Inverclyde council

Municipal Buildings, Greenock PA15 1LY

Ref: DS

Date: 7 March 2025

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 18 March 2025.

The Communities business will commence at 2pm and the Education business at 4pm.

Members may attend the meeting in person at Greenock Municipal Buildings or via remote online access. Webex joining details will be sent to Members and officers prior to the meeting. Members are requested to notify Committee Services by 12 noon on Monday 17 March 2025 how they intend to access the meeting.

In the event of connectivity issues, Members are asked to use the *join by phone* number in the Webex invitation and as noted above.

Please note that this meeting will be live-streamed via YouTube with the exception of any business which is treated as exempt in terms of the Local Government (Scotland) Act 1973 as amended.

Information relating to the recording of meetings can be found at the end of this notice.

LYNSEY BROWN
Head of Legal, Democratic, Digital & Customer Services

BUSINESS

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2.	**2024/25 Communities Revenue Budget Update** Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**p**
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4.	**Community Learning Development, Community Safety & Resilience and Sport Service Annual Report 2024** Report by Corporate Director Education, Communities & Organisational Development	**p**

NEW BUSINESS		
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6.	**Interim Review of Inverclyde's Antisocial Behaviour Strategy 2020-2025** Report by Corporate Director Education, Communities & Organisational Development	**p**
7.	**New Approach to ESOL Provision** Report by Corporate Director Education, Communities & Organisational Development	**p**
EDUCATION BUSINESS **PERFORMANCE MANAGEMENT**		
8.	**2024/25 Education Revenue Budget Update** Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**p**
9.	**Education Capital Programme 2024/28 - Progress** Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	**p**
10.	**Education and Communities Committee Delivery and Improvement Plan 2023/26 Performance Report** Report by Corporate Director Education, Communities & Organisational Development	**p**
NEW BUSINESS		
11.	**Education Update Report – Overview of Local and National Initiatives** Report by Corporate Director Education, Communities & Organisational Development	**p**
12.	**Phase 1 – Review of Play for All Out of School Childcare / Holiday Childcare Service** Report by Corporate Director Education, Communities & Organisational Development	**p**
ROUTINE DECISIONS AND ITEMS FOR NOTING		
13.	**Bereavement, Change and Loss Guidelines** Report by Corporate Director Education, Communities & Organisational Development	**p**
14.	**Education Services – Child Protection Guidelines** Report by Corporate Director Education, Communities & Organisational Development	**p**

The reports are available publicly on the Council's website and the minute of the meeting will be submitted to the next standing meeting of the Inverclyde Council. The agenda for the meeting of the Inverclyde Council will be available publicly on the Council's website.

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Enquiries to – **Diane Sweeney**– Tel 01475 712147

![Inverclyde council logo]

Report To:	Education & Communities Committee	**Date:**	**18 March 2025**
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	**Report No:**	**FIN/16/25/AP/IC**
Contact Officer:	Iain Cameron	**Contact No:**	**01475 712832**
Subject:	**2024/25 Communities Revenue Budget Update**		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to advise Committee of the projected position of the 2024/25 Communities Revenue Budget.

1.3 The total Communities Revenue Budget for 2024/25, excluding Earmarked Reserves, is currently £5.762m. The latest projection is an overspend of £8,000 (0.1%), an increase in projected spend of £4,000 since Period 7 Committee. The projected overspend excludes £106,000 of additional costs for Inverclyde Leisure utilities, as these will be funded from earmarked reserves for 2024/25, as previously reported.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee note that the Committee's Revenue Budget is currently projected to overspend in 2024/25 by £8,000 (0.1%) and that this is offset by an overall projected underspend in the Education budget.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director
Education, Communities & OD

3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2024/25 Communities Revenue Budget and to highlight the main variances contributing to the projected overspend of £8,000.

3.2 The current Communities Revenue Budget for 2024/25 is £5.762m which is an increase of £102,000 from the Approved Budget. Appendix 1 shows the breakdown of this budget across divisions.

3.3 **2024/25 Projected Outturn (£8,000 overspend 0.1%)**

   (a) The main projected variance contributing to the net overspend is an under achievement of turnover savings target of £41,000. (Community Safety £5,000, Community Halls £27,000 and Libraries & Museum £9,000.) This is a reduction in projected spend of £22,000 since Period 7.
   (b) Committee should be aware that there is a projected overspend within Inverclyde Leisure utilities budgets (electricity and gas). The projected overspend has decreased from £130,000 in Period 7 to £106,000 in Period 9, mainly due to a reduction in projected consumption. The overspend will be funded from earmarked reserves this financial year, in line with the treatment of utilities overspends for Council properties. The expectation is that these costs will reduce significantly in 2025/26.
   (c) School Lets Income is projected to over recover by £50,000, a reduction in income of £30,000 since the Period 7 Committee. There has been a decrease in School Lets over the winter months compared to the previous year, with ongoing maintenance work and bad weather resulting in fewer available lets.

3.4 **Earmarked Reserves**

   Appendix 4 gives an update on the Committee's operational earmarked reserve. Spend to date on this reserve is nil, which is in line with projected spend. The sole earmarked reserve this financial year relates to Community Grants and there will be no spend until 2025/26, at which time there will be a saving on the core budget, for which the reserve will act as substitute funding for a period of three years.

3.5 **Virements**

   There are no virements this Committee cycle.

4.0 PROPOSALS

4.1 It is proposed that Committee note the current projected overspend for 2024/25 of £8,000.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendations are agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 **Legal/Risk**

There are no issues to highlight in this report.

5.4 **Human Resources**

There are no specific human resources implications arising from this report.

5.5 **Strategic**

There are no specific strategic implications arising from this report.

6.0 CONSULTATION

6.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities and Organisational Development.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Communities Budget Movement - 2024/25

| Service | Approved Budget 2024/25 £000 | Movements | | | | Revised Budget 2024/25 £000 |
		Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	
Libraries & Museum	1,892	63	10			1,965
Sport & Leisure	2,088		(40)			2,048
Community Safety	446	19				465
Community Halls	953	10	25			988
Community Grants Fund	281		15			296
Totals	5,660	92	10	0	0	5,762

Movement Details   £000

External Resources

Inflation

Pay Award   92

                                                                     92

Virement

Libraries Resources budget from Education   10

                                                                     10

Supplementary Budget

                                                                      0

                                                                    102

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

2023/24 Actual £000	Subjective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
2,163	Employee Costs	1,865	2,001	2,042	41	2.05%
2,149	Property Costs	2,268	2,268	2,264	(4)	(0.18%)
942	Supplies & Services	616	620	620	0	-
7	Transport Costs	3	3	4	1	33.33%
73	Administration Costs	75	75	71	(4)	(5.33%)
1,060	Other Expenditure	1,083	1,126	1,145	19	1.69%
(542)	Income	(250)	(331)	(376)	(45)	13.60%
5,852	**TOTAL NET EXPENDITURE**	**5,660**	**5,762**	**5,770**	**8**	**0.14%**
0	Earmarked Reserves	0	0	0	0	
5,852	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES**	**5,660**	**5,762**	**5,770**	**8**	**0.14%**

2023/24 Actual £000	Objective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
2,068	Libraries & Museum	1,892	1,965	1,971	6	0.31%
2,002	Sports & Leisure	2,088	2,048	2,048	0	-
478	Community Safety	446	465	470	5	1.08%
960	Community Halls	953	988	985	(3)	(0.30%)
344	Community Grants Fund	281	296	296	0	-
5,852	**TOTAL COMMUNITIES**	**5,660**	**5,762**	**5,770**	**8**	**0.14%**
0	Earmarked Reserves	0	0	0	0	
5,852	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES**	**5,660**	**5,762**	**5,770**	**8**	**0.14%**

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Out Turn 2023/24 £000	Budget Heading	Budget 2024/25 £000	Proportion of Budget	Actual to 31-Dec-24 £000	Projection 2024/25 £000	(Under)/Over Budget £000	Percentage Over / (Under)
	Community Halls						
297	Employee Costs	265	180	198	292	27	10.2%
(339)	School Lets	(245)	(163)	(141)	(295)	(50)	20.4%
Total Material Variances						**(23)**	

Appendix 4

EARMARKED RESERVES   POSITION   STATEMENT

COMMITTEE: Communities

Project	Lead Officer/ Responsible Manager	Total Funding 2024/25 £000	Phased Budget 31-Dec-24 2024/25 £000	Actual 31-Dec-24 2024/25 £000	Projected Spend 2024/25 £000	Amount to be Earmarked for 2025/26 & Beyond £000	Lead Officer Update
Community Grants	Tony McEwan	75	0	0	0	75	Funding £25k per annum reduction in Community Grants fund from 2025/26 for 3 years.
Total		**75**	**0**	**0**	**0**	**75**	

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/25/25/HS
Contact Officer:	Hugh Scott Service Manager Inclusive Communities	Contact No:	01475 715459
Subject:	Communities Capital Programme Progress and Asset Related Items		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to consider performance reporting for the Communities part of the Education & Communities Committee and provide an update in respect of the status of the projects forming the Communities Capital Programme and Asset related items.

1.3 This report advises the Committee of the progress of the projects within the Communities Capital Programme and those external grants funded projects where the Council holds all or part of the grant funding for projects being progressed through partner organisations. The report also provides an update on other Council Community Asset related activity.

1.4 The Communities capital budget is £3.587m with total projected spend on budget. The Committee is projecting to spend £1.448m in 2024/25 with advancement of £0.544m (60.18%) being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2024/28 Capital Programme.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 This report shows the current position of the approved Communities Capital programme reflecting the allocation of resources approved by Inverclyde Council on 29th February 2024.

3.2 The report also covers progress of external partner projects where the Council holds all or part of the funding through successful bids as part of the Scottish Government Regeneration Capital Grant Fund process.

2023/26 Current Capital Position

3.3 The Communities capital budget is £3.587m. The budget for 2024/25 is £0.904m, with spend to date of £0.940m equating to 103.98% of the approved budget (64.92% of the revised projection). The current projection is £3.587m which means total projected spend is on budget.

3.4 The Committee is projecting to spend £1.448m in 2024/25 with £0.544m (60.18%) advancement in connection with the increased allocations for the Parklea Branching Out and King George VI Community Hub projects as previously reported. Appendix 1 details the capital programme.

Communities Capital Projects

3.5 **Leisure Pitches Asset Management Plan / Lifecycle Fund:** The lifecycle works continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee which is scheduled for review linked to the refresh of the various strands of the Corporate Asset Management Strategy. The lifecycle management of the leisure pitches over the 2024/28 period will predominantly involve periodic surface rejuvenation and regular review of the carpet condition against lifecycle plan anticipated life. Following the report to the January 2024 Committee on the Broomhill pitch and the increased use as part of the Leisure pitch estate, the replacement of the pitch carpet is being programmed for progression in 2025/26.

The project to upgrade artificial pitch floodlighting to LED being taken forward and reported as part of the Environment & Regeneration Committee capital programme linked to energy conservation and Net Zero is nearing completion. Funding support is being provided by the Scottish Football Association (SFA) of up to £200k on a match funding basis addressing 6 leisure/community facilities and 4 school facilities. Match funding is being made available from a combination of Core Property allocation (leisure sites) and Education Lifecycle funding (school sites). Works are substantially complete with final site at Ravenscraig Stadium partially complete awaiting delivery of final fittings which have been delayed due to supply issues.

3.6 **Community Hub King George VI:** The project is being funded through the Scottish Government Regeneration Capital Grant Fund (RCGF) with the objective of sympathetically restoring an important heritage building for community use, including introduction of a series of low carbon energy saving design solutions in alignment with the Council's net-zero strategy and associated action plan. Additional funding has been required as previously reported with the final account negotiations ongoing with the main contractor. The main contract works have been certified complete with the Client Service in the process of co-ordinating the loose furniture and equipment required for the facility. It is anticipated that the facility will formally open in April 2025.

3.7 **Boglestone Community Centre – Childcare Early Adopter Project:** The Scottish Government has awarded a grant of up to £0.5 million to support the development of a community-based childcare centre that will benefit most vulnerable families. This initiative is part of the broader Early Adopter Project, which will run from November 2024 to March 2026. The scope of work within the Centre has been developed and agreed in conjunction with Property Services and the Client Service. Work is progressing as summarised below:

- Internal 1st fix plumbing and electrical works completed;
- Joiner works ongoing - cupboards, stairs, floors and partitions (sheeted with taping and filling ongoing) with doors to be fitted imminently;
- Internal brick wall sheeting works ongoing to improve insulation to external walls;
- External drainage and gas pipe trench works completed including backfill;
- New window slappings in process of being cut through concrete internal walls with steelwork to commence thereafter;
- Remedial wall tie installation due to follow on from window openings;
- External cladding due to commence early March;
- 2nd fix plumbing and electrical works to commence imminently;
- Retained squash court flooring refurbishment and décor refresh commencing early March.

Internal works targeted for completion be end of March with external works subject to suitable weather conditions.

Communities External Partner Projects

3.8 **Bank Street Community Hall:** Inverclyde Council, in partnership with the Bank Street Community Hub (32nd Scouts), successfully submitted a Stage 2 application to the Scottish Government's Regeneration Capital Grant Fund (RCGF) in January 2025. This will be reviewed and if successful we will be notified before the end of March 2025, a further report will be presented to a future committee.

Update on Asset Transfer Working Group

3.9 Appendix 2 provides a list of current assets transfer applications which are being progressed through the work of the Asset Transfer Working Group.

4.0 PROPOSALS

4.1 The Committee are asked to note the progress on projects including the updates from the Asset Transfer Working Group and note that relevant reports will be brought back for Committee consideration as and when required.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		x
Legal/Risk	x	
Human Resources		x
Strategic (Partnership Plan/Council Plan)		x
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		x
Environmental & Sustainability		x
Data Protection		x

5.2 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 **Legal/Risk**

There are no known Legal implications contained within this report.

As previously reported, the Scottish Government funding support for the Boglestone Childcare Early Adopter project involves internal alterations to the building and some external works which will require to be progressed over the winter period. Property Services will endeavour to complete the full scope of works to maximise the available funding which is time limited and must be expended by the end of March 2025. The Core Property allocation within Environment & Regeneration may be required to address any works that are not able to be completed with funding drawn down in the current financial year.

5.4 **Human Resources**

There are no known Human Resources implications contained within this report.

5.5 **Strategic**

None.

6.0 CONSULTATION

6.1 This report has been prepared following consultation with the Head of Physical Assets and Finance Services.

7.0 BACKGROUND PAPERS

7.1 None.

COMMUNITIES CAPITAL REPORT

COMMITTEE: EDUCATION & COMMUNITIES

Appendix 1

Project Name	1	2	3	4	5	6	7	8	9
	Est Total Cost	Actual to 31/3/24	Approved Budget 2024/25	Revised Est 2024/25	Actual to 17/02/25	Est 2025/26	Est 2026/27	Est 2027/28	Future Years
	£000	£000	£000	£000	£000	£000	£000		
Communities									
Leisure Pitches AMP - Lifecycle Fund	681	0	10	10	0	150	401	120	0
Parklea Branching Out	272	0	50	272	251	0	0	0	0
PG New Community Hub (King George VI Building)	2,134	1333	344	666	666	135	0	0	0
Boglestone Comm Centre - Early Adopter Project	500	0	500	500	23	0	0	0	0
TOTAL	3,587	1,333	904	1,448	940	285	401	120	0

Appendix 2

The table below provides a list of current assets transfer applications which are being progressed through the work of the Asset Transfer Working Group. A separate update report on Asset Transfers was submitted to the March 24 Committee:

Name of Asset	Asset Type – Land/Land and Building	Application Type Informal / Formal	Tenure Lease / Management Agreement / Ownership	Status
Wellington Allotments	Land	Informal	Proposed Lease	On hold until the group become a SCIO. Feedback from the group is that they have made changes to their constitution which should be ready late February early March
KGV Bowling Club	Bowling pavilion and greens	Informal	Proposed Lease	Discussions have taken place with both parties in relation to putting a formal lease in place. A meeting with the both groups is being arranged for the week beginning the 24th February 2025
Larkfield Waste ground (Banff Rd / Fife Drive) Larkfield Guerilla Gardens	Land	Informal- ongoing support is being provided by CLD in relation to governance.	Proposed Lease	Issued licence to occupy 19/11/24 and has now been signed and retuned, due to the time of year the group will meet in March with a via of taking the project forward.
Guides at Kilmacolm	Land	Informal	Proposed Long Term lease	Expression of interest form received, group to work on their business plan and agree on governance structure. Awaiting feedback from the guides in relation to direction of travel. For a full asset transfer to take place a SCIO will need to be in place.
Broomhill Way shop unit/ Broomhill Beats	Shop/property	Informal – initial conversations are taking place.	Proposed Lease	Expression of interest form received 5/12/24. Officers met with the group on the 24th January 2025 to discuss option. The group is newly formed and they are keen at some stage to have a venue of their own. Currently waiting on available dates from the group me meet with property services in relation to a commercial property.

