will speak on your behalf, may ask questions on the evidence;
- (c) the appeal committee may ask questions of the officer;
- (d) you, or the person speaking on your behalf, may explain why you think the exclusion should not have been imposed; you may produce evidence in support of your statement and call witnesses; you may wish for your written statement to be lodged in advance;
- (e) the officer representing the education authority may then question you and your witnesses;
- (f) the appeal committee may ask you questions;
- (g) the officer will then sum up on behalf of the education authority;
- (h) you, or your representative, may sum up on your behalf.

If any documents are submitted please try to ensure that there are sufficient copies for all present. If any new evidence is brought forward, either party may seek an adjournment.

- 7 The decision of the appeal committee will be given in writing to you within 14 days of the end of the hearing. The reasons for their decision will also be supplied. In the event of your appeal being refused you have the right to appeal against the decision of the committee to the sheriff.
- 8 If a hearing is not held within 2 months of receiving your letter of appeal, or a decision is not intimated to you within 14 days of the end of the hearing, or if a hearing is not continued within 14 days of adjournment, you are entitled to deem the appeal refused and in this case appeal to the sheriff is also open to you.

It must be appreciated that this information sheet provides general guidance about appeals procedures. Specific information on appeal committees and their operation will be found in:

Education (Scotland) Act 1980;

Education (Scotland) Act 1981 (HMSO);

Education (Appeal Committee Procedures) (Scotland) Regulations 1982 (SI 1982 No 1736);

Scottish Education Department Circular 1074/1080 (SED, New St Andrew's House, Edinburgh).

Area Offices:

Area Clerk, Dalriada House, Lochnell Street, Lochgilphead PA31 8ST; tel: 01546 602177;

Area Clerk, Lorne House, Albany Street, Oban PA34 4AR; tel: 01631 562137;

Area Clerk, Hill Street, Dunoon; tel: 01369 704374;

Area Clerk, Burnet Building, St John Street, Campbeltown PA20 6BJ; tel: 01586 559000;

Area Clerk, Eaglesham House, Mount Pleasant Road, Rothesay PA20 9HQ; tel: 01700 504225;

Area Clerk, Scotcourt House, 45 West Princes Street, Helensburgh G84 8BP; tel: 01436 658820;

Area Clerk, Breadalbane Street, Tobermory PA77 6PX; tel: 01688 302051;

Area Clerk, Jamieson Street, Bowmore, Isle of Islay PA43 7HP; tel: 01496 301301.

Executive Director of Community Services:

Education Offices
Alexandra Parade

Dunoon

Argyll

PA23 8AJ

Telephone: 01369 704000

Appendix 5(a)

Argyll and Bute Council: Community Services: Education

Assurance of co-operation (*parents/head teacher/campus principal*)

I understand why _____ was excluded from _____ and I give my assurance that if he/she is re-admitted to school, I shall do all I can to ensure that he/she complies with the rules, regulations and disciplinary requirements of the school. I understand that _____ is being given another chance to comply with these requirements and that any further serious breaches of school discipline may lead to further exclusion from the school. *I also understand that I have signed this assurance of co-operation without prejudice to any decision which I may take to submit an appeal against this exclusion.*

Specific conditions (*if appropriate*)

Signature of parent/carer

Signature of pupil

Address

Signature of Head Teacher /Campus Principal /Representative

Date

Name of child

Date of birth

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Appendix 5(b)

Argyll and Bute Council: Community Services: Education

Assurance of co-operation (*pupil over 16/head teacher/campus principal*)

I understand why I was excluded from _____ and I give my assurance that, if I am re-admitted to school, I will comply with the rules, regulations and disciplinary requirements of the school. I understand that I am being given another chance to comply with these requirements and that any further serious breaches of school discipline may lead to further exclusion from the school. *I also understand that I have signed this assurance of co-operation without prejudice to any decision which I may take to submit an appeal against this exclusion.*

Signature of pupil

Address

Signature of Head
Teacher /Campus
Principal
/Representative

Date

Name of pupil

Date of birth

Appendix 6



Community Services: Education

Exclusion from School: A guide for Parents and Carers

This leaflet provides information about:

- What exclusion actually means.
- Why a child or young person might be excluded from school.
- The procedures the school should follow when excluding a child or young person from school.
- What a Parent/Carer can do if they do not agree with their child's exclusion.