Inverclyde Veterans Network	Building	Informal – initial conversations are taking place.	Proposed Lease	A newly formed network to support Inverclyde Veterans, ongoing support is being provided in relation to the group's development.
Coppermine Community Hub	Building	Asset Transfer	Full Asset Transfer	All relevant paperwork has been submitted from the Group. Officers are working through the relevant documentation.

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/26/25/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715459
Subject:	Community Learning Development, Community Safety & Resilience and Sport Service Annual Report 2024		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to share with members of the Education and Communities Committee the Community Learning Development, Community Safety & Resilience and Sport Service Annual Report 2024

1.3 This report outlines the impact of the service and the evidence it has in meeting national Community Learning and Development (CLD) indicators.

1.4 Following a service review reported to this Committee on 21 January the service has realigned under the name 'Inclusive Communities', therefore future annual reports will be reported under this service name.

2.0 RECOMMENDATIONS

2.1 Members of the Education and Communities Committee are asked to note the content of the annual report for the Community Learning Development, Community Safety & Resilience and Sport Service

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 CLD is a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. CLD uses a range of formal and informal methods of learning and social development with individuals and groups in their communities. CLD programmes and activities are developed in dialogue with communities and participants, working particularly with those excluded from participation in the decisions and processes that shape their lives.

3.2 CLD is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles and volunteer roles, working with people of all ages.   This includes (but is not necessarily limited to:

- Community Development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- Youth Work, family learning and other early intervention work with children, young people and families;
- Community-based Adult Learning, including adult literacies and English for speakers of other languages (ESOL);
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- Working with individuals and communities to improve their health and wellbeing;
- Volunteer development; and
- Learning support and guidance in the community.

3.3 The Service goes beyond traditional community learning and development activities. It also includes teams working on community safety, antipoverty initiatives, active schools and sports development, and the Duke of Edinburgh's Awards. This holistic approach recognises that learning and development are interconnected with various aspects of community life. By incorporating these elements, the service aims to empower individuals and help communities thrive.

3.4 The annual report reflects on and celebrates the achievements and impacts of the service. The report also presents the Key Performance Indicators that Inverclyde Council submitted to Community Learning and Development Managers Scotland (CLDMS) for 2023-2024.

4.0 HIGHLIGHTS AND KEY MESSAGES

4.1
- The outcome of the Education Scotland inspection was positive, concluding that the local authority and its CLD partners were making sufficient progress with their CLD plan and demonstrated the capacity to continue improving. The report highlighted areas of practice for highlighting nationally such as the New to Scotland Youth Group, which is providing support to young people, including young refugees who spoke no English on arrival in Scotland;
- Reintroduction of the Fire Skills course for young people in Inverclyde with the Scottish Fire & Rescue Service, delivering youth work accreditation alongside the personal development and community safety goals;
- The Active Schools/Sports Development program experienced another successful year with increased participation. There was a rise in the number of pupils involved in extra-curricular activities and leadership programs. Throughout the year, 353 volunteers conducted sessions for 4,903 pupils, promoting sport and physical activity. The leadership programs saw participation from 533 young people;

- Inverclyde now have nine out of 11 Community Councils formed, with two new Community Councils and a 30% increase in the number of Community Councillors within in Inverclyde;
- Youth work services at Port Glasgow I Youth Zone launched 'Scran Zone,' a 7-week cooking program. Six participants completed the program, earning a Dynamic Youth Award and showcasing their skills;
- Participation percentage in Duke of Edinburgh from SIMD 1 and 2 areas was the second highest in Scotland;
- Alongside the funds received from the Scottish Government for the early adopter and pathfinder projects, an additional £500,000 has been secured to transform parts of the Boglestone Community Centre into a modern family-oriented community hub; and
- A Service review was completed, and the Service will be aligned to an Inclusive Communities model going forward.

4.2 The report has been created as an accessible digital version and is best viewed from the following link [Community Learning & Development (CLD), Community Safety & Resilience, and Sport: Annual Report 2024](#). An extracted version of the report is also attached as Appendix 1 to this report.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 **Legal/Risk**

No legal/risk implications arising from this report

5.4 **Human Resources**

No human resource implications arising from this report.

5.5 **Strategic**

This report helps demonstrate the Service's contribution towards delivery of the three Council plan themes.

6.0 CONSULTATION

6.1 No consultations undertaken.

7.0 BACKGROUND PAPERS

7.1 No background papers associated with this report.

Community Learning & Development (CLD), Community Safety & Resilience, and Sport: Annual Report 2024

Introduction

This annual report provides an opportunity to share some of the work that's been undertaken by the Community Learning and Development (CLD), Community Safety & Resilience, and Sport Service of Inverclyde Council in the past year. The Service works with adults and young people across Inverclyde to help improve their life chances; develop new skills and knowledge and create strong inclusive communities for the residents of Inverclyde.

Last year began with Education Scotland undertaking a progress visit to look at how well the Council and its CLD partners were having a positive impact on communities in Inverclyde. There was strong community voice representation throughout the visit, with focus groups of young people, adult learners, community members and organisations contributing to the evidence and assessment of the impact of CLD in the authority.

The report produced by Education Scotland was extremely positive, highlighting a number of strengths:

- strong leadership is evident across the council's CLD service team, with clear roles and responsibilities;

- the Council's approach fosters good collaboration among partners, leading to improved strategic outcomes;

- young people benefit from targeted programs, such as the Youth Hub sessions and the New Scots Youth Group;

- CLD partners are dedicated to reducing inequalities and removing barriers to learning, which includes addressing issues related to social isolation, mental health, and poverty;

- there is an increase in participation in awards and initiatives, such as the Duke of Edinburgh's awards and community-based projects that support food provision and community engagement; and

- staff and volunteers have access to well-planned professional development opportunities, which equip them with the necessary skills to adequately support learners and community members

In addition to this positive report, the service took the opportunity to undertake self-evaluation resulting in a review of the service to ensure resources continue to be allocated to those areas of priority identified by those who use the service.

Community Learning and Development Managers Scotland (CLDMS) 2023-2024 Performance Indicators

Although there are currently no nationally set performance indicators for the CLD Sector in Scotland, CLD Managers Scotland agreed at their Executive meeting in August 2020 to explore ways of gathering a more comprehensive picture through the organisation. The following Key Performance Indicators for 2023-24 were submitted by Inverclyde Council as part of that process. Despite increases in demand for services, the service demonstrated an increase in performance from the previous year.

437 adults engaged in CLD activity

45 adults receiving completed nationally recognised awards through CLD activity

11,054 young people engaged in CLD activity

185 young people receiving completed nationally recognised awards through CLD activity

13 young people receiving wider achievement and local awards through CLD activity

270 adults with improved mental health and wellbeing outcomes through CLD activity

312 children and young people with improved mental health and wellbeing outcomes through CLD activity

34 community groups receiving capacity building support through CLD activity

3685 adults and young people taking part in influence and engagement activity through CLD

9265 adults and young people reached and engaged with through one off promotional events / drop-ins / community events / engagements / etc.

Youth Work Services

Youth work in schools

The Youth Work Team provides tailor made programs to pupils in each of the 6 secondary schools across Inverclyde. Programmes delivered through the Scottish Attainment Challenge fund aims to help reduce the poverty related attainment gap through work with S3 plus pupils. These programmes help them to achieve level 5 qualifications while improving levels of literacy, numeracy and attendance at school. Each school also has a senior phase offer: any pupil from S4 onwards who would benefit from different types of accreditation opportunities while also looking at a range of skills and education opportunities such as life

skills, substance misuse, mental health, being safe on the road, improving literacy and numeracy skills.

Attainment Accreditation 23-24

1 - Attainment accreditation figures for 2023-24. 83 Dynamic Youth awards and 11 Young Sports Leader awards.

Senior Phase Accreditation 23-24

2 - Senior phase accreditation figures for 2023-24. 15 Dynamic Youth awards, 33 Bronze Youth Achievement, 21 SQA Awards, 4 John Muir Awards, and 5 REHIS Food & Hygiene Awards
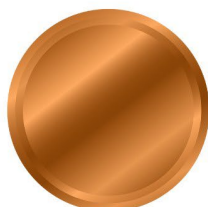
Mentors in Violence Prevention (MVP)

Mentors in Violence Prevention (MVP) is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin all forms of gender-based violence in our society. Exploring violence through a

gendered lens, young people are aware of biases that exist within society and develop leadership skills in order for them to employ 'active bystander' theory. Young people explore the scope of violence and are motivated in challenging victim blaming. All 6 secondary schools are supported by the Youth Work Service to deliver this programme. S5/S6 mentors are recruited and trained, and they in turn deliver workshops to S1 pupils within their school.

The training for teachers is also coordinated by the service through the Violence Against Women coordinator and Youth Work Lead.

Community-based youth work

Greenock and Port Glasgow I Youth Zones are home to our youth work offer to young people in Inverclyde. We deliver a range of arts based, music and gaming opportunities as well as access to trained youth workers who will offer a range of educational issue-based programmes, advice and guidance. Port Glasgow I Zone host drop ins and have activities such as DJ workshops and cooking. Greenock I Zone hosts the Friday evening Geek Zone, a space for young people who are interested in board games and a quieter space to relax and meet new friends.

Detached and outreach youth work

Our programme runs Thursday to Saturday from April until December dependent on weather conditions. The top conversation topics that we engaged young people with were: Alcohol, CLD Activities, Safety Messages, Health & Wellbeing, Education, Drugs and Transport.

The Risk-Taking behaviours that were discussed were: Vaping, Drinking Alcohol, Entering/Swimming in water, Smoking Cannabis & Playing/Setting Fires.

Our youth work team members staff also were present on the informal 'last day of school celebrations' in April at Earnhill Moors in Greenock to engage and support young people celebrating their very last day of school. The team met with over 400 young people through this, the Saturday Youth Café and various Summer pop up events (see below).

Saturday Youth Cafe

From February to the end of April, we ran a Saturday Youth Café Drop-In as a warm space for young people S1-S6, every Saturday from 2pm-6pm. We offered free food and refreshments every week to young people, as well as a warm space with youth work activities for the young people to participate and engage in. Additionally, we engaged with young people and gave them information and support on a number of issues they were facing such as, employability, CVs, healthy relationships, LGBT, higher education, mental health, coping strategies, behaviour management and coming out advice.

Summer 2024

We held drop ins for young people in our I Zones alongside pop-up events in the community. We had over 460 attendances at our events, at each activity we were able to offer young people something to eat and drink. We offered a cinema afternoon and a PS4 online challenge that attracted new young people to the service.

Targeted youth work

EAL Youth Club

EAL group average 8 young people attending each week and the highlight of 2024 was the club working on an art project for National Youth Work week promoting diversity in our I Zones. This group is still supported by 2 volunteers who were part of the founding group.

Young Scot

All P7 students across Inverclyde receive the Young Scot Magazine. In the spring of 2025, an Inverclyde-specific edition of the Young Scot Magazine will be distributed to P7 students. This localised version will highlight local discounts, youth work, and community stories, further strengthening the connection between young people and their local area. Other areas of development include:

Young Scot Discounts: Inverclyde Youth Council conducted a survey of over 60 young people to identify local businesses where discounts could be applied through Young Scot cards. The results are being used to approach businesses, helping to secure discounts for youth in the community.

Young Scot Website: The website will be continuously updated to provide information about youth work provision, safety messages, and other youth-related topics. It will also be a key resource for young people in Inverclyde.

These initiatives will help ensure young people in Inverclyde are well-informed, supported, and connected to their local community, offering them valuable resources and opportunities.

Young Scot will be supporting Inverclyde Council to consult with young people, between the ages of 16-25, to improve representation at decision making structures such as boards and committees.

Clyde Conversations steering group

The group continued to meet after planning and delivering Clyde Conversations 2023 and gained 12 PDC awards, 1 Dynamic Youth Award, and 13 Saltire Awards.

Supporting the Scottish Youth Parliament

In 2024, the service continued to support the election process for the Scottish Youth Parliament and continues to support the two members of the Scottish Youth Parliament following their election.

Youth Council (16 distinct participants)

Highlight of 2024, The Inverclyde Youth Council was commissioned by Sandyford to carry out a consultation exercise to establish potential areas of improvement for its young person's website. This was carried out during the summer break during various events. The group consulted with young people from a wide range of backgrounds before creating a report based on their findings and feeding back to Sandyford. The group was delighted to be told that out of 6 groups commissioned, it had consulted with the most young people.

LGBT (23 distinct participants)

The LGBT+ group 'Clyde Pride' has developed training materials that are now used to train youth work staff and volunteers. The group has also assisted with the journey towards gaining the LGBT Youth Scotland silver charter mark.

Scran Zone Case Study

During review week in Port Glasgow I Youth Zone, young people identified they would like to take part in more cooking opportunities. From this consultation staff decided to run a 7-week pilot programme to a small group of young people where they would focus on learning how to cook budget recipes they could make at home. Several young people volunteered to be the first participants, and the building opened on a Monday night exclusively for 'Scran Zone'. During the 2-hour session young people had the opportunity to make various meals

such as chicken curry, spaghetti Bolognese, macaroni cheese and chilli con carne. They also practised their baking skills to make truffles, shortbread, brownies, and old school cake.

6 young people completed Scran Zone achieving a Dynamic Youth Award. On the final night of Scran Zone young people invited their parents/carers along to Port Glasgow I Youth Zone where they showcased the work they had completed in their award booklets and made various cakes serving them with tea and coffee.

Feedback from the pilot has been fantastic with young people requesting more sessions and a waiting list for the next course. The service also has an older young person who took part in the pilot who would like to volunteer in the next group to help support Scran Zone.

"I liked how we focused on cooking things we could at home, and it was a smaller group" – Young person 16

"I learned how important food hygiene is and how to prepare food properly" – Young person 13

Scran Zone

in Port Glasgow **i-Zone**

S1+

Take part in our practical cookery sessions where you can learn new skills, master budget friendly recipes and most importantly eat what you make! You'll also achieve a Dynamic Youth Award for taking part!

Sign up required in advance. Ingredients and equipment provided.
Contact Jac Millar on 07881 280045

CLD
Youth Work

Clydeview Academy CLD Senior Phase Group Report (Sep 2023- April 2024)

The Clydeview Academy Senior Phase CLD Youth Work Services report outlines the activities and achievements from September 2023 to April 2024. The program was structured around three distinct groups, with two S4 groups receiving one double period of sessions weekly and the S5 group having two double periods. A total of twenty-two young people participated in the program, which was tailored to meet their specific needs through consultations and collaboration, fostering a sense of ownership in their learning experiences.

Throughout the program, students worked towards various awards, including the Dynamic Youth Award and the Bronze Youth Achievement Award. The S4 groups focused on life skills and issues such as risk-taking behaviours, with one group engaging in the Reality Works Virtual Baby Programme, while the S4 boys group addressed road safety through educational sessions and practical experiences at a local Fire Station. The S5 group concentrated on cooking budget-friendly meals, culminating in a cooking event where they prepared a three-course meal for invited teachers. Additionally, they demonstrated initiative by operating a tuck shop to fund a planned trip, deriving valuable lessons in planning, budgeting, and teamwork.

Evaluations from the participants show significant improvements in young people's confidence, social skills, and engagement. Feedback indicated that the program had a positive impact on their interpersonal relationships, problem-solving abilities, and overall self-view. Many students expressed a heightened sense of community belonging, highlighting the importance of these experiences in their personal growth and development as young individuals.
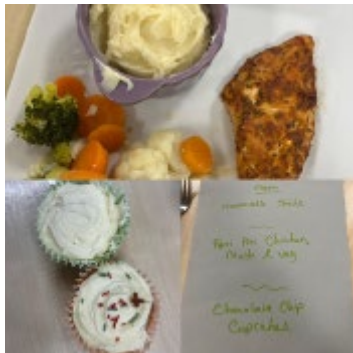
Active Schools / Sports Development

Active Schools

Active Schools is committed to providing a wide variety of extra-curricular sport and physical activity opportunities for children and young people to take part and enjoy new experiences. The wide provision relies on the team building a sustainable workforce through volunteers which requires partnership with a number of organisations including schools, collages and universities. This year has again been strong both in terms of the number of children and young people taking part as well as how many volunteers are engaged.

3 - Active Schools / Sports Development Team 2023-24

DISTINCT PARTICIPANTS

Number of pupils who have attended at least one Active Schools extra curricular club during academic year 2023/2024.

4903 participants

51% of the Total School Roll

National Average Participation 40%

MALE/FEMALE SPLIT

Females 49%

Males 51%

Total number of males to females who attended Active Schools Extra Curricular Clubs.

51% participants were male
49% participants were female

Female national average participation 46%

Dance 4.3%
Athletics 23.8%
Multisport 25.9%
Badminton 4.1%
Netball 18.6%
Football 23.3%
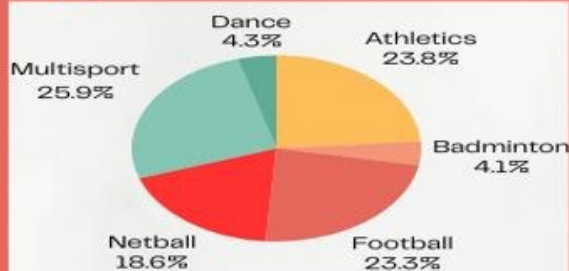
Activities Delivered

Number of participants according to sport/activity delivered.

Other
Teachers
Secondary Pupils
FE/HE Students
School Staff
Club Coach
Sessional Coach

0 20 40 60 80 100 120 140

Deliverers

353 volunteers, 59% primary & secondary leaders
4044.5hours (£67,340)
38% hours delivered by primary &secondary leaders

Active Schools
Inverclyde report 2023-24

Academic year
2023-24

Local authority
Inverclyde

Number of visits
61,591

Number of sessions
3,000

Number of participants
4,903

Number of deliverers
369

Percentage of school roll
51%

Percentage of whom are voluntary
96%

Number of distinct participants attending extra curricular clubs by age stage..
83% primary & 16% secondary school pupils engaged

A further area that is captured is the characteristics of participants the below graph shows a breakdown of the key areas which are reported to Sportscotland

% of participants

Free school meals	31%
SIMD 1 & 2	46%
Minority ethnic groups	9%
Assessed disabled	3%
ASN	18%
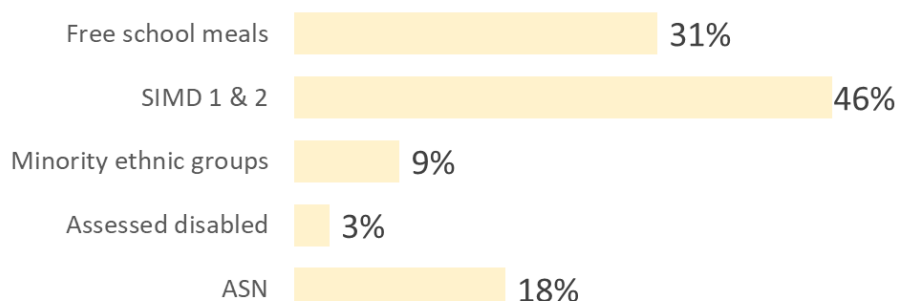
4 - Breakdown of participant characteristics. 18% had an additional support need, 3% were assessed disabled, 9% were from minority ethnic groups, 46% were from an SIMD 1 or 2 area, and 31% were free school meal entitled

Along side regular extra curricular provision sports competition were offered for pupils. Over the course of the term 41 events were delivered with participation reflected as below

Event participation numbers

3444   1138   19

Primary   Secondary   ASN
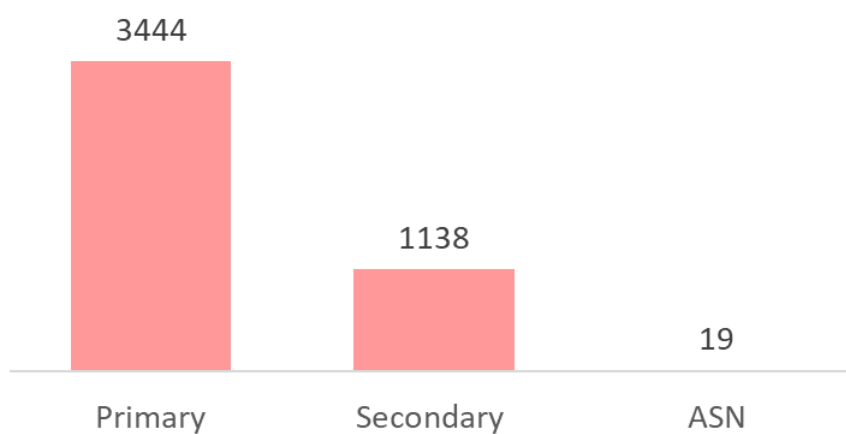
5 - Breakdown of event participation numbers by school type. 3444 primary school, 1138 secondary school, and 19 ASN school.

Leadership programme

This year 533 pupils engaged in a leadership programme, 49% being male and 51% female. The chart below shorts the breakdown per age stage for 2023/2024
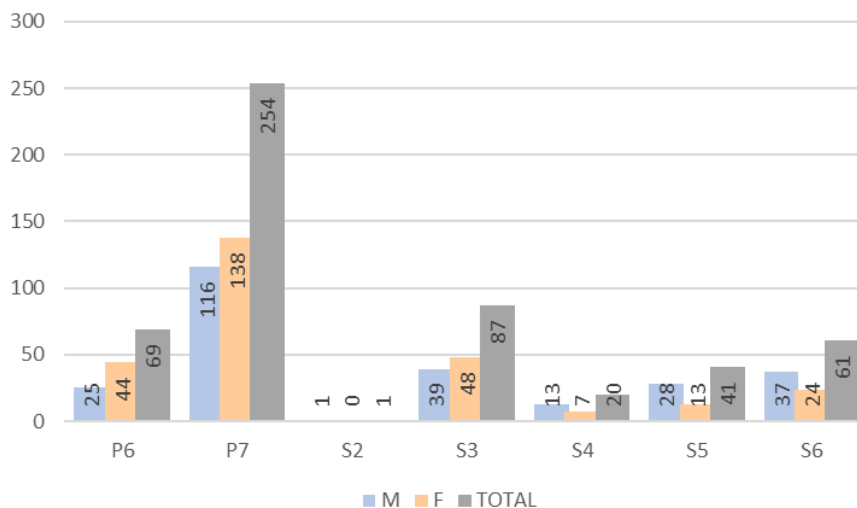
6 - Number of pupils by school stage participating in the leadership programme

Leadership opportunities are offered at primary and secondary level. Within the primary school setting, pupils are trained and deliver lunch clubs to infants which contributes to ASMO numbers. At secondary level pupils are offered Legacy leaders, Young Ambassadors, Sports Committees, Young leaders awards and Sports Leaders qualifications (both through Active Schools own course and the team supporting school lead courses). The pupils deliver extra-curricular sessions and support at events. 101 S3 upwards pupils achieved the sports leaders qualification accredited by SQA, representing 83% of pupils who took part in the courses.

7 - Young ambassadors

8 - Promotional flyer for the Sports Leaders programme

9 - Participants in the Sports Leaders programme

10 - Participants in the Sports Leaders programme

Holiday camps

Holiday provision has expanded this year on locality basis. Camps ran in Port Glasgow Joint Campus, All Saints Primary, Notre Dame, Inverclyde Academy, St Columba's and Clydeview. We also had partnership for camps with Clyde Muirshiel, Inverclyde Leisure for Ice Skating, Inverclyde Athletics club and Morton in the community.

Active Schools/Sports Development offered multi sports camps for P1-7, netball camps, disability sessions, sports leadership course, P7-S1 transition as well outdoor sessions at Cornalees and Lunderston Bay. This has allowed a wide range of opportunities to be provided for young people.

The table below shows a breakdown of the Active Schools/Sports Development holiday programmes.

Summer 2023

60 Sessions, 859 attendances, 350 distinct participants

of those participating, 24% lived in SIMD 1&2, 5% had a disability, 13.5% had additional support needs

October 2023

27 Sessions, 421 attendances, 192 distinct participants

of those participating, 34% lived in SIMD 1&2, 8% had a disability, 15% had additional support needs

Easter 2024

22 Sessions, 488 attendances, 172 distinct participants

of those participating, 23% lived in SIMD 1&2, 3% had a disability, 13% had additional support needs

Inclusion

A key aspect to the team's work is reducing barriers to taking part in sport. To achieve this, we engage in national campaigns such as Active Girls day to raise the profile of women and girls in sport. Over the course of the women and girls in sport week there was increased focus on mass dance events within primary schools lead by secondary pupils as well as secondary schools holding female only activity days.

11 - Active Girls Day

12 - Active Girls Day

Partnership Working

Partnership working to achieve an Active Inverclyde, continues to go from strength to strength. Some of the partnerships which have continued/emerged over the year were:

- Morton in the community – delivery of holiday programmes, curricular sessions, extra time and McDonalds celebration events;

- SFA £4600 received to run 4 McDonalds centres and 2 celebrations events. £360 received to support girls Spar football event;

- HS continued working to grow work around care experienced children and young people. Young people taking part in rock up and ride programme;

- College/Universities partnership agreements in place for supervised placements and volunteering opportunities;

- Modern Apprenticeship scheme ongoing work to support 1 MA to achieve qualification. Further funding secured to deliver MA programme with Enable works and sportscotland for a post for 18months; and

- Active Inverclyde representation within the working group and continued contribution to the progress of the group and strategy.

Community Sports Hubs

Three Community Sports Hubs continue to thrive with the support and commitment of funding until 2027 for Community Sports Hub Officer and a small budget for hub clubs. Each hub operates to meet the needs of clubs and the community surrounding the hub. Below is a snapshot of what each hub achieved this year.

Gourock Sports Hub

- Gourock Park Bowling Club started a new session that supports adults with disabilities to be more active;

- Gourock Park Bowling Club organised an open day with 'Families Affected by Drugs & Alcohol' to try sport & physical activity but fell through on the day; Working with Chair & Secretary to meet with clubs to support their individual aspirations i.e funding etc;

- Weekly bowls sessions for adults with additional support needs are still running at Gourock Bowling Club; and

- Physical activity coordinator for local care home attended the bowls session to see if there's potential for partnership working. (meeting in July/ early August to further discuss).

Ravenscraig Sports Hub

- Both Inverclyde Athletic Club & Bounce Basketball started pilots targeting woman that are inactive. The tables below show the impact that the Bounce Basketball sessions has had on participants

Now the pilot is complete, how would you rate your current health & wellbeing ?
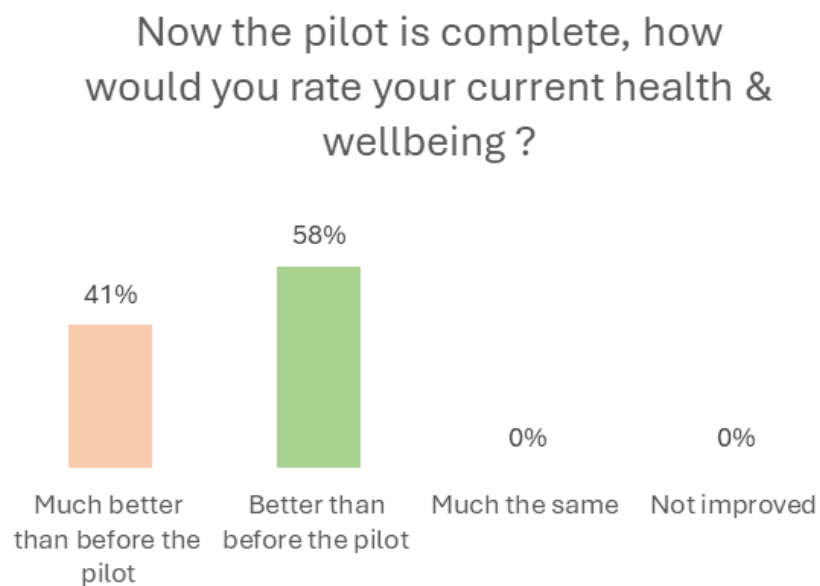
Now the pilot is complete, how would you rate your current physical activity levels ?

Net gains Group members with Christina O'Donnell from Pawsitively Purrfect Pet Services
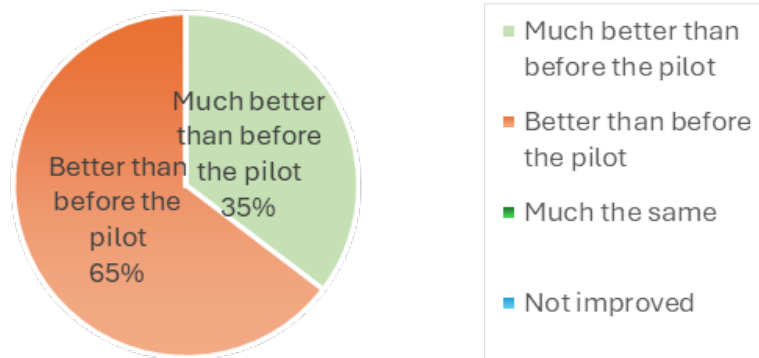
- Hosted an open day in June with 60+ young people attending the session, majority not members of sports clubs already;

- The Bothy attended a hub meeting promoting their health walks/ buggy walks and discussed starting one in partnership with Branchton Community Centre; and

- The hub delivered/ supported the youth groups at Branchton Community Centre through the summer holidays.

Port Glasgow Sports Hub

- Worked in partnership with Active Schools to provide sporting sessions for young people with additional support needs; and

- Is working on a funding bid to offer family sporting sessions through the Tesco Community Fund.

Partnership working

- Meeting maximising independence officer at Health & Social Care Partnership (HSCP) to discuss further projects;

- Working with Health Improvement Senior at HSCP to explore new projects such as menopause;

- Representative from Green Spaces presented to hubs about Tesco Community Grant;

- Annual club accreditation workshop has been delivered;

- Supporting the bike maintenance project at St Stephen's High School;

- Discussions with Carer's Gateway Inverclyde to offer respite opportunities for young carers through sport & physical activity;

- Working with Notre Dame High School to offer cycling project in early 2025;

- Supporting both Rock Up & Ride & Proud2beActive; and

- Met with Inverclyde Alcohol & Drugs Partnership to discuss offering sport & physical activity through the Community Sports Hubs.

Duke Of Edinburgh's Award (DofE)

This year 134 participants completed their Bronze Award with another 52 receiving sectional certificates, 64 participants completed their Silver Award and 22 young people attending Holyrood Palace to receive their Gold Award.

CLD is committed to providing appropriate activities that satisfy each section of the Award. This includes a Tuesday Night at Clydeview Academy where 43 young people attended weekly to participate in activities such as Arts & Crafts, Badminton, Basketball, Guitar Lessons & Board Games. 23 young people also attended weekly to volunteer doing various tasks in the local community including litter picking and gardening.

221 young people participated in bronze, silver and gold expeditions, that continued to be free of charge for young people residing in Inverclyde.

There were two Gold Residentials organised by CLD with 37 young people attending a five day/night camp maintenance project at Everton Scout Campsite.

Each year CLD organises an Awards Ceremony for all Bronze and Silver participants who have completed the Award. In November there were 128 Bronze and 51 Silver participants presented with their badges and certificates at the Greenock Town Hall, with over 650 people attending.

Participant recruitment increased by 20.5% to 359, of which 13% are ASN groups and 38% SIMD 1-2 participation, placing us second in Scotland in terms of diverse participation. Access to young people through school programs, PSE class time, has increased to five schools where expedition training was completed over a six-week timetabled period. DofE staff also facilitated a twelve-week Fist Aid program in St Stephen's with 36 pupils completing the certificated course.

13 - Duke of Edinburgh awards ceremony at Greenock Town Hall

Empowering our communities

Community Council elections

Community Council Elections 2024

The community Council election window opened on the 17th of January 2024 and closed on the 7th of February 2024 at 4pm. To maximise community engagement we developed publicity materials and promoted the election via targeted social media and within the local press.

Community Learning and Development created an engagement plan, which included the following actions:

- Engaged with the 123 community members who had previously taken part in the community Council review consultation;

- Contacted community members (960) that shown in earlier consultations that they wanted to be more involved in their local community;

- All parents of pupils in our schools received an email promoting the election;

- CLD staff targeted groups within the Community and the community warm spaces across Inverclyde; and

- Partners such as CVS and the various housing associations promoted the election.