What exclusion actually means

Exclusion means your child has been removed from school, usually as a result of behaviour or conduct giving rise to serious concern, and is not allowed to attend there for a certain number of days.

Your child's school will keep a record of any exclusion and will follow a set of procedures whenever they exclude a child or young person. The school will always tell you the procedures that should be followed before your child returns to school.

Schools only ever use exclusion as a last resort: after everything else has been tried and failed to work. Only under exceptional circumstances, will exclusion be implemented immediately. When the school is considering whether to exclude your child, it is likely that you will already have been involved with the school in discussions about your child's behaviour, conduct or presentation. Your child may have a Child's Plan setting targets for their behaviour which you will have contributed to.

Why a child/young person might be excluded

There are only 2 reasons a school can exclude a child or young person:

- The school thinks order and discipline and the education or safety of the other pupils in the school will be adversely affected if your child continues to attend.
- The school thinks you, the parents, have not followed the school's rules and have allowed your child to break the school rules.

Procedures to be followed by the school when excluding a child or young person:

The day a child is excluded

The school must contact you, verbally and in writing, to do the following:

- Inform you that a decision has been taken to exclude your child and why. The school will also make sure that there are proper arrangements for your child's care before they are sent home.
- Arrange a readmission meeting with you to discuss the exclusion and to agree a return. The meeting should take place within 7 days, but if your child is excluded at the end of a term, the meeting may take place in the holidays.
- Tell you about your right to appeal against the decision to exclude.

It is important that your child is involved in any meetings about their exclusion if you and the school agree this is appropriate. Where a child is aged 16 or 17, information about their exclusion will be sent directly to them and the school will keep you informed. When your child wants you to attend a meeting and it is appropriate, the school will allow this. You and your child will have an opportunity to share views on the decision to exclude.

A child with Additional Support Needs

The reasons which justify the decision to exclude a pupil with additional support needs are the same as for any other pupil. However, a school will always take great care when deciding to exclude a pupil with additional support needs particularly if the pupil has a Child's Plan, is Care Experienced or on the Child Protection register. However, these factors would not prevent your child being excluded.

The school has to make sure that any pupil with additional support needs is not unlawfully discriminated against. Where a pupil is excluded because of behaviour connected to, arising from or because of their disability, this could be unlawful discrimination. Schools always have to be able to justify excluding a pupil on the grounds noted above.

A child's right to education and support for their wellbeing

Every child has a right to education and support for their wellbeing while excluded, whether that is for a few days or for a longer period.

Where your child is excluded for only a few days, they may not receive any direct teaching but they may be sent school work to complete at home and return to school for marking.

In some cases education may be provided in another location, such as a community centre, council building or at home.

The Local Authority will make special arrangements to provide, as far as possible, the same quality of education the child got in school before they were excluded.

If your child has additional support needs, support from other agencies such as speech and language therapy or social work must continue while they are excluded.

A child excluded a number of times

This usually means there need to be significant changes to how your child is educated. At the re-admission meeting you can ask for a review of the support and strategies the school uses to meet your child's needs. You can also ask for a review of their Child's Plan or any other educational approaches in use. This will let changes be made to how your child's education is delivered that takes better account of their individual needs.

What to do if you disagree with the decision to exclude your child

You have the right to appeal against any exclusion. A child or young person also has the right to appeal, as long as they fully understand the process. There is an appeals procedure that you can follow. The school will give you details of what you need to do.

When your child is excluded, details of the exclusion are entered on their school records. If you successfully appeal against exclusion, the record is changed to show this. This means information about that exclusion cannot be disclosed, such as to a future employer.

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****ARGYLL AND BUTE CPP****15 DECEMBER 2022**

**2021/22 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES
SERVICES PLAN 2020 – 23**

1.0 EXECUTIVE SUMMARY

- 1.1 The Children and Young People's Service Plan 2020-2023 was approved by Community Services Committee in November 2019 <https://argyll-bute-girfec.com/wp-content/uploads/2020/12/cysp-2020-14th-dec-digital-version.pdf>.
- 1.2 There is a requirement in Part 3 of the Children and Young People (Scotland) Act 2014 to review the report annually and report on the performance and progress to date in delivering the outcomes set out in the plan.
- 1.3 The review considers updates on 2021/22 progress, provides information on developments that have taken place since the plan was published and sets out key plans in the year ahead.
- 1.4 It is recommended that the Community Services Committee notes:-
- a) NHS Highland and Argyll and Bute Council are jointly and equally responsible for children's services planning;
 - b) Argyll and Bute's Children and Young People's Services Plan 2020-2023 Year 2 review for the period 2021/22 approved by Argyll and Bute's Children Strategic group;
 - c) It is recommended the Community Services Committee and Integration Joint Board note the submission of the Children and Young People's Services Plan Year 2 review to Scottish Government as per the legislative requirement.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

ARGYLL AND BUTE CPP

15 DECEMBER 2022

2021/22 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES SERVICES PLAN 2020 – 2023

1.0 INTRODUCTION

1.1 This is the second annual review of the Children and Young People’s Service Plan 2020-2023. <https://argyll-bute-girfec.com/wp-content/uploads/2020/12/cysp-2020-14th-dec-digital-version.pdf>. In this review we will report on our performance and progress to date in delivering the outcomes we set out to achieve.

1.2 The review will consider:

- Updates on 2021/22 24 month progress
- Provide information on developments since the plan was published
- Set out key plans for the year ahead

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee notes:-

- a) NHS Highland and Argyll and Bute Council are jointly and equally responsible for children’s services planning;
- b) Argyll and Bute’s Children and Young People’s Services Plan 2020-2023 Year 2 review for the period 2021/22 approved by Argyll and Bute’s Children Strategic group;
- c) It is recommended the Community Services Committee and Integration Joint Board note the submission of the Children and Young People’s Services Plan Year 2 review to Scottish Government as per the legislative requirement.

3.0 PERFORMANCE SUMMARY

3.1 Children and Young People’s Service Plan (CYPSP 2020/23) approved in November 2020 by Argyll and Bute’s Children Strategic Group, Argyll and Bute Council and the Integrated Joint Board is set within the context of four strategic priorities and aligned to the eight well-being indicators (SHANARRI). By adopting the Quality Improvement methodology we will be able to show improvements in practice supporting us to achieve our aim of improving outcomes for children and young people.

3.2 Improvement and Progress Update Summary

We have made good progress with the mid-term outcomes expected at 24 months.

Tables 1 - 4 (pages 4 – 14) provide updates on the 2021/22 Performance Measures under each of the Strategic Priorities.

Quality Improvement projects are still live, however due to COVID and a number of staff changes updates are not currently available for the Year 2 2021/22 report.

Getting it Right for Every Child (GIRFEC) Leadership

To help improve the visibility of the Children’s Services Strategic Leadership Group, member Profiles have been developed and circulated to all staff groups.

Table 1	
Outcomes expected at 24 months (2021/22)	Progress update
<ol style="list-style-type: none"> 1. Evidence of improvements in GIRFEC practice and delivery of services are embedded in children’s services 2. Streamlined systems and process result in partners having the ‘One Child, One Assessment and One Plan’ approach to service delivery 3. Feedback on successes and what is not working 	<ol style="list-style-type: none"> 1. The improvement work generated through the Argyll and Bute Children and Young People’s Improvement Faculty has resulted in improvements in the partnership approach to service delivery leading to better outcomes for children, young people and their families. 2. The replacement of the current Carefirst System with the Eclipse system will provide a fully integrated web-based Care Management system for Children, Families and Social Justice. Eclipse will reduce bureaucracy and support an integrated (HSCP) Child’s Plan in practice. 3. Gathering the views of children, young people, parents/families is fundamental and underpins the values and principles of GIRFEC. Staff capacity and COVID have resulted in additional scaling up of the ‘What Matters to Me’ (WMTM) form allows staff to gather the views parents at Child’s Plan meetings. This will be scaled up across all localities throughout Year 3 (2022/23).

Getting it Right for Every Child (GIRFEC) Leadership Quality Improvement Progress

Table 1.1		
24 months (2021-22)	Quality Improvement Aims	Quality Improvement Projects
Partners work collectively to review current systems and processes and reduce bureaucracy	<ul style="list-style-type: none"> By 31st August 2021, 75% of audited Child's Plans prepared by multi-agency partners after October 2020 will contain a clear set of SMART outcomes for the young person, based on an up-to-date assessment of risk and analysis of need. By end of May 2021, 95% of Initial child plans where Health Visitors are Lead Professional, will include parent/carer views of their child's plan and they will score 4 or above on a 1- 5 rating scale of how engaged and involved they felt in the process" 	<p>Improving the quality of Child's Plans</p> <p><i>Some Quality Improvement projects have been delayed due to staff changes, it is anticipated this will improve in Year 3 of the Plan.</i></p>