Community Learning and Development hosted two digital information sessions and four community drop-in sessions to allow community members to gain more information on the role of a Community Councillor and offer an opportunity to ask any questions. Members of Inverclyde Association of Community Councils also supported the digital information session.

Community Development staff developed separate engagement plans each of the six localities within Inverclyde. For example, three community conversations/meetings took place within Port Glasgow East to provide a platform for community engagement.

This approach to community engagement led to the establishment of the Port Glasgow East Community Council. Inverclyde now have nine out of 11 Community Councils formed, with two new Community Councils and a 30% increase in the number of Community Councillors within in Inverclyde.

For more information on Inverclyde Community Councils please Click here

Community capacity building

Community capacity building is the process of supporting communities to achieve the changes they want to see.

In 2024, the communities team supported over 36 groups in their development, offering assistance from helping new groups with their governance to aiding existing groups with their ongoing development needs. More recently, the team has supported the forming and development of an Inverclyde Veterans network.

Another notable example of this is the work carried out by the South-west Hub Committee and the Greenock South-west Community Council. This partnership approach, supported by Community Learning and Development, focused primarily on hosting community activities at the Greenock South-West Community Hub. Over the past year and a half, the group has secured funding, planned, and organised a community drop-in that has fostered a real sense of community within the area. Additionally, the group has organised Halloween parties, summer family sessions, and a community Christmas dinner.

Hub Celebrates 1 year

Locality plans development and engagement

Locality Plans serve as guides for addressing key issues within specific areas. By analysing local data and actively engaging with communities, these plans highlight priority concerns for communities. Crucially, Locality Plans also outline collaborative actions that both Inverclyde Alliance and local residents will undertake to tackle these challenges

14 - Community Engagement to Co-Produce 6 Locality Action Plans.

A community survey ran from April 2024 to May 2024. The survey provided an opportunity for community members to state if they agreed or disagreed with the suggested priorities for their locality area, followed with an opportunity to suggest alternative areas of concern. The survey also asked for feedback on two Inverclyde wide priorities, transport and roads. Community Learning & Development Officers created an engagement plan to maximise engagement, actions within this plan included:

- Visiting groups across the six localities with paper copies of the survey;

- Support from Corporate Communications with wider publicity;

- Hosting 6 Community drop-on sessions in partnership with Inverclyde Libraries;

- Promotion of the survey via Schools and Third sector such as CVS and Your Voice; and

- Community drop-in sessions were also held within each locality between 22 April and 2 May.

The aim of the community drop-in was to provide a safe space for community members to access support to complete the survey, the support accessed was primary around supporting digital skills and further information in relation to the locality plans.

Community Choices Platform

To support community engagement across Inverclyde, we launched the Community Choices Platform, which is a digital tool for citizen participation enabling open, transparent and democratic engagement between public bodies and communities.

The Platform has five key elements:

- Debates - Enables people to express the issues that are important to them. Creates space for listening, collaboration and sharing of issues and ideas;

- Proposals - People can submit proposals at any time on a subject or issue. Proposals can gather 'supports' up to an agreed threshold. When the threshold is reached, the proposals can be moved to the voting section, where a vote can be taken for or against the proposal, or be directly considered to be carried out;

- Voting - The voting module allows people to vote on citizens' proposals. The local authority may ask citizens to vote on specific options within a proposal;

- Collaborative Legislation - A space to propose and discuss legislation and open documents for consultation; and

- Participatory Budgeting - Allows citizens to directly propose and decide how to spend part of a local authority's budgeting is spent. Any registered user can make proposals and vote on the ideas of others. The budget can be divided different categories and or areas.

To be part of the conversation, please visit : https://inverclyde.communitychoices.scot

As part of the UK Government Funding Inverclyde Council have secured funding for the Invergrow project. The Invergrow project will support the workings of the Inverclyde Food Network and help implement key actions contained in the Inverclyde Food Growing Strategy. Key highlights include:

- The Invergrow project with the help of unpaid work have placed 6 new raised growing beds in River Clyde Home sheltered accommodation. There are 3 in John Gault House, 2 in Elliott Court, and 1 in Stewart House; and

• It provided £31,000 of funding and support to 11 groups across Inverclyde to support large and small food growing projects, encourage volunteers and build partnerships between communities.

Inverclyde Warm Spaces

Inverclyde's Warm Spaces

During the winter of 2024, Inverclyde Council again launched a Warm Spaces initiative to help residents stay warm and safe during the colder months. This fund provided £120,000 in grants to community groups to help them create and run Warm Spaces.

What were Warm Spaces?

Warm Spaces were places in the community where people could go to stay warm, socialize, and enjoy activities like:

- Hot drinks and snacks

- Board games and other activities

- Social events

Who benefited from Warm Spaces?

Warm Spaces were especially helpful for people who might be struggling to heat their homes, such as:

- Older adults

- Families with young children

- People experiencing homelessness

Impact of the Warm Spaces Initiative

The Warm Spaces initiative was a huge success, with over 9,000 people benefiting from the programs funded by the Warm Hands of Friendship Fund. This initiative showed the power of community collaboration in helping people during challenging times.

Poverty and wellbeing

Tackling Child Poverty in Inverclyde

Child poverty in Inverclyde continues to be a complex issue with long-term, multi-generational consequences. The approach to addressing child poverty adopts a rights-based, holistic framework, ensuring that children have the right to live free from poverty. Inverclyde Council remains committed to prioritising children's rights, trauma-informed care, and a person-centred, collaborative approach to service delivery. This strategy and approach emphasise the importance of engaging families, children, and young people to ensure their voices are heard in all decisions affecting them.

Key Actions and Achievements:

1. **Income from Employment:** Inverclyde has focused on improving employability through training and learning programmes. Significant achievements include collaboration with local and national partners to increase childminding training and services, supporting local people to start businesses in the childcare sector. These efforts are helping families access and maintain stable employment, and increasing household income.

2. **Cost of Living Support:** Inverclyde's commitment to addressing the cost of living has led to the introduction of universal free school meals for children from Primary 1 to Primary 7, significantly reducing stigma and increasing uptake from 55% in 2018 to 80% in 2023. Additionally, financial support for families is being enhanced, with targeted measures to ensure children's basic needs are met, including access to clothing and food.

3. **Support for Families with Additional Support Needs (ASN) and Disabilities:** In response to the needs of families with additional support needs, a summer holiday service was co-designed with the ASN Parent and Carer Group. This service provided inclusive, sensory, and flexible activities, proving highly beneficial for families. The program focused on delivering a supportive, stigma-free environment for children with diverse needs, leading to improved outcomes and family satisfaction.

4. **Affordable Childcare:** The Early Adopter Community for Affordable Childcare continues to address barriers faced by families. The programme has supports 33 families per day, including those with lone parents, disabled family members, and those with 3 or more children. This initiative provides childcare, financial advice, and other essential services, enabling parents to pursue education, employment, and improved financial stability.

5. **Community Co-design and Empowerment:** Inverclyde has prioritised a collaborative, community-led approach, focusing on co-designing services with families who have experience of poverty. The success of initiatives like the Warm Hands of Friendship project demonstrates the power of community-driven service design. The Early Adopter Community for Affordable Childcare has adopted co-design principles, ensuring that services are responsive to the needs of families, particularly those with children under 5 and those with additional support needs.

6. **Income from Social Security:** Inverclyde aims to maximise social security uptake by enhancing financial assistance and welfare support for families in need. Actions include improving pathways to welfare assessments and strengthening systems that ensure targeted, evidence-based support is provided to those living in poverty.

7. **Monitoring and Evaluation:** To assess the effectiveness of its child poverty strategies, Inverclyde is working with Urban Foresight to evaluate its whole-systems approach, including programs such as the Child Poverty Accelerator and the Early Adopter Community. This evaluation will provide valuable insights into how comprehensive support systems can empower families and reduce poverty.

Conclusion: Inverclyde's approach to tackling child poverty continues to be guided by strong partnerships, a focus on prevention and early intervention, and a commitment to addressing the root causes of inequality. By combining evidence-based strategies, collaborative efforts, and community engagement, Inverclyde is making substantial progress in improving

outcomes for families living in poverty, ensuring long-term positive change for children and their communities.

Period Poverty

Inverclyde Council has continued to deliver the Period Poverty project, aiming to address the challenges faced by individuals who experience financial barriers in accessing menstrual products. The project has focused on increasing access to free sanitary products in schools, community centres, and other public spaces, ensuring that no one is excluded from their basic needs due to poverty. By providing menstrual products in easily accessible locations, Inverclyde Council has worked to reduce the stigma surrounding period poverty and ensure dignity for all individuals, regardless of their financial circumstances.

In addition to providing free sanitary products, the Period Poverty project has prioritised raising awareness and educating the community about menstrual health. Workshops, information sessions, and outreach campaigns have been carried out to combat misconceptions and promote better understanding of menstrual health. These efforts are

part of a broader initiative to normalise discussions about periods and ensure that individuals have the information they need to manage their health without shame or embarrassment. The project has also collaborated with local schools to distribute menstrual products to those who may not have regular access to them, directly addressing the financial barriers many families face.

The success of Inverclyde's Period Poverty project can be seen in the positive feedback from local communities and the significant increase in demand for the free products provided. The project has had a direct and tangible impact on reducing period poverty in the area, ensuring that individuals can participate fully in their education, work, and daily lives without being hindered by their menstrual needs.

Home School Link Workers

The impact of the Home School Link Workers (HSLWs) in Inverclyde has been significant in strengthening the relationship between schools, families, and communities. HSLWs provide support for families and children facing inequalities in education by addressing issues such as attendance, behaviour, and family circumstances. By providing support and guidance, HSLWs help parents understand and navigate challenges and ensure that children receive the support they need to succeed academically and socially. The close, trusted relationships fostered by HSLWs have proven invaluable in encouraging greater parental engagement and helping families feel more connected to the education system, which in turn enhances children's overall school experience.

The Transition Programmes in some schools in Inverclyde have also had a considerable impact, especially for students moving between primary to secondary school or from school to post-school education or employment. These programmes provide tailored support to ensure that students have the skills, confidence, and resources they need to navigate these important transitions. By focusing on the needs of students, the programmes reduce anxiety and help ease the adjustment process. The involvement of HSLWs in these transition programmes further enhances the support provided, as they work directly with families to ensure that students feel well-prepared and supported throughout the transition process.

The Young People's Health & Wellbeing Substance Officers
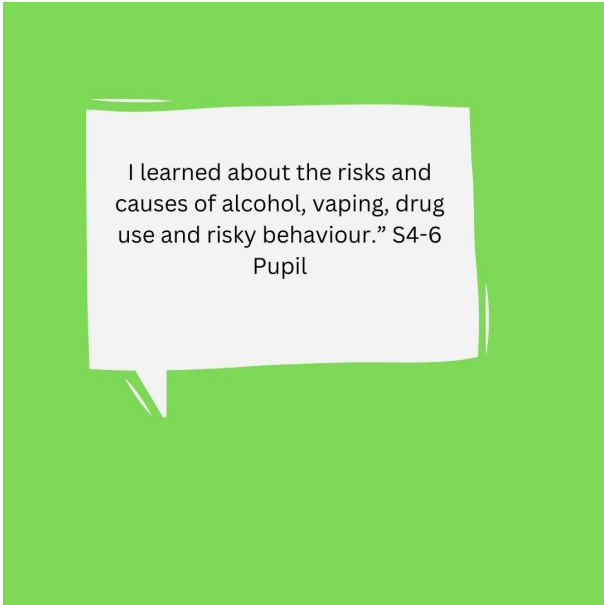
The success of the Young People's Substance Use Team in Inverclyde is evident in its comprehensive, targeted approach to addressing substance use and risky behaviour among young people within the school community. A key factor in the team's success has been its emphasis on building strong, trusting relationships with young people where they can openly discuss their issues and seek help without fear of stigma or discrimination. The Substance Use team provide a youth work approach to delivering educational programmes, allowing young people to share experiences and gain insights into their experiences. This peer-based approach has not only helped reduce feelings of isolation but has also empowered young people to build resilience around substance and risky behaviour.

The Young People's Substance Use Team has also made a significant impact through its collaborative work with schools, small youth work groups, and other community organisations. By integrating prevention programmes and awareness campaigns into schools the team has helped raise awareness of the dangers of substance misuse and the importance of seeking help early. By taking a collaborative, multi-faceted approach, the Young People's Substance Use Team has made a lasting difference in the lives of young people in Inverclyde Secondary Schools, supporting them to make healthier choices around substance use and risky behaviour.

"I have learned more about risks and what could happen if I take drugs, drink too much alcohol, or vape." S1-3 Pupil

That you should really think carefully about what you are doing as it can risk your own life. And if you do it might be too late, and you may regret your whole lifetime." S1-3 Pupil

"that disposable vapes are getting banned and that we generally have no knowledge of the effect of vaping in the long run or what chemicals are truly in a disposable vape." S4-6 Pupil

I learned about the risks and causes of alcohol, vaping, drug use and risky behaviour." S4-6 Pupil

"I learnt how to keep me and others safe when being out drinking and knowing the risks that I've not to take and make sure to help anyone who gets themselves into bad risks." S4-6 Pupils

I really liked working with drugs and alcohol and I would like to learn more and stop people doing it." S1-3 Pupil

Community Safety & Resilience

The Community Safety and Resilience Team plays a vital role in promoting a safe and thriving Inverclyde community through a diverse range of activities. They provide strategic coordination for the Community Safety Partnership, ensuring collaborative efforts to address local concerns. Their work encompasses practical measures like managing school crossing patrollers to safeguard children on their way to and from school, and coordinating Bikeability programs to promote cycling safety and confidence. The team also focuses on addressing serious social issues, coordinating the Violence Against Women and Girls (VAWG) partnership and the Multi-Agency Risk Assessment Conference (MARAC) to protect vulnerable individuals. Furthermore, they oversee the critical work of the Sex Offender Liaison Officer, managing risk and safeguarding the community.

Road safety

School Crossing Patrol Service

The local authority's School Crossing Patrol Service operates over 30 crossing points strategically located throughout the area. These locations are carefully prioritised based on established guidelines that consider both pedestrian usage, particularly the number of primary school children crossing, and the volume and flow of vehicular traffic. This ensures resources are deployed where the risk to pedestrians is greatest. Demonstrating their

commitment to maintaining effective safety measures, the service undertook a comprehensive survey during 2024 to reassess and validate the existing risk categorisation of each crossing point, ensuring continued accuracy and effectiveness in protecting children and other pedestrians.

15 - Greenock Telegraph article November 2024

16 - School crossing patroller recruitment for sessional and permanent positions is ongoing throughout the year

Bikeability

In 2023-24 Inverclyde reported encouraging progress in the annual Bikeability return to Cycling Scotland. In 2022-23 nine primary schools participated in the programme across the local authority. Two of these schools undertook level 2 'on road' training with 65 pupils participating. In 2023-24 the number of schools participating in the programme overall increased slightly to ten, however there was a more notable increase in the proportion of these going 'on road' with seven schools opting to train their pupils at this level. The number of pupils going 'on road' therefore increased from 65 to 156, which represents an increase of 140%. The progress shown this year can be attributed to the commitment of the participating schools, in particular the volunteers from within the school staff who undertook the roles of instructors with the support from the Road Safety Officer within the Community Safety & Resilience team. Additional funding from Cycling Scotland was used to purchase cycle helmets and Community Tracks provided 13 bikes for participating children.

Number of pupils on road Bikeability training
2022/23 = 65 ➡ **2023/24= 156**

17 - Number of pupils going on-road training increased from 65 in 2022-23 to 156 in 2023-24

Inverclyde Fire Skills Course

During 2024 Inverclyde Council's Community Safety & Resilience team partnered with Scottish Fire and Rescue Service (SFRS) and the Council's youth work team to reintroduce the Fire Skills Course in Inverclyde. The course gives a group of young people an opportunity to learn about team building, problem-solving and health and safety as part of a Fire Skills course at Port Glasgow Community Fire Station. The course ran in March 2024 and again in November 2024, with pupils from St Stephen's High School, Port Glasgow High School, Notre Dame High School and Inverclyde Academy taking part in the week-long courses. The pupils all learned vital skills then rounded off the week with a practical demo in front of representatives from their schools, their families, elected members from Inverclyde Council and other partner agencies. They received certificates to mark their participation by elected members and the work carried out during the week was used as evidence towards accredited awards by Inverclyde Council's Youth Work team. A range of other partners including Police Scotland and HM Coastguard contribute to making this a highly successful course.