Strategic Priority 2 - Early Help and Support

Table 2	
Outcomes expected at 24 months (2021-22)	2021-22 Progress update
<ol style="list-style-type: none"> Ensure early help and support is put in place. Use the Model for Improvement to develop tests of change and ideas to promote and improve child development Deliver on key priorities identified in the Child Poverty Strategy 	<ol style="list-style-type: none"> Data indicates we have maintained above 90% of children having assessments completed at: 13 – 15 months - 93.6% 27 – 30 months - 92.6% Due to COVID restrictions P1 developmental milestone data has not be obtained The benefits of partnership working have been evident with an increase in client engagement through collaborative working. Where agencies are able to bring their skills and expertise together to provide a holistic approach, vulnerable families are also less likely to be missed. Referrals and support from Health Visitors help with those who would falter at the point of making an appointment. Feedback from advisors ensures that clients who don't engage can be supported to re-engage often at a point of difficult circumstances or crisis. The personal connections made between staff are beneficial

<p>3. Children and young people feel more positive about their health, wellbeing and developing relationships</p> <p>4. Ensure breast feeding rates are improved and sustained</p> <p>5. Children and young people are supported to make good choices with respect to maintaining a healthy weight</p>	<p>ensuring good communication which is vital in delivering a high standard service. Bute Advice Centre has close working relationship with Health Visitors in the Bute & Cowal area and hope to roll out this service across Argyll.</p> <p>3. In the school year 21/22, Health, Education and local 3rd Sector organisations worked in partnership to provide the health improvement programmes Smoke Free Me for P7's and You are Not Alone for S3. The drama productions were presented by video rather than a live play, due to the restrictions of Covid 19. However, these video's were presented in person by a selection of professionals from health improvement, education, school nursing and 3rd sector partners.</p> <p>Smoke Free - 100% of primary schools were offered the Smoke Free video complete with additional lesson plans, many were also provided with materials that pupils could take way, to supplement what was taught in school. All, teachers who provided feedback said the lesson plans, music and video access were excellent for their students. Not all schools were able to show the drama due to Covid-19 isolation guidance, but all those who did found it very beneficial and relevant.</p> <p>S3 Health Drama - 100% of Argyll and Bute Council secondary schools had access to the S3 Health Drama You Are Not Alone by video and all but one high school took advantage of having a showing supported by professionals who provide services for young people. All pupils had the option of asking any questions remotely and in private and feedback was taken on the structure and content of the drama from teachers, partners and pupils. All who fed back were very supportive and felt the content was appropriate and would welcome being part of the work ongoing.</p> <p>4. 2021 Breastfeeding rates at 6 – 8 weeks reached 46.8% in one quarter and remained stable at 44% throughout the year, breastfeeding still remains high with the Scottish average at 6 – 8 weeks sitting at 32.5%. Key workers and Infant feeding support workers continue to work to promote the benefits of breastfeeding across all agencies.</p> <p>5. Limited progress in 2021/22this was in part due to Covid and also some resource issues. An App has been commissioned and is currently being tested. Plans to increase staff hours to re-establish delivery of virtual group treatment sessions which will work alongside the App.</p>
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Early Help and Support Quality Improvement Progress

Table 2.1		
24 months (2021-22)	Quality Improvement Aims	Quality Improvement Projects
Ensuring relevant assessments at key ages and stages are carried out	Creating communication friendly Early years settings in Bute (Aim in development)	The UPQIC financial improvement project
Ensure the Child Poverty Strategy is rolled out across the partnership	<p>Increased uptake of financial support following Universal Health Visiting Pathway contacts</p> <p>Aim - By Sept 2021, Health Visitor's (HV) in Argyll and Bute will have a financial discussion with parents at 80% of contacts on the HV pathway and where a need is identified 100% will receive the requested money advice and benefit support</p> <p>Data relating to money advice conversations carried out at routine Health Visitor visits in the Bute & Cowal area was gathered to ascertain % of money advice conversations at routine pathway contacts for period Jan to Sept 2021. Data for the same period was also captured which looked at time to the initial money advice prep appointment. (Table was produced and is available). Data notes a sustained improvement with regards to money advice conversations carried out at routine Health Visitor visits in the Bute & Cowal area. Analysis of the data with regards to the total number of visits across the 8 month period notes - 41% achieved the 100% target and 52% at 90% or above. Against the median target wait of 3 days, the data shows that 47% of referrals waited 3 days or less and 53% of referrals waited more than 3 days, the longest wait was 14 days.</p>	<p>AHP Forum - Improve our universal and targeted offer</p> <p>National "Sharing the Ambition" project</p> <p>Breast feeding</p> <p>Communication Friendly early years settings</p> <p>Supporting vulnerable 2's</p> <p><i>Some Quality Improvement projects have been delayed due to staff changes, it is anticipated this will improve in Year 3 of the Plan</i></p>