Violence Against Women and Girls (VAWG) and MARAC

Inverclyde Council's Community Safety & Resilience team play a crucial role in coordinating Violence Against Women and Girls (VAWG) partnerships and Multi-Agency Risk Assessment Conferences (MARACs) within the local authority area. They act as a central hub, bringing together various agencies such as police, health services, and social services to share information, assess risk, and develop safety plans for victims of domestic abuse and other forms of VAWG. By encouraging collaboration and communication between these agencies, the local authority team ensure a coordinated and effective response to VAWG, helping to protect victims and hold perpetrators accountable.

During 2024 the team also coordinated the annual MARAC Information Session. This is a yearly event that allows MARAC members to discuss what is working well, what could be improved. The results are presented to the MARAC Governance Group and outcomes addressed.

The primary campaign around VAWG is the 16 Days of Activism 2024 – Imagine a Scotland without Gender Based Violence. Each year between the 25th November and 10th December communities across the world take part in 16 Days of Activism Against Gender Based Violence. The campaign calls for the prevention and elimination of violence against women and girls. In 2024 the team coordinated a number of awareness raising activities including lighting up statues and partnering with Greenock Morton Football Club to highlight the campaign to a wider audience.

During 2024 the team also collaborated with Inverclyde Council HR team to revise and update existing policies to ensure they were aligned with the new Violence Against Women policy that was created as part of the Equally Safe at Work accreditation from the previous year.

19 - [Greenock Telegraph article November 2024](#)
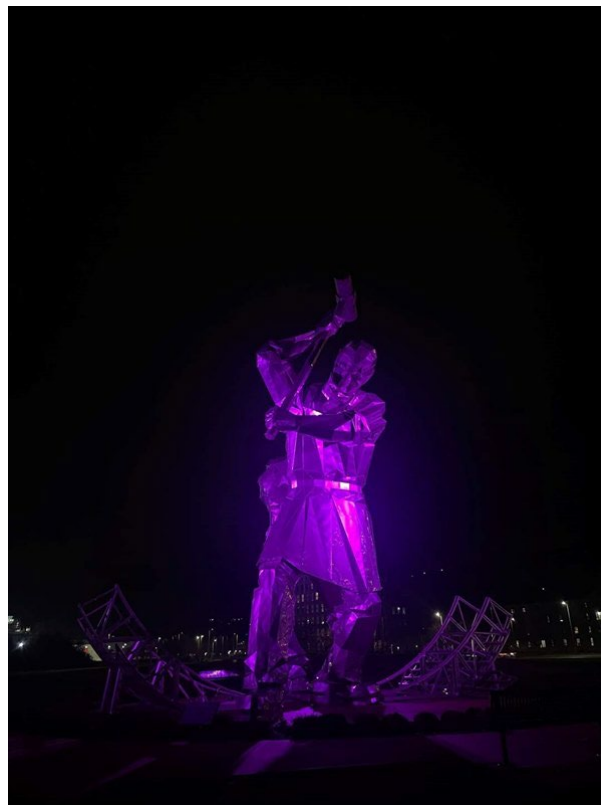
20 - Inverclyde Ship Builders statue lights up purple to raise awareness during the 16 days of action campaign

Adult Learning & Literacies

694 learners participated in Adult Learning and Literacies provision

Overview

Adult Learning and Literacies offer a range of learning programmes, tailored to best suit the needs of our adult learners in Inverclyde. Through our community-based provision and our

work with partner organisations, we aim to support our learners to increase their skills to enable them to fully participate and achieve across the four areas of life: work, family, education and community. All of our learning opportunities also offer the chance to gain SQA accreditation, with no cost to our learners. Other programmes that sit under the umbrella of Adult Learning and Literacies are ESOL, that offers community based learning opportunities for Speakers of Other Languages at various learning levels and Multiply: Make Numbers Count, which is a nationally funded initiative to support people to upskill, increase confidence and gain qualifications in numeracy in short course and community based learning opportunities. settings.

ESOL - 181 learners attended

Throughout 2024 CLD and HSCP have been working in partnership to provide a learning offer tailored to the needs of the ESOL (English for Speakers of Other Languages) Community, with a 2023 Learner survey showing the need for intensive provision. This revamped approach to ESOL provision empowers Community Learning and Development (CLD) to meet both local and national policy objectives. This initiative emerged from the 2024 CLD Service Review process. CLD's ESOL efforts are guided by "Welcoming our Learners: Scotland's ESOL Strategy 2015-2020" and the "Adult Learning Strategy for Scotland 2022-2027".

The updated approach to ESOL provision addresses the nearly 1000% increase in ESOL referrals over the past three years.

- In 2019/20 24 referrals were received with 68 learners attending provision over the year (includes returning learners from previous year); and

- In 2024 over 230 referrals were received with 181 learners attending provision over the year

Currently, Community Learning and Development (CLD) offers language provision from A1 to B1 levels. The learning offer also includes provision for individuals who are not literate in their native language or who did not receive formal education in their home country.

22 - ESOL learners from our intensive course

The new approach is a collaboration between Community Learning and Development and HSCP to provide   a learning offer tailored to the needs of the ESOL community within available resources. With   increased funding and staffing rising from 1.65 to 2.5 full-time equivalents   (FTEs), along with changes to the delivery model, CLD has been able to develop intensive curriculum-led courses. These courses have boosted weekly   learning hours from 2 to 8 hours, and average group sizes have grown from 8   to 16.

To facilitate effective partnership referrals, Community Learning and Development (CLD) has been leading a group of partners to establish an ESOL pathway. This pathway indicates the specific language level needed to fully or partially engage in various activities or programs. Those New to Scotland often face negative experiences when they are not matched to the appropriate language level required for participation. CLD is collaborating with a range of partners, including West College Scotland, the Department for Work and Pensions (DWP), The Trust, Barnardo's, Belville Gardens, and Skills Development Scotland (SDS).

Multiply: Make Numbers Count - 105 learners with 32 achieving accreditation

During the reporting period of January to December 2024, Multiply: Make Numbers Count, developed a range of learning offers with a number of partners for anyone over the age of 19 in Inverclyde, to include learning offers:

Community Cooking – A 6 session practical cooking course, covering weights and measurements, cook once eat 4 times, compare and contrast activities and budgeting skills.

Scottish Prison Service – Working in partnership with Fife College, we deliver contextualised numeracy sessions to those serving custodial sentences within Gateside Prison.

Jericho House (Male and Female) – The Amateurs, a 6 session course based on the model of the apprentice, where teams went head to head in developing a business model with costings and then participated in a presentation to sell their model. This covered budgets, percentages, four rules of numbers and costings.

Community based and 1:1 provision – these sessions are delivered in community based session to make them accessible to the learners across Inverclyde. The sessions offer learners the opportunity to identify their individual numeracy goals, from which they create their own individualised learning plan and work towards achieving their identified short and long term goals.

All of the Multiply:Make Numbers Count learning offers have the opportunity to achieve Core Skills Numeracy accreditation and during the 2024 reporting period, 105 learners were

supported within the provision, of which 32 learners successfully submitted portfolios and achieved accreditation.

Some of Inverclyde's learners we participants on a recent podcast about the national Multiply programme:

[Are Number Getting In Your Way? Podcast EP 1 - 13 Dec 2024 by SunnyG103 | Mixcloud](#)

Digital Skills with embedded Employability Support - 183 learners with 33 accreditation units awarded

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CLD through a range of partnerships target those furthest from the labour market to offer Digital Skills with embedded employability support, 183 learners participated in this provision. CLD work closely with the DWP, SAMH and other local partners to target support to those that most need it. CLD support those who are long term unemployed, on a sickness related benefit or face significant physical or mental health barriers to employment by building their digital skills to allow them to independently:

- Build basic skills to allow digital access, including device support

- Search the internet to access employment websites

- Build their literacy skills to independently apply

- Build their MS Word skills to be able to create and update their own CV

Each learner is supported to develop an individualised learning plan to achieve their work, personal or family goals whilst working towards SQA qualifications where appropriate. CLD are the only providers locally of this provision.

23 - ICT class at Central Library

Community based Adult Literacies provision - 105 learners with 29 accreditation units awarded

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We use a range of community-based venues to deliver 1:1 learning sessions, to support our more vulnerable learners to develop their literacies skills, to increase their opportunities for employment, further education or work placement programmes. Literacies learning sessions, run across Inverclyde, to support anyone age 16+ with all aspects of reading, and writing. Over the period January 2024 to December 2024, we have supported learners to study for the Police SET test, increase skills and confidence in reading to enable them to help their children with their school work, read them a bedtime story or be active participants in their education. 105 adult literacies learners were supported to increase their literacies with 13 achieving a range of Core Skills accreditation.

Spotter and referrer training is offered to anyone in frontline positions to identify the signs of someone who has literacies difficulties and how to refer them to our service. The most recent input was delivered to a group of trainee Social Workers who work within a range of disciplines, criminal justice, older people and children & families – all who participated recorded an increase in their knowledge and understanding of adult literacies.
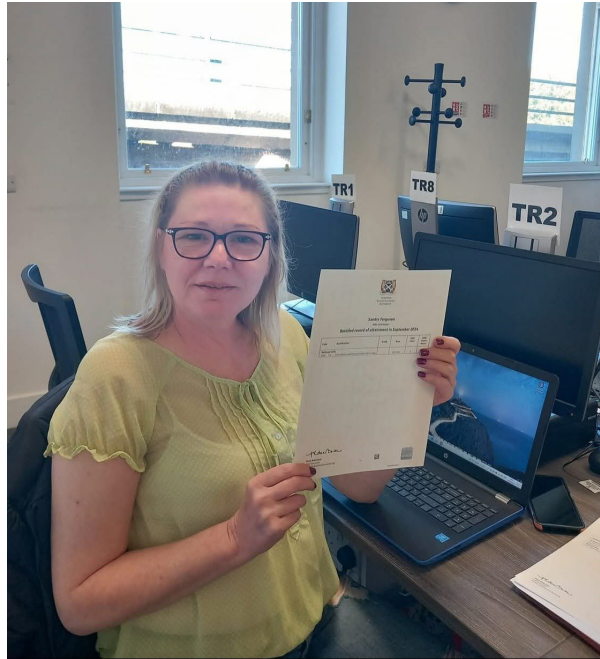
Volunteers - 25 volunteers are active at present volunteering over 80hrs per week to support learners in Inverclyde

Across the Adult Learning and Literacies wider provision we offer opportunities for people to become volunteers within our sessions at present we have 28 volunteers active within our service.

In 2024 we:

Took our fast track ESOL training online with 7 learners completing the training and starting placement within our service.

Recruited and trained 7 Multiply: Make Numbers Count, who are now all actively volunteering and supporting our Multiply:Make Numbers Count learners

Other Brief Highlights:

18 learners achieved REHIS accreditation

37 learners participated in arts based health and well being provision

29 learners participated in Speak Gaelic provision

36 learners participated in volunteer led arts and family history provision

We offer RAAL (Recognising Adult Literacies Learners) accreditation training to all Council employees via the Council's training calendar, as well as Working Memory training to support staff to recognise how this can present and strategies to mitigate these in practice. 3 staff gained accreditation for SQA processes.

Strategies and policies led by Inclusive Communities
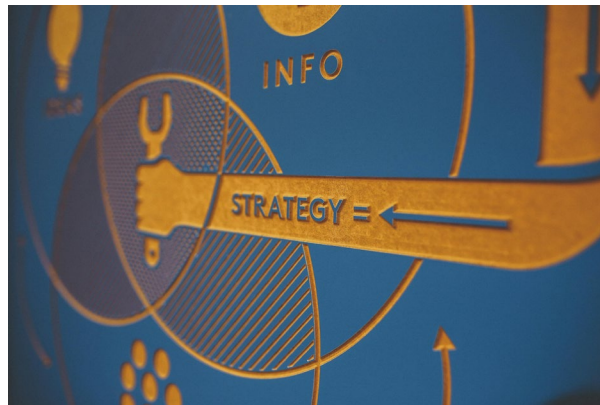
- Community Safety Strategy

- Anti-social behaviour strategy

- Violence Against Women and Girls Strategy

- Active Inverclyde

- Inverclyde Food Growing Strategy

- Locality Action Plans

- Child Poverty Local Action Report

- Community Learning and Development 3 year Partnership Plan

- ESOL Strategy

- Participatory Budgeting Policy

- Asset Transfer Policy

- Inverclyde Leisure Strategy

Moving Forward

In 2024, the CLD (Community Learning and Development) service undertook a review that highlighted the interconnected nature of various aspects of CLD's work. Participants felt it

was essential to update the CLD delivery model in Inverclyde to better reflect evolving needs and service delivery methods.

The proposal suggests realigning CLD services to adopt an Inclusive Communities Model. Under this new structure, teams would will be reorganised around four key areas of activity.

- Prevention and education;

- Accreditation and lifelong learning;

- Community empowerment; and

- Poverty and wellbeing.

This restructuring aims to more effectively address community needs and improve service delivery.
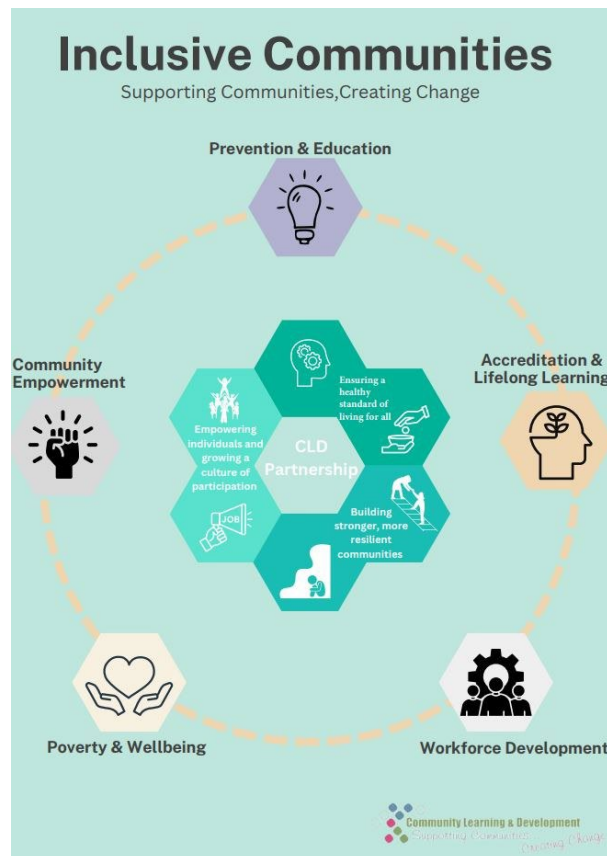
24 - The key themes of the Inclusive communities model

Inverclyde council

AGENDA ITEM NO: 5

Report To:	**Education & Communities Committee**	**Date:**	**18 March 2025**
Report By:	**Ruth Binks Corporate Director Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/22/25/TM**
Contact Officer:	**Tony McEwan Head of Culture, Communities & Educational Resources**	**Contact No:**	**01475 712828**
Subject:	**Communities Update Report – Overview of Local and National Initiatives**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☒For Information/Noting

1.2 The purpose of this report is to update the Education and Communities Committee with developments in relation to the Communities part of the Committee.

1.3 Updates have been provided on the following areas:
 1. Libraries as community spaces
 2. Staff development
 3. Children and young people
 4. Adult services
 5. The Watt Institution
 6. Inverclyde music service
 7. Developing a community safety lens for the Place Standard Tool - Inverclyde Pilot Site
 8. School Crossing Patroller - Sinclair Street, Greenock
 9. Hanlon Management Information System
 10. Update on various Child Poverty Initiatives including pilot programmes in upper Port Glasgow
 11. The Child Poverty Accelerator Funded Project
 12. Outstanding Remit - new smoke alarm legislation

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee notes the updates provided in this report.

 Ruth Binks
 Corporate Director
 Education, Communities and Organisational Development

3.0 Updates

3.1 Libraries as Community Spaces

Branch libraries continue to provide space to colleagues from other services to meet with customers/clients in a safe and accessible space. This extends to both Council services and external agencies who support our communities. During March, Greenock South West Library will host the Citizens Advice Bureau to offer their Stronger Start Programme in Inverclyde. This programme looks to support pregnant and post-natal women with poverty-related issues. Branch libraries across Inverclyde also support NHS Scotland's Near Me initiative, providing private spaces and support so that customers can use video consulting services in a convenient place to participate in health and social care appointments close to home.