Children and young people have a better understanding of what safe and healthy relationships look like	Children, Young people and their families feel supported to adopt healthy lifestyle choices Aim in development)	
Children and young people are able to make informed choices about their dietary needs	Children, young people and their families feel supported to adopt healthy lifestyle choices - AHP Forum (Aim in development)	

Strategic Priority 3 - Mental Health and Well-being

Table 3	
Outcomes expected at 24 months (2021-22)	2021-22 Progress update
1. Access and support for early help is available and easily accessible for children and young people	<p>1. Development of the Peri-natal and Infant Mental Health Pathway</p> <p>Peri-natal and Infant Mental Health promotes knowledge and skills in understanding Infant Mental Health and parent-infant relationships. Infant mental health services are aimed at giving every child the best start in life by promoting the wellbeing of infants in the first three years of their development. The Infant Mental Health Pathway relies on the dedication and commitment of a large number of frontline practitioners such as midwives, health visitors and early years practitioners..</p> <p>The Perinatal Mental Health Service has been live since December 2021. This service consists of one Trainee Advanced Nurse Practitioner working across Argyll and Bute offering consultation, triage and training. Embedding lived experience into service development to create a new service across Argyll and Bute. Working closely with services in Greater Glasgow and Clyde including the Mother and Baby unit.</p> <p>Infant Mental Health (IMH) - A short life working group has been established involving multi-agency staff, partners and agencies from across Argyll and Bute. The group was formed to develop and input into the IMH referral pathway, which has been taken to the PNIMH pathway.</p>

Our children, their nurturing education (OCTNE) has continued to progress successfully with 33% of schools now engaged with this programme. Through engagement with training and use of a bespoke accreditation framework 23 schools have already achieved bronze accreditation (nurture committed), 1 silver accreditation (nurture aware) and 2 gold accreditation (nurture informed). With the addition of two Nurture Teachers (September 2021), the strategy has expanded and is able to offer increased support to education establishments. This expansion is supporting schools to establish targeted nurture interventions for groups of pupils (trauma skilled) and supporting the team around our most distressed young people who are at risk of educational placement breakdown (trauma enhanced). The role of the Nurture Teacher is focused on providing intensive but time-limited support through coaching, consultation and building capacity in staff and schools to make this targeted provision sustainable.

The School Counselling Service provided for children and young people age 10 years and over has continued to progress very positively. The service started on February 8th 2021 with 7.5 fte counsellors and a team leader. Over the last year there have been some changes to staffing as well as short term enhancement through Council COVID Recovery Funding with the current staffing compliment being 8.5fte. Since the start of the service in February 2021 over 500 referrals have been received with an acceptance rate of over 99%. Analysis of referral information shows:

The most common reasons for referral include Anxiety (44%), Depression (25%), Relationships (with parents, carers and peers, 23%), Emotional or Behavioural Difficulties (21%), and Self-Harm (16%)

60% of young people accessing the service report they are female, 34% report they are male and less than 6% describe themselves in another way

72% of referrals come from a professional (including Education, Health and Social Work). 24% come directly from young people through self-referrals

The average age of someone accessing counselling is 14 and the majority of referrals come from S2-S4

<p>2. Partners feel confident in understanding trauma and how it affects children and young people's lives</p>	<p>Of those referred, 7.3% Care experienced, 19% receive free school meals, 7.3% Young Carers, 17% with recorded additional support need and 41% with current or previous involvement from an agency beyond education</p> <p>There has been engagement with young people identifying as LGBTQ+ to consider access and support for early help particular through the school setting. Feedback has included the following:</p> <p>What support would you like to be available?</p> <p>'Need to be patient and listen. Lanyards are OK but it depends on the person. Don't say "I understand" because you don't.'</p> <p>'More obvious things around the school e.g. information posters and FAQs.'</p> <p>'Some departments have a good ethos, not particularly about LGBTQ+ but kindness in general'.</p> <p>Have you found it easy to access other support?</p> <p>'Teachers – some teachers I would trust with my life. Accessed a counsellor but she was not very good. Would struggle speaking with guidance but this is to do with whether the person is seen as trustworthy.'</p> <p>'Pupils need a clear pathway that is made explicit. Told to go to go to Head of House. Better to say: "go to an adult that you trust" this could be anybody. Need them to listen well and also to remember.'</p> <p>2. Trauma Service - Argyll and Bute has continue to progress developments as one of three National Trauma Training pilot areas. A number of significant successes have been noted including:</p> <ul style="list-style-type: none"> • Strong multiagency commitment, leadership and ownership including the 3rd sector • Investment of time in ensuring leadership and strategic buy in to support engagement over time
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- Strategy built on existing strengths ensuring developments are coordinated with local practice and training including the GIRFEC practice model, existing work on
- Adverse Childhood Experiences and Our Children Their Nurturing Education (OCTNE) in schools
- Building awareness of trauma in to existing training such Child Protection, OCTNE and the PATHS curriculum
- Inclusion of the voice of lived experience
- Flexibility in responding to the impact of the pandemic and moving training online with significant update across services
- Over 83% of all staff working within our schools completed the e-learning modules at the appropriate levels
- High uptake of facilitated on-line trauma skilled training sessions by social work children's services staff
- Strong, consistent communication and update of materials
- A widening focus on staff wellbeing and increasing shared focus on responding to the impact of trauma
- Presentations on progress delivered to national groups including to the Deputy First Minister.

Based on review and evaluation of current progress, the Trauma Strategy group, initially in place to support the delivering of the trauma training programme has been reinvigorated to support the next stage of this work. It is centrally important that staff are not merely trauma informed, but that services, teams and individuals modify practice to ensure the work in ways that are trauma responsive. Multiagency consideration of the key objectives from the CYPSP 2020 - 23 identified core areas for development as we move from delivering training to identifying changes to practice, policy and guidance that will make a real difference to children and young people. With support from the national Children and Young People's Improvement Collaborative (CYPIC), approaches within the Model for Improvement have been used to identify areas where practice change can be implemented and evaluated. These include:

- Our Children Their Nurturing Education, exploring the impact of changes to understanding and practice on outcomes for children, young people and families
- Trauma Enhanced Dyadic Developmental Practice (DDP) training which has continued to be delivered for relevant specialist staff across agencies

Mental Health and Well-being Quality Improvement Progress

Table 3.1		
24 months (2021-22)	Quality Improvement Aims	Quality Improvement Projects
Trauma training is rolled out across the partnership	<ol style="list-style-type: none"> 1. Impact of Trauma informed practice (Aim in development) 2. Perinatal mental health 	<ol style="list-style-type: none"> 1. Early Years - Adults responses to children 2. Play pedagogy 3. Impact of Trauma informed practice 4. Trauma informed practice in schools through Our Children Their Nurturing Education

Strategic Priority 4 - Children and Young People's Voice

Table 4	
Outcomes expected at 24 months (2021 -22)	2021-22 Progress update
<ol style="list-style-type: none"> 1. Methods to engage children and young people are designed and tested by the Away Team and the Young People's Advisory Group 2. Invite the Young Peoples Advisory Group to present progress at the Community Planning Partnership 	<ol style="list-style-type: none"> 1. By October 2021, 85% of S3 pupils in Oban high will demonstrate an understanding of Argyll and Bute's Children's Service plan and can explain why it matters to them which identifies the improvement in meeting attendance needed to create the right conditions to secure improvements with regards to S3 pupil awareness of the A&B Children's Service Plan. With regards to the baseline question "Do You know about the C&YPSP" analysis notes (another table has been produced) a significant improvement in the understanding of the plan against the baseline score taken ahead of each of the four sessions. The baseline median score pre-session (0%) above 4, this is offset against a significant improvement in post-session median scores above 4 (50.25%) Conclusion: Against the target of 85% the data noted that 71% of S3 pupil reported a rating of 3 which meant that they knew about the Argyll and Bute CYPSP but I would "need help explaining it". Alongside this 90% of S3 pupil also noted that they could "give one reason why the plan matters to young people". 2. A presentation on the work of the Young People's Advisory Panel has been delivered to Argyll & Bute's Children Strategic Group and can be delivered to the CCP in year 3