Through a small grant from the Inverclyde Climate Action Network (ICAN) the library service has extended its Community Fridge provision following a successful pilot at Greenock Central Library. A second fridge has now been installed at Port Glasgow Library and will be filled with assistance from Branchton Community Centre's food sharing network. This initiative at once represents a necessary resource for the communities of Greenock and Port Glasgow, whilst also helping to address the environmental challenge of food waste.

Kilmacolm Library welcomed a group of University of Glasgow Medical students in February as part of their Community Diagnosis project. Participation allows the students to explore with library staff their understanding of the community the library serves and provides an active learning experience in understanding and identifying the social determinants of health.

This year, the National Library of Scotland (NLS) celebrates its centenary. As part of wider commemorations planned, NLS has launched a 'Love Libraries' campaign. Inverclyde Libraries are an active participant in this campaign and will be delivering on-line and in-person programming celebrating our libraries.

During March Inverclyde's branch libraries will be hosting information pop-up sessions organised by Veteran's Sight Scotland, providing information to veterans affected by sight loss in Scotland.

3.2 Staff Development

The library service continues to invest in staff development, with the Scottish Book Trust on site during January to deliver Bookbug Session Leader refresher training and registration. During quarter 3 24/25, 155 Bookbug Sessions were delivered by the wider service with 2,339 children and 2,325 parent/carers in attendance. These figures are replicated across each quarter and demonstrate the importance of Bookbug as a core element of service delivery. During February the library team further capitalised on this training by delivering a series of Bookbug Session visits to childcare students and families at West College Scotland to promote the benefits of reading and singing to babies and toddlers.

Deafblind Scotland delivered face-to-face training to library staff, encouraging awareness of the needs of the Deafblind community and ensuring colleagues are equipped to support all library customers. Further training was also made available to support the Chatty Café scheme delivered in branch libraries – this training will enable an extension of Chatty Café provision across the service, helping to address the challenge of loneliness and/or social isolation in our communities.

3.3 **Children and Young People**

As part of the Scottish Government's Parent Club initiative, the Smart Play Network will deliver a series of Family Play Sessions across four of Inverclyde's branch libraries. These sessions are for families with children aged 0-4 years and promote key messages to parents and carers about the importance of playing, talking and reading with their child from birth. All sessions programmed by the library service are fully booked, with capacity for up to 10 families to attend each session.

Supporting Inverclyde Libraries' wider commitment to health and wellbeing, the team undertook outreach activity during Children's Mental Health Week (3 - 9 February) promoting reading for wellbeing. Brach libraries will also host colleagues from the NHS Childsmile programme to engage with parents and carers and distribute Childsmile resources at upcoming Bookbug sessions. Childsmile is a national programme designed to improve the oral health of children in Scotland and reduce inequalities both in dental health and access to dental services.

The children's book *Mariana and the Merchild* by author Caroline Pitcher has been republished with support from Breastfeeding Friendly Inverclyde. Copies of the books, including bright new images, have been donated to the library service (funded by NHSGGC) with the hope that the book will help spark conversations and encourage children to view breastfeeding as normal and natural.

3.4 **Adult Services**

Books on Wheels Festive Cheer: in December Christmas cards, teabags and biscuits were sent out to all Inverclyde Libraries' Books on Wheels customers with their scheduled book deliveries. Customers using this service also received a Christmas tree decoration made by our young Library Club members. The Books on Wheels service is valued by customers who don't or can't attend the library in person and helps to tackle social isolation and loneliness, while making available the mental health and wellbeing benefits that reading brings.

Inverclyde Libraries facilitated a Functional Fitness MOTs event in Port Glasgow Library in January, delivered by the Maximising Independence team (Inverclyde HSCP). This event was aimed at customers aged fifty and over, who had the opportunity to participate in an assessment of their physical abilities, including muscle strength, balance, endurance, and flexibility. Following each assessment, advice was received on how individuals could improve their functional fitness. Functional fitness allows people to conduct normal everyday activities safely and independently as they grow older. The session also included a chat about the UK's Physical Activity Guidelines for Health and the importance of being physically active. This event is an example of similar programming that seeks to support the library service's ongoing commitment to improving health literacy across Inverclyde.

Funding has been secured from the Scottish Book Trust's Live Literature programme to host an author event in Inverkip Community Hub during March. Ambrose Parry (Christopher Brookmyer and Marisa Haetzman) will be welcomed by the library team to address this already fully booked event

To mark International Women's Day on 8 March, Inverclyde Libraries are hosting a networking fayre, with the overarching aim of encouraging women to speak up, and to support women to participate confidently in business and/or public settings. The format of the event will include a speaker followed by a networking opportunity with stalls hosted by participants contacted through the Inverclyde Women in Business Forum and their associated networks. The library service will also be an active participant in the HSCP facilitated Women's Health Event on 7 March at the Beacon Arts Centre, showcasing library services, resources and partnership work which

specifically supports health and wellbeing. This will include recent partnership work with Inverclyde HSCP to encourage engagement with cancer screening services.

3.5 **The Watt Institution**

The Watt Institution's Museums Galleries Scotland (MGS) funded project, Re-animating the Past, concludes at end March 2025. This project has focused on utilising the Watt's Natural Sciences collection (a core founding collection) to engage new and existing audiences with collections-based narratives linked to the climate crisis; biodiversity in Inverclyde; and the history of collecting. The project has used digital technology to deliver innovative interpretation solutions, including 3D scanning, 3D printing, animation, virtual reality, and augmented reality. Workshops have been delivered with school groups, adult support groups, and community groups, variously exploring the natural world around us with reference to the Watt's historic collections.

Informed by the Re-animating the Past project, the Watt Institution has secured a grant of £1,300 from Art Fund UK to enable community-focused programming inspired by THE HERDS – an act of public art and climate action on a global scale. In the UK, THE HERDS (large-scale animal puppets) will visit London. However, funding received by the Watt Institution (the only successful Scottish applicant to this project fund) will enable the creation of puppets on a smaller scale that tell a local story of changing biodiversity, with global resonance. Plastic waste found on the shores of the Clyde will be recycled as 3D printing filament, before being used to 3D print component parts for our own puppets, engaging our communities with climate narratives on their doorstep.

In partnership with Inverkip Primary School, the Watt Institution has secured £2,675 in funding from Education Scotland to create an animated film critically examining Inverclyde's colonial legacies through reference to the museum's collection. The project will explore how objects were acquired, their origins, and their impact on indigenous communities, flora, and fauna. Through this lens, the film will address key themes of empire, colonialism, and climate justice, highlighting the lasting effects of these histories on the present. This project contributes to Education Scotland's racial literacy priorities.

3.6 **Inverclyde Music Service**

Participation in instrumental music lessons continues to grow, with 1,542 young people currently enrolled with the Inverclyde Music Service. The Junior Wind Orchestra will compete at the Scottish Concert Band National Finals in Perth on 15 March. The following weekend, on 22 March, the Inverclyde heat of the Scottish Young Musician of the Year will take place at Inverclyde Academy, with over twenty young people who receive IMS tuition in Inverclyde expected to compete. We wish all our young people the very best over these two important events.

The annual Spring Gala Concert will celebrate all young people engaged with the IMS, and is scheduled to take place in Greenock Town Hall on Friday 27 March at 7pm.

3.7 **Developing a community safety lens for the Place Standard Tool - Inverclyde Pilot Site**

The Place Standard Tool provides a simple framework to structure conversations about place, based around how place impacts on health and wellbeing. The 14 themes within the tool allow individuals or groups to think about the physical elements of a place (such as the buildings, spaces, and transport) as well as the social aspects (like whether people feel they have a say in decisions or whether they feel safe) and economic aspects (like access to jobs and training). It can also help to identify and prioritise actions needed to improve places and support health and wellbeing. Recognising the strong connection between placemaking and community safety, the Scottish Community Safety Network (SCSN) and Public Health Scotland (PHS) have partnered to develop a community safety focus for the Place Standard Tool.

Representatives from Inverclyde Council attended a project engagement session in March 2024 which promoted applications to be one of three national pilot sites. Recognising that this project would contribute to the development of a tool that could enhance our community planning partnerships understanding of the nuances of community safety issues that are often raised within community engagement activities such as Locality Planning, the Community Safety & Resilience team subsequently applied to be one of the pilot areas for the project. Confirmation of the successful application was confirmed by SCSN and PHS in September 2024. Officers from both Inclusive Communities Service and the HSCP Health Improvement Team attended facilitator training in February 2025 with the two other pilot sites from West Pilton, Edinburgh and Botchergate, Carlisle. The experience and knowledge gained in running this pilot will build up the local resource across the Council and HSCP in use of the Place Standard Tool as part of our place-based approach towards health improvement.

The Inverclyde pilot will run in March 2025 within a Greenock East neighbourhood area and will be attended by representatives from a range of community planning partners. Engagement work by the wider Inclusive Communities Service is also underway to enlist local people living or working in the area to participate in the walk and talk event. Anyone interested in participating can engage directly with the Service or express interest via the following form Place Standard Project (Greenock East) - Expression of Interest

3.8 **School Crossing Patroller - Sinclair Street, Greenock**

At the 3 September meeting of the Education and Communities Committee members were informed of a temporary move of a School Crossing Patrol site from a low priority rating site at Sinclair Street, Greenock to a different location within the same school catchment at Blairmore Road, Greenock. Following this temporary relocation, a decision has been made to make this change permanent. Ongoing monitoring and surveys conducted at the original, lower priority site have consistently revealed low pedestrian numbers that would not meet the guideline criteria for consideration of a school crossing patroller at this location, and no concerns have been raised to the local school regarding this adjustment.

3.9 **Hanlon Management Information System**

Inclusive Communities have completed the procurement process for a new management information system, with the initial start-up funding secured through a successful bid to the Council's Modernisation Fund. The Hanlon system, which is already in existing use by the Council's Economic Development team, recently launched a new Community Learning & Development module which allows tracking of individuals learning and achievements. The system will enhance the Service's ability to record delivery activity and measure the impact of service provision and projects and also facilitates the move towards a higher degree of digital record keeping and efficiency in performance management. The system also has capability to record multi-agency partnership activity, and this is something that will be explored as the Service develops its use. Procurement and user training completed in quarter four of 2024-25, and the system is planned to go-live for CLD youth work and adult learning in the same quarter, with operational use effective by 1 April 2025.

3.10 **Update on various Child Poverty Initiatives including pilot programmes in upper Port Glasgow**

The service continues to co-ordinate the Council's approach to alleviating child poverty in Inverclyde.

The Child Poverty Local Action Report 2023/2024 was approved by the Alliance Board in October 2024 and subsequently submitted to the Scottish Government via the Improvement Service for

analysis and feedback. The feedback for 2023/24 classified the report as "An extremely strong plan which might be used as an exemplar." The report was praised for its use of lived experience, focus on priority families, and its commitment to coordinated action, drawing on both local levers and national programmes to address child poverty.

The Early Adopter Community for Affordable Afterschool Childcare in Port Glasgow continues to develop. This programme which is funded by the Scottish Government has been ongoing since January 2023 and provides affordable childcare for families on low incomes or those who fall into the child poverty priority groups. The programme also supports families in maximising their income through providing advice on social security benefits or employment opportunities. This project will be extended to Greenock South / Southwest from March 2025, with affordable childcare offered from St Joseph's Primary School. Engagement has started with families, communities, and providers in Greenock East and Central to explore the affordable childcare offer that meets the needs of families within this area. In addition, to childcare the project offers access to financial wellbeing, learning, education, and employment support tailored to families' needs.

The Council was also successful in being granted £490k in Fairer Futures Funding from October 2024 until 31 March 2025 to pilot a multi-agency partnership approach to working in upper Port Glasgow. This initiative will be based in a newly developed Boglestone Community Hub which will provide services to improve access and outcomes for the wider communities including families more likely to be living in poverty. The Fairer Futures Partnership will serve as a model for public sector reform through better collaboration, creating a person-centred service with users at the heart of service design, to identify needs and provide support to offer choice opportunities and voice. The co-design of interventions and services with the community started in January 2025. To help with the development of this new whole family support service approach, Inverclyde Council and HSCP have recently completed intensive values- led leadership training to increase learning, collaboration and community based approached to improve outcomes for people facing inequalities.

3.11 **The Child Poverty Accelerator Funded Project**

The Child Poverty Accelerator Funded Project, which took a place-based, person-centred approach to supporting families facing low mood, anxiety, and inequalities, concludes at the end of March 2025. This initiative attracted £86k between November 2023 and March 2025 and supported Home Start Inverclyde to provide a family support service to parents with poor mental health and anxiety, who were living in poverty and had children under the age of 3 years. This support service included group work, and intensive one to one support depending on the needs of the family. This funding also enabled a dedicated worker from HSCP Advice and Welfare to build relationships with Home Start and their families to maximise the household income and offer advice around affordable credit and household debt. The learning from this project is informing future activities, particularly within the Early Adopter Community and Fairer Futures Partnership detailed above. Initial evaluations from Urban Foresight (the agency commissioned to undertake the evaluations using the Child Poverty Accelerator Funding) are positive, highlighting the benefits for families and the strengthened relationships between service providers. The Cabinet Secretary from Social Justice at Scottish Government visited Inverclyde in January 2025 to meet some of the parents who have benefited from the support from Home Start Inverclyde and Inverclyde Advice Services. A full evaluation report will be available in May 2025 and reported to this Committee thereafter.

3.12 **Outstanding Remit: new smoke alarm legislation**

Compliance with the requirement to fit linked smoke alarms in domestic properties:

In the social housing sector Registered Social Landlords have all adapted all of their stock to ensure compliance with the requirement to fit linked smoke alarms. In the Private Rented Sector landlords are legally required to register all rental properties on the Landlord Registration Scotland website. When applying landlords are required to declare they meet all legal requirements which include fire, smoke and heat detection. Only applicants that complete this self-declaration are approved. It should be noted that there is no capacity to check the veracity of the declarations at the point of registration.

It is likely that full compliance in owner occupied property will take a considerable time. A large number of householders will have had works carried out to comply when the legislation initially came in but for the rest it is likely that many properties will only be brought in to full compliance when they come on to the housing market. There is no effective means to enforce the provisions of the legislation on owner occupied properties and it is unlikely that there was ever any intention that this should be done.

4.0 IMPLICATIONS

The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		x
Legal/Risk		x
Human Resources		x
Strategic (Partnership Plan/Council Plan)		x
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		x
Environmental & Sustainability		x
Data Protection		x

4.1 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

4.2 **Legal/Risk**

N/A

4.3 **Human Resources**

N/A

4.4 **Strategic**

All updated provided in this report align to the priorities of the Council Plan and Partnership Plan.

4.5 **Equalities, Fairer Scotland Duty & Children/Young People**

Equalities

(a) This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
x	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

Fairer Scotland Duty

(b)

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
x	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

Children and Young People

(c)

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
x	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

4.6 **Environmental/Sustainability**

Summarise any environmental / climate change impacts which relate to this report.

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
x	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

4.7 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

5.0 CONSULTATION

5.1 N/A

6.0 BACKGROUND PAPERS

6.1 N/A

Report To:	Education & Communities Committee	**Date:**	**18 March 2025**
Report By:	**Ruth Binks Corporate Director Education, Communities and Organisational Development**	**Report No:**	**EDUCOM/24/25/HS**
Contact Officer:	**Hugh Scott, Service Manager Inclusive Communities**	**Contact No:**	**01475 715459**
Subject:	**Interim Review of Inverclyde's Antisocial Behaviour Strategy 2020-2025**		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision ☐For Information/Noting

1.2 The purpose of this report is to seek approval by the Education and Communities Committee of the Inverclyde Antisocial Behaviour Strategy 2025, in advance of the expiry of the previous 2020-25 strategy

1.3 The report provides Members with an outline of the legislative requirements placed on the local authority, an update on a national review of the approach towards antisocial behaviour (ASB), and an outline of the proposal to extend the current strategy, with an interim review, for a period until the recommendations from the national review are known.

1.4 The Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) places a duty on each local authority and Chief Constable to jointly prepare, publish, review and revise a strategy to tackle Antisocial Behaviour (ASB) in the authority's area. The current strategy for Inverclyde expires in March 2025.

1.5 The Inverclyde Community Safety Partnership agreed that the development of a new Inverclyde ASB Strategy should be delayed until the results of the national review are known.