<p>3. The findings of the Independent Care Review are embedded in practice across the partnership</p>	<p>3. 3.1) The 2021-24 Corporate Parenting Plan has been updated to ensure that key themes from The Promise are prioritised 3.2) Multi agency review of all admission to care supported and consideration of findings by the Adult Protection and Child Protection Committees and the Corporate Parenting Board (CPB) led to a joint Promise Partnership bid for an innovative project, across adult and children's services. It is anticipated this will support development of new practice model for supporting families affected by parental mental health and substance misuse 3.3) Adoption of a lexicon of institutional language our young people have asked us to stop using and multiagency work to remove these words and phrases 3.4) Recruitment of a care experienced co-chair for the CPB 3.5) Additional funding for a one-year participation co-ordinator for care experienced children and young people 3.6) Continuing roll out of trauma training to develop a Trauma informed children's workforce and carers</p>
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Children and Young People's Voice Quality Improvement Progress

Table 4.1		
24 months (2021-22)	Quality Improvement Aims	Quality Improvement Projects
<p>Young People's Advisory Panel is created</p>	<ul style="list-style-type: none"> By October 2021, 85% of S3 pupils in Oban high will demonstrate an understanding of Argyll and Bute's Children's Service plan and can explain why it matters to them Visibility of Parent/Child's Voice in Child's Plan (Aim under development) 	<ol style="list-style-type: none"> Engagement in CSP "What matters to you?" Parent/child voice

4. The focus for year 3 long term performance outcomes include:

Getting it Right for Every Child (GIRFEC) Leadership

- Providing evidence of improvements and embedding the refreshed GIRFEC guidance
- Implementation of the Eclipse system to facilitate more streamlined systems and processes across the HSCP to ensure there is a 'One Child, One Assessment and One Plan' approach to service delivery

Early Help and Support

- Further use of the Model for Improvement to develop tests of change and ideas to improve child development, ensuring early help and support in place
- Supporting families to support a reduction in the number of children and young people affected by poverty
- Developing specific programmes and ideas helps support us to ensure Children and young people feel more positive about their health, wellbeing and developing relationships
- The development of an App to promote healthy eating and assist Children and young people to make good choices with respect to maintaining a healthy weight

Mental Health and Wellbeing

- Children and young people report they are able to access mental health and wellbeing support
- All partners are trauma informed and can demonstrate this in the actions taken to support children and young people
- Standards are improved and robust pathways are in place for children and young people with neuro-developmental conditions
- Children and young people report they are benefitting from accessing advocacy services

Children and Young People's Voice

- Children and young people are engaged and co-designing the next CYPS Plan (2023/27)
- Children and young people are involved in creating the new 2023 – 27 CYPS Plan
- The lives of care experienced children are improved

5 Key developments and alignment to National Policy

Work is underway to ensure children and young people understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC) which has now been incorporated into Scots Law

The Promise made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential. It is responsible for driving forward the findings of the Independent Care Review and works with organisations to support shifts in policy, practice and

culture so Scotland can **#KeepThePromise**. Key themes from **The Promise** have been prioritised in the Argyll and Bute's 2021-24 Corporate Parenting Plan

6. Conclusion

The year 2 review of the 2020 – 23 CYPSP has highlighted progress to date and some of the quality improvement projects that require to be scaled up throughout year 3. The Quality Improvement faculty requires to be re-established to ensure this work continues throughout 2023/23, further improvements and run chart evidence will be realised in the year 3 report (2022/23) under long-term outcomes.

7.0 IMPLICATIONS

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|-----|-----------|---|
| 7.1 | Policy | The Children and Young People's Services Plan is framed within the Getting It Right for Every Child framework and the well-being indicators. |
| 7.2 | Financial | There are no additional resource implications with the delivery of the plan. |
| 7.3 | Legal | The Council and NHS Highland are required to report on the progress of the Children and Young People's Services plan as directed within the Children and Young People (Scotland) Act 2014, set out within the supporting Statutory Guidance published in December 2016. |
| 7.4 | HR | None at this time. |

Fairer Scotland Duty:

- | | | |
|-----|---------------------|--|
| 8.5 | Equalities | The Children and Young People's Services Plan identifies how health and social care services contribute to reducing inequalities, including health and education inequality. |
| 8.6 | Socio-economic Duty | The Children and Young Peoples Service Plan 2020 – 2023 sits within this framework and seeks to address inequalities for children and young people. |
| 8.7 | Islands | Delivery of services in more remote communities will be explored through Quality Improvement work as part of the 2020-23 Children and Young Peoples Service Plan. |

- 8.8 Risk There are potential reputational risks for the Council should they fail to deliver the legislative requirements set out within the Children and Young People (Scotland) Act 2014, Statutory Guidance of December 2016.
- 8.9 Customer Service The Children and Young People's Services Plan informs our young people, parents, carers, volunteers and practitioners of the outcomes and actions that all partner agencies have committed to deliver in order to ensure that children and young people living in Argyll and Bute get the possible start in life.

David Gibson
Head of Service Children and Families and CSWO
Health and Social Care Partnership

Patricia Renfrew
Senior Manager Child Health and CAMHS
30th August 2022

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Community Services Committee Work Plan 2022 - 2023

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
15 December 2022				
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr 2 2022/23)	Police Scotland	Quarterly	
	Local Police Plan – Police Scotland – Consultation	Legal & Regulatory Support		
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q2 – 1 July – 30 September 2022	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report November 2022	Argyll & Bute HSCP	Quarterly	
	Argyll & Bute HSCP Annual Performance Report 2021/22	Argyll & Bute HSCP	Annually	
	Education Performance Data Analysis 2021-22	Education		
	Annual Participation Measure 2021-22	Education		
	Support for Pupils and Families from Armed Forces Service Backgrounds	Education		
	Creation of High Quality STEM Curriculum Materials	Education		
	Mull Campus – Draft Engagement Strategy	Commercial Services/Education		
	External Education Establishment Inspection Report	Education	Quarterly	
	Northern Alliance Regional Improvement Collaborative – Progress and Impact Report and Phase 4 Regional Improvement Plan	Education		

Community Services Committee Work Plan 2022 - 2023

	Updates to Education Management Circulars and Guidance on Managing Distressed Behaviour, Managing Violence and Aggression and Exclusions	Education		
	2021/22 Annual Review of the Children and Young Peoples Services Plan 2020 - 23	Argyll & Bute HSCP		
9 March 2023				
	Argyll & Bute Local Policing Plan 2023 – 2026	Police Scotland		
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr 3 2022/23)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q3 – 1 October – 31 December 2022	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report	Argyll & Bute HSCP	Quarterly	
	Updated National Improvement Framework/Scottish Attainment/Participation	Education		
	Schools (Consultation) (Scotland) Act 2010 Kilchrenan Primary School			
	Schools (Consultation) Scotland Act 2010 – Achaleven Primary School	Education		
	Schools (Consultation) Scotland Act 2010 – Southend Primary School	Education		
	External Education Establishment Inspection Report	Education	Quarterly	
8 June 2023				
	Schools (Consultation) Scotland Act 2010 – Luing Primary School	Education		

Community Services Committee Work Plan 2022 - 2023

	Schools (Consultation) Scotland Act 2010 – Minard Primary School	Education		
	Argyll & Bute Local Policing Plan (2020 – 2023) – Quarterly Report (Qtr 4 2022/23)	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q4 – 1 January – 31 March 2023	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report	Argyll & Bute HSCP	Quarterly	
	External Education Establishment Inspection Report	Education	Quarterly	
Future Reports – dates to be determined				
	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		
	Schools (Consultation) (Scotland) Act 2010 - St Joseph's School Catchment Boundary	Education		
	Care Experienced Children and Young People	Education		
	Report on Argyll and Bute Council Response to the Scottish Government Legislation on the United Nations Convention on the Rights of the Child	Education		
	SQA School Examination Results 2022			
	School Attainment Challenge	Education		
	Argyll & Bute Health and Social Care Partnership – Annual Report	Argyll & Bute HSCP	Annually	
	Argyll and Bute Annual Education Plan	Education	Annually in August	
	Live Argyll Annual Report	Live Argyll	Annually in August	

Community Services Committee Work Plan 2022 - 2023

	Education Service Annual Performance Review	Education	Annually in August	
	Gaelic Language Plan Progress Report	Customer Support Services	Annually in August	
	ASN Review Update	Education		