1.6 The Partnership convened a short-term working group (STWG) to carry out an interim review of the current strategy with a view to extending it for a period to allow publication and consideration of the results of the national review.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

     i. approves the Inverclyde Antisocial Behaviour Strategy 2025; and
    ii. agrees that a full review and wider consultation on a new strategy will be undertaken following publication and consideration of the findings and recommendations from the national review of the approach towards ASB.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND

3.1 The Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) is the primary legislation for dealing with antisocial behaviour in Scotland. The Act sets out a range of responses made available to local authorities and Police Scotland, ranging from the requirement of Local Authorities to jointly prepare and produce an antisocial behaviour strategy, to the dispersal of groups, closure of premises, dealing with noise nuisance and the environment, the regulation and registration of certain landlords as well as the application of Antisocial Behaviour Orders.

3.2 Part 1 of The Act places a statutory responsibility on a local authority and Police to prepare an antisocial behaviour strategy for the authority area. The Act also requires the strategy to specify a number of local arrangements.

3.3 The Inverclyde Antisocial Behaviour Strategy 2020-2025 was the fourth strategy for Inverclyde. The strategy was approved at the meeting of the Education and Communities Committee on 10 March 2020 and will expire at the end of March 2025.

3.4 While the legislative requirement for the completion of the strategy lies with the local authority, the Community Safety Partnership has responsibility for the coordination of the delivery of responding to antisocial behaviour in Inverclyde.

4.0 SCOTLAND'S APPROACH TO ANTISOCIAL BEHAVIOUR: NATIONAL REVIEW

4.1 In 2021 the former Minister for Community Safety, Ash Regan MSP, asked the Scottish Community Safety Network (SCSN) and the Scottish Government to undertake a review of antisocial behaviour

4.2 During 2022, SCSN and Scottish Government held engagement sessions with a representative cross-section of stakeholders in Scotland. 'Reviewing Scotland's Approach to ASB' report was published in 2023 with two main recommendations:

   1. That Scottish Ministers, and statutory, non-statutory and voluntary sector service providers and communities themselves recognise that our approach to preventing and tackling antisocial behaviour needs to be a long-term approach (that recognises societal changes and evolves) and that we need to make a commitment to a programme of activity which will provide a framework that will guide us in taking forward this agenda in alignment with other linked national policies.
   2. An independently chaired group of experts, potentially including statutory, non-statutory and voluntary service providers, community representatives and other key interests should be brought together to develop a long-term framework for addressing antisocial behaviour. This should have a strong focus on steps that can be taken to prevent antisocial behaviour from occurring as well as considering the effectiveness of current approaches to tackling the antisocial behaviour which occurs.

4.3 Following the publication of this report (Scotland's approach to antisocial behaviour: review findings - gov.scot) an independent working group was established, tasked with developing a long-term framework for addressing antisocial behaviour, focusing on prevention and evaluating the effectiveness of current approaches.

4.4 The work of this group was due to be reported to Scottish Government in November 2024. It is expected that there will be a period of analysis and review before publication of findings and recommendations during 2025.

5.0 PROPOSALS

5.1 In order to meet the legislative requirements of The Act, the Community Safety Partnership proposed a STWG be convened to carry out an interim review of the current strategy with a view to extending it for a period, until the findings and recommendations of the national review are known.

5.2 The STWG carried out an interim review of the current strategy between December 2024 and February 2025. While most of the content of the document covering legislative context and approaches was considered to be still relevant for the interim period until the recommendations from the national review are known, the group felt it was appropriate to make the following amendments:
- Inclusion of reference to the Partnership Hub arrangements, which have been strengthened during the period of the current strategy
- Updated data analysis to reflect the past three years of antisocial behaviour data
- Updates to relevant plans, strategies, and services which have changed during the period of the current strategy
- Inclusion of reference to the national review and commitment to fully review the strategy when the recommendations and published.

A copy of the draft strategy is presented in Appendix 1 of this report.

5.3 A full review and wider consultation on a new strategy will be undertaken following publication and consideration of the findings and recommendations of the national review, when they are published.

6.0 IMPLICATIONS

6.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk	X	
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

6.2 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

6.3 **Legal/Risk**

The Antisocial Behaviour etc. (Scotland) Act 2004 places a statutory responsibility on local authorities to prepare jointly with Police Scotland an antisocial behaviour strategy for the authority area.

6.4 **Human Resources**

No human resource implications currently.

6.5 **Strategic**

The Inverclyde Antisocial Behaviour Strategy contributes towards several outcomes in the Council Plan 23-28, from within both Theme 1: People and Theme 2: Place. The strategy also contributes primarily towards theme 3 (healthy people and places) and theme 4 (a supportive place) within the Inverclyde Partnership Plan 23-33.

7.0 CONSULTATION

7.1 Consultation with the Community Safety Partnership

8.0 BACKGROUND PAPERS

8.1
- Education and Communities Committee - 10 March 2020 – Agenda Item 4 - Inverclyde Anti-Social Behaviour Strategy 2020-2025
- Reviewing Scotland's Approach to Antisocial Behaviour - A report by the Scottish Community Safety Network and the Scottish Government (Scotland's approach to antisocial behaviour: review findings - gov.scot)

Inverclyde Anti Social Behaviour Strategy 2025

POLICE SCOTLAND
Keeping people safe
POILEAS ALBA
SEMPER VIGILO

Inverclyde Alliance

Inverclyde council

#SafeInverclyde

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Inverclyde Antisocial Behaviour Strategy 2025

Joint Foreword

The Antisocial Behaviour etc. (Scotland) Act 2004 requires the Local Authority and Chief Constable of Police Scotland to produce a strategy for dealing with antisocial behaviour. This strategy has been endorsed by the Inverclyde Alliance Board and the Inverclyde Community Safety Partnership, highlighting the breadth of partners in Inverclyde who respond to antisocial behaviour. This strategy sets out the legislative requirements of the Antisocial Behaviour etc. (Scotland) Act 2004.

While overall reports of antisocial behaviour to Inverclyde Council and related crimes and offences recorded by Police Scotland have decreased over the long-term, it's recognised that such behaviour significantly impacts residents' lives and negatively affects our local communities.

We therefore have a crucial role to play in tackling antisocial behaviour. Partnership working continues to be of importance, with the need to deliver better, more targeted responses and services, and continuing to build on using shared resources. The Inverclyde Alliance and the Community Safety Partnership are committed to the continuous development of coordinated, effective, efficient services which together, meet the needs of our communities and deliver better outcomes for all.

Councillor Robert Moran, Leader of Inverclyde Council

Chief Superintendent Rhona Fraser, Local Police Commander for Renfrewshire and Inverclyde Division.

Inverclyde Antisocial Behaviour Strategy 2025

1. Introduction

Antisocial Behaviour is defined in Section 143 of the Antisocial Behaviour etc. (Scotland) Act 2004 (The Act) if an individual "acts in a manner that causes or is likely to cause alarm or distress; or pursues a course of conduct that causes or is likely to cause alarm or distress, to at least one person who is not of the same household". The legislation requires that "conduct includes speech; and a course of conduct must involve conduct on at least two occasions".

Part 1 of The Act places a duty on the Local Authority and the Police to prepare an Antisocial Behaviour Strategy for the authority area. This strategy, in line with the legislation, will:

- Outline the key principles, strategic context and the aims and objectives of the local authority and the Chief Constable in dealing with antisocial behaviour in Inverclyde (Section 1(1) of The Act).
- Set out an assessment of the extent and type of occurrences of antisocial behaviour in Inverclyde (Section 3(a) of The Act).
- Specify local arrangements for consulting and engaging with community bodies and other people (including young people) in each area where there are (or likely to be) occurrences of antisocial behaviour, on how to prevent and tackle antisocial behaviour in Inverclyde (Section 3(c) of The Act).
- Specify the range of available services designed to prevent or tackle antisocial behaviour, which are available to all residents in Inverclyde (Section 3(d)).
- Set out the range of available services designed to support victims of antisocial behaviour in Inverclyde (Section 3(e) of The Act).

- Specify the ways in which members of the public can report antisocial behaviour in Inverclyde (Section 3(e) of The Act).
- Outline the provision of mediation in relation to disputes arising from antisocial behaviour (Section 3(e) of The Act).
- Describe how Inverclyde Council and the Chief Constable of Police Scotland will coordinate the discharge of the functions in relation to tackling antisocial behaviour in Inverclyde (Section 3(f) of The Act).
- Provide for the lawful exchange of information relating to antisocial behaviour between Inverclyde Council, the Chief Constable of Police Scotland, and any other relevant person (Section 3(f) of The Act).
- Outline the mechanism for keeping this strategy under review (Section 4(a) of The Act).

2. Context

National approach

The Antisocial Behaviour etc (Scotland) Act 2004 is the primary legislation for dealing with antisocial behaviour in Scotland. The Act sets out a range of responses made available to local authorities and Police Scotland ranging from the requirement of Local Authorities to jointly prepare and produce an antisocial behaviour strategy, to the dispersal of groups, closure of premises, dealing with noise nuisance and the environment, the regulation and registration of certain landlords as well as the application of Antisocial Behaviour Orders. There are also a number of other pieces of legislation which supports responses to antisocial behaviour such as:

- Human Rights Act 1998
- Regulation of Investigatory Powers (Scotland) Act 2000
- Housing (Scotland) Act 2001
- Equality Act 2010
- Housing (Scotland) Act 2010
- Housing (Scotland) Act 2014
- Data Protection Act 2018

"Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland" (2009) is the Scottish Government's national framework for tackling antisocial behaviour. The framework introduced four pillars to respond to antisocial behaviour- prevention, integration, engagement and communication. Key to achieving the aims of the prevention pillar was an update to a PIER (Prevention, early Intervention, Enforcement and Rehabilitation) model as introduced in national

guidance in 2004. The Promoting Positive Outcomes document defined the components of the PIER model as:

- **Prevention:** requires foresight and planning in terms of putting measures which are likely to create a physical and social environment where antisocial behaviour is less likely to arise. Such measures can start before the antisocial behaviour is evident through a programme of proactive elements such as CCTV and a strong focus on education, support, community engagement and the creation of strong sustainable family environments.

- **Intervention:** Early and effective intervention includes putting in place measures that will help to address problems at the earliest opportunity both in relation to individuals and communities. A variety of approaches and services from a range of statutory and voluntary agencies are needed to provide the choices and chances required to offer opportunities to divert people away from antisocial behaviour.

- **Enforcement:** Enforcement should be considered when effective interventions have been tried, failed or deemed not appropriate. Enforcement requires to be appropriate, proportionate and timely and supported by intervention, education, support and rehabilitation.

- **Rehabilitation:** There is a need to understand and assess the needs of individuals and communities in order to provide long-term solutions. An understanding and perception of the impact of ASB is necessary to fully break the cycle of offending and to provide the focus for services to fully integrate to deliver long-term solutions.

Throughout the model education and support form a vital thread throughout and are crucial to the success of each individual component of the revised PIER model.

The Community Empowerment (Scotland) Act 2015 placed a legal duty on community planning partners to demonstrate that they are making a significant difference to the lives of their residents through the planning and delivery of local outcomes and the involvement of community bodies at all stages of community planning.

The National Performance Framework (NPF) provides a clear vision for Scotland with broad measures of national wellbeing covering a range of economic, health, social and environmental indicators and targets. In respect of antisocial behaviour the relevant national outcome is communities, where 'we live in communities that are inclusive, empowered, resilient and safe'.

Local approach

The Inverclyde Alliance (Community Planning Partnership) provides the overarching strategic direction for tackling antisocial behaviour in Inverclyde. The Inverclyde Antisocial Behaviour Strategy will be scrutinised through the Community Safety Partnership which is made up of representatives from Inverclyde Council, Police Scotland, Inverclyde HSCP, The Scottish Fire & Rescue Service, Inverclyde Housing Association Forum, British Transport Police, CVS Inverclyde and other third sector agencies.

Delivery of the Inverclyde Antisocial Behaviour Strategy, and any associated improvement actions will be overseen by the Inverclyde Community Safety Partnership.

The Inverclyde Partnership Plan 2023-33 sets out the outcomes that the community planning partners in Inverclyde, known as the Inverclyde Alliance, will seek to improve. These outcomes aim to improve the wellbeing and quality of life of the residents of Inverclyde, with a particular focus on reducing inequality and poverty. The Partnership Plan focuses on the themes of Empowered People, Working People, Healthy People and Places, A Supportive Place, and a Thriving Place. This strategy will work in the context of these themes.

There are also a number of other local key policy documents which are set out in detail at Appendix 1 to this strategy.

Inverclyde Partnership Hub

The Inverclyde Partnership Hub is a collaborative initiative involving community safety partners aimed at enhancing community safety and addressing issues such as anti-social behaviour. The hub facilitates the sharing of information and coordination of actions among partners, which include police, fire and rescue, local authority, health and social care services, and local housing associations.

Key benefits identified from partners include increased engagement, expedited actions, improved understanding of local risks, and enhanced joint working. The hub meets regularly to discuss community incidents, share intelligence, and develop real-time solutions for emerging issues, particularly focusing on vulnerable individuals and early intervention strategies.

The meetings emphasise confidentiality and respect for individual rights, ensuring that information is handled appropriately among partners to build safer communities.

Classification : Official

Inverclyde Antisocial Behaviour Strategy 2025

3. Strategic Themes

Community Safety Strategy

The Community Safety Partnership endorsed a Community Safety Strategy in 2023 which has four priority outcomes:

- There is a reduction in the level of violence and antisocial behaviour within our communities
- There is a reduction in the number of serious accidents at home and on our roads
- Communities in Inverclyde feel safe and are protected, particularly those most at risk
- Strong and effective joint working arrangements across the community planning partnership are developed to promote a holistic approach to community safety

The strategy is available to view at
https://www.inverclyde.gov.uk/csp-strategy

Antisocial Behaviour Strategy

Inverclyde's antisocial behaviour strategy is arranged into four key themes: prevention; early intervention; enforcement and rehabilitation.

Prevention

The partnership will aim to:

- introduce resources designed to divert people from behaving in an antisocial manner;
- put in place measures that will create an environment where antisocial behaviour is less likely to occur. This includes the use of permanent and mobile CCTV facilities as well as

inspections of areas where antisocial behaviour is occurring and opportunities to reduce antisocial behaviour;

- RSLs will have an appropriate Allocations Policy under the Inverclyde Common Housing Register (ICHR) covering ASB and suspension https://www.thesehomes.com/files/other/ICHR-Allocations-Policy.pdf;
- RSLs will have a relevant ASB Policy relating to the prevention, tackling and management of ASB;
- make use of media designed to prevent and tackle antisocial behaviour;
- undertake, where appropriate, joint Police/Community Warden patrols in areas affected by antisocial behaviour;
- regularly undertake joint training on ASB-related topics;
- work with relevant bodies to encourage the responsible sale of age restricted products; and
- work with relevant bodies to deliver community safety / antisocial behaviour messages within schools and youth work settings.

Early Intervention

The partnership will aim to:

- identify those who behave antisocially at the earliest possible stage through effective information sharing;
- send advice letters to parents/carers if a child/young person has been found acting in an antisocial manner. The advice letter may be sent either by Police Scotland or Inverclyde Council;
- deploy resources via the use of multiagency tasking and coordinating arrangements;

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Inverclyde Antisocial Behaviour Strategy 2025

- use community mediation whereby neighbourhood disputes can be dealt with and resolved at an early stage;
- work alongside and assist private landlords in addressing the antisocial behaviour of their tenants;
- partner with Community Learning and Development Youth Work to offer young people diversionary activities.

Enforcement

The partnership will aim to:

- appropriately use the powers made available to partners under the Antisocial Behaviour etc. (Scotland) Act 2004, the Housing Scotland Act 2014 and other relevant legislation;
- use the powers made available to Police Scotland by the Lord Advocate in respect of antisocial behaviour Fixed Penalty Notices and Recorded Police Warnings. Offences and legislation for which an antisocial behaviour Fixed Penalty Notice can be issued are listed under Part II of the Antisocial Behaviour etc. (Scotland) Act 2004;
- proportionately apply to the Sheriff Court for Antisocial Behaviour Orders (ASBOs) and evictions, serving Fixed Penalty Notices and using powers under Parts 7 and 8 of the Antisocial Behaviour etc. (Scotland) Act 2004 in respect of private landlords.

Rehabilitation

The partnership will aim to:

- use the Rapid Rehousing Transition Plan (RRTP) which is a planning framework for local authorities and their partners to rapid rehousing approach. The RRTP and the Housing First options seeks to offer appropriate support to those people who

experience homelessness in Inverclyde and are likely to experience complex support needs including those affected by of the perpetrators of antisocial behaviour;

- Use the short Scottish secure tenancy for antisocial behaviour (Short SST) by social landlords to encourage tenants or members of their household who repeatedly engage in antisocial behaviour, to stop the behaviour and sustain their tenancy. This can be achieved by removing some tenancy rights without the need for court action. Conversion of a full Scottish Secure Tenancy to a Short SST will allow those responsible for of antisocial behaviour to receive support that will assist them to change conduct which may allow them and members of their neighbourhood to sustain their tenancies long term.

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Classification : Official

Inverclyde Antisocial Behaviour Strategy 2025

4. Assessment of Antisocial Behaviour in Inverclyde

The following charts show the extent of antisocial behaviour reports and crimes within Inverclyde

In terms of locations, one of the tables is split into locality areas. For more information on localities please visit https://www.inverclyde.gov.uk/localities

Figure 1 below shows the trend of ASB reports to Inverclyde Council during the 8-year period 2016-17 to 2023-24. There has been a slightly increasing trend in reports coming out of the Covid-19 pandemic, however the 2023-24 numbers are significantly lower than those reported in 2016-17 and 2017-18.

Analysis of the the current financial year between 1 April 2024 to 31 December 2024 indicates that there has been a significant decrease in reports when compared to the same period in the previous two years, there has been a 31.5% decrease between 23-24 to 24-25.

It should be noted that these numbers reflect both complaints from members of the public and reports from proactive community warden patrols who may be tasked with spending time in areas experiencing antisocial issues. There will also be multiple complaints relating to the same incident occurrences, which can inflate figures if there has been a specific hotspot issue in an area.

Figure 1. Number of ASB incidents reported to Inverclyde Council, 2016-17 to 2023-24

Year	Value
16-17	2613
17-18	2228
18-19	1582
19-20	1411
20-21	1340
21-22	1515
22-23	1498
23-24	1700
24-25 (to 31 Dec)	972
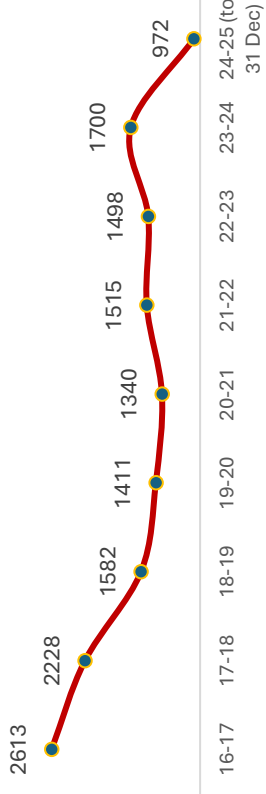
Table 1. Number of ASB incidents reported to Inverclyde Council 21-22 to 23-24

ASB Category	2021/22	2022/23	2023/24	% change 21-22 to 23-24
Alcohol-related nuisance	86	38	54	-37.2%
Disorderly behaviour	88	48	53	-39.8%
Drug/substance-related nuisance	130	110	162	24.6%
Intimidation / harassment	66	61	107	62.1%
Neighbour noise	313	341	322	2.9%
Public nuisance	557	616	629	12.9%
Setting fires	136	114	162	19.1%
Vandalism / environmental damage	63	95	87	38.1%
Vehicle-related nuisance	76	75	124	63.2%
Total	1515	1498	1700	12.2%

Over the past three years, public nuisance (38%) and neighbour noise (21%) accounted for most antisocial behaviour reports to Inverclyde Council. While reports of alcohol-related nuisance and disorderly behaviour decreased, there were notable percentage

Inverclyde Antisocial Behaviour Strategy 2025

increases in intimidation/harassment, drug/substance-related nuisance, vandalism/environmental damage, and vehicle-related nuisance between 2021-2022 and 2023-2024.

Figure 2. Number of ASB Incidents reported to Inverclyde Council by Locality area, 21-22 to 23-24

Figure 3. Recorded antisocial offences and crimes of damage and reckless behaviour in Inverclyde, 2014-15 to 2023-24
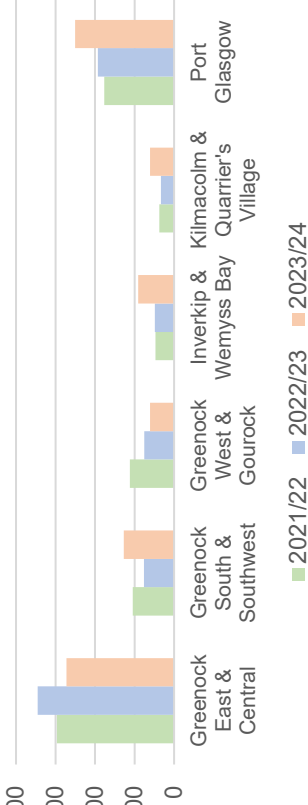
Figure 2 above shows that two locality areas, Greenock East & Central and Greenock West & Gourock, witnessed a reduction in antisocial reports made to Inverclyde Council between 2021-22 and 2023-24. The four other locality areas experienced an increase in reports during the same 3-year period.

Police Scotland recorded antisocial offences and crimes of damage and reckless behaviour have both been on a long-term downward trend within Inverclyde as shown within Figure 3 below[1].

The vast majority (95%) of antisocial offences are threatening and abusive behaviour incidents. Whereas the crime group of damage and reckless behaviour is made up of vandalism, reckless conduct, and fire-raising.

Crimes involving damage and reckless behaviour decreased by 5.5% between 2022-23 and 2023-24, with crimes of vandalism decreasing 6.6%. Wilful fire-raising crimes increased by 7 crimes between 2022-23 and 2023-24 (+10%). The most recent Police Scotland report to Inverclyde Police and Fire Scrutiny Panel in February 2025 indicates that crimes of these type have all decreased into the period of April to October 2024 when compared to that same period in 2023[2].

[1] Supporting documents - Recorded Crime in Scotland, 2023-24 - gov.scot

[2] 21 November 2024 - Inverclyde Council

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Antisocial offences recorded by Police Scotland reduced by 8% between 22-23 and 23-24.

Figure 4. Number of crimes involving damage and reckless behaviour recorded by Police Scotland in Inverclyde, 2021-22 to 2023-24

Legend: ■ Fire-raising ■ Vandalism ■ Reckless conduct

Values shown: 2021-22: 33, 460, 48 | 2022-23: 29, 533, 71 | 2023-24: 22, 498, 78
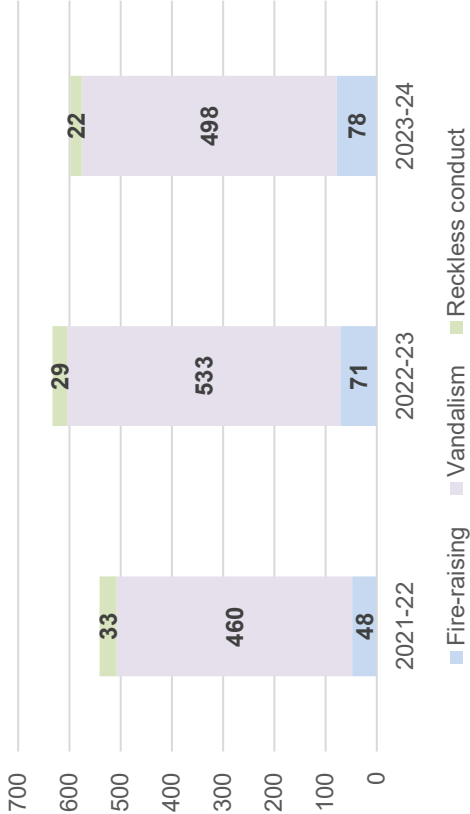
Disorder complaints made to Police Scotland in Inverclyde decreased by 8% between 2022-23 and 2023-24.

Table 2. Police Scotland disorder complaints 21-22 to 23-24[3]
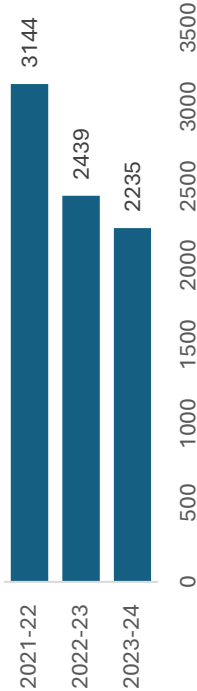
Values shown: 2021-22: 3144 | 2022-23: 2439 | 2023-24: 2235

A similar downward trend is shown in the recent Police Scotland report to Inverclyde Police and Fire Scrutiny Panel in February 2025 which indicates that disorder complaints decreased 12.4% into the period of April to October 2024 when compared to that same period in 2023

The chart below show antisocial behaviour statistics reported to the Scottish Housing Regulator by four of Inverclyde's local housing associations[4].

Figure 5. Number of ASB cases reported to local Inverclyde housing associations

Legend:
— Cloch Housing Association Ltd
— Oak Tree Housing Association Ltd
— Larkfield Housing Association Ltd
— River Clyde Homes

X-axis: 19-20, 20-21, 21-22, 22-23, 23-24

[3] Police Scotland, 2025
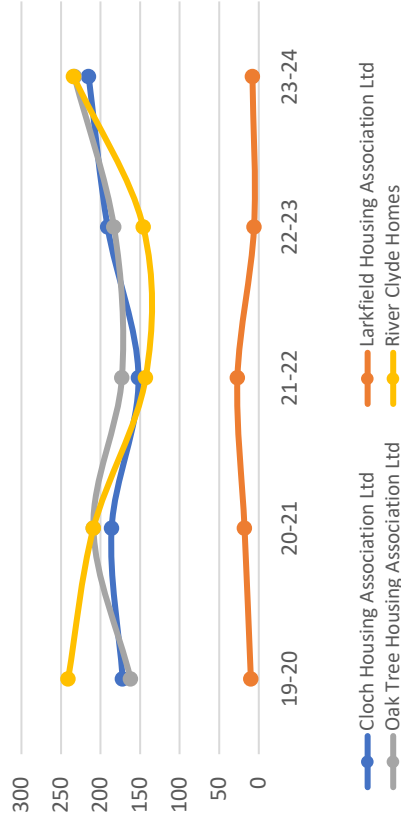
[4] Statistical information | Scottish Housing Regulator

5. Community Engagement

Across Inverclyde there is provision for 11 Community Councils, with representatives from Police Scotland, Inverclyde Council's Community Warden Service, and RSLs attending meetings. This allows both services to provide an update of activity within the community council area as well as giving the Community Council the opportunity to raise issues. In addition, there are several other community-based groups across Inverclyde who regularly engage directly with Police Scotland and Inverclyde Council's Community Warden Service.

There is also the opportunity to engage with a number of communities of interest groups across Inverclyde such as youth related groups, health-based groups and other groups within Inverclyde.

In 2023 Inverclyde Alliance approved a new approach towards community engagement on Locality Plans. The approach promotes an Inverclyde-wide engagement network, based on a mixture of online and face-to-face engagements, that will drive the priorities in the six locality plans. The model, "Inverclyde Community Choices", supports and compliments the work of existing formal and informal community groups, community planning partnership groups, and Inverclyde Alliance Board. The digital platform that supports the approach launched in October 2024 and is available at https://inverclyde.communitychoices.scot/

6. Resources and Services

The list below provides examples of the resources and services in Inverclyde who can respond to antisocial behaviour.

- Inverclyde Council Community Warden Service
- Inverclyde Council Antisocial Behaviour Investigations Team
- Inverclyde Council Environment and Enforcement Team
- Inverclyde Council Public Space CCTV
- Inverclyde Council Environment and Public Protection Team
- Inverclyde Council Community Mediation
- Inverclyde Council Community Learning and Development (Youth Work)
- Inverclyde Health and Social Care Partnership
- Police Scotland Community Policing Team
- Police Scotland Response Teams
- British Transport Police
- Scottish Fire & Rescue Service
- Cloch Housing Association
- Larkfield/Link Housing Association
- Oak Tree Housing Association
- River Clyde Homes
- Victim Support (Scotland)
- Sanctuary Housing

Inverclyde Antisocial Behaviour Strategy 2025

7. Support for Victims of Antisocial Behaviour

All partners recognise the impact that antisocial behaviour can have on those who are experiencing it.

Inverclyde Council operates a Community Warden Service who will respond to calls as well as proactive patrols relating to community safety issues and antisocial behaviour.

Community Wardens are operational from 13:00hrs to 23:30hrs and can be contacted on 0800 01 317 01.

Members of the public can also speak to an antisocial behaviour investigator to discuss options or seek advice and can be contacted between 09:00hrs and 17:00hrs on 01475 714204.

Reports of antisocial behaviour can also be made via email to ASBINT@inverclyde.gov.uk

Inverclyde Council has a duty to investigate and control noise nuisance and does this through the Environmental Protection Team. The Team works in partnership with the Social Protection Team in providing an Out of Hours Service which allows officers to visit complaints out with office hours. Other partnership links exist with the Social Protection Team, the Community Wardens and Police Scotland in order to provide a joint approach towards reducing antisocial behaviour.

8. Information Sharing

Section 139 of The Act contains provisions that allow agencies involved in tackling antisocial behaviour to share relevant information. There are a number of relevant information sharing protocols as well as meeting forums where relevant information can be shared.

9. Review of the Strategy

While the legislative requirement for the completion of the strategy lies with the local authority, the Community Safety Partnership has responsibility for the coordination of the delivery of responding to antisocial behaviour in Inverclyde. Partnership responses to antisocial behaviour have been identified within the Community Safety Strategy and associated action plan and are subject to regular review as well as regular scrutiny by the Community Safety Partnership.

In 2021 the former Minister for Community Safety asked the Scottish Community Safety Network (SCSN) and the Scottish Government to undertake a review of antisocial behaviour.

During 2022, SCSN and Scottish Government held engagement sessions with a representative cross-section of stakeholders in Scotland. 'Reviewing Scotland's Approach to ASB' report was published in 2023 with two main recommendations:

1. That Scottish Ministers, and statutory, non-statutory and voluntary sector service providers and communities themselves recognise that our approach to preventing and tackling antisocial behaviour needs to be a long-term approach (that recognises societal changes and evolves) and

that we need to make a commitment to a programme of activity which will provide a framework that will guide us in taking forward this agenda in alignment with other linked national policies

2. An independently chaired group of experts, potentially including statutory, non-statutory and voluntary service providers, community representatives and other key interests should be brought together to develop a long-term framework for addressing antisocial behaviour. This should have a strong focus on steps that can be taken to prevent antisocial behaviour from occurring as well as considering the effectiveness of current approaches to tackling the antisocial behaviour which occurs.

Following the publication of this report an independent working group was established, tasked with developing a long-term framework for addressing antisocial behaviour, focusing on prevention and evaluating the effectiveness of current approaches.

The work of this group is due to be reported to Scottish Government in November 2024. It is expected that there will be a period of analysis and review before publication of findings and recommendations during 2025.

Inverclyde Community Safety Partnership will undertake a full review of this strategy when these findings and recommendations have been published and considered.

Inverclyde Antisocial Behaviour Strategy 2025

APPENDIX 1 Associated Strategies, Plans and Policies

The following is a list of associated strategic and plans for Inverclyde. The author of the report is in brackets.

Local Police Plan (Inverclyde) 2023-26 (Police Scotland)

Inverclyde Partnership Plan 2023-33 (Inverclyde Alliance)

Inverclyde Strategic Needs Assessment 2022 (Inverclyde Alliance)

Local Fire & Rescue Plan for Inverclyde (The Scottish Fire & Rescue Service)

Inverclyde Council Corporate Plan 2023-28 (Inverclyde Council)

Inverclyde HSCP Strategic Partnership Plan 2024-27 (Inverclyde HSCP)

Inverclyde HSCP Strategic Needs Assessment 2022 (Inverclyde HSCP)

Community Learning and Development Partnership Plan 2024-27 (Inverclyde Council)

Inverclyde Local Housing Strategy 2023-28 (Inverclyde Council)

Inverclyde Alcohol and Drugs Partnership Strategy (Inverclyde HSCP)

Oak Tree Housing Association Estate Management Policy (Oak Tree Housing Association)

Cloch Housing Association Antisocial Behaviour Policy (Cloch Housing Association)

Larkfield Housing Association Anti-Social Behaviour Policy (Larkfield Housing Association)

River Clyde Homes Antisocial Behaviour Policy (River Clyde Homes)

Rapid Rehousing Transition Plan (Inverclyde Council/ HSCP)

Inverclyde
council

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/23/25/HS
Contact Officer	Hugh Scott Service Manager CLD, Community Safety, Resilience and Sport	Contact Number:	01475 715450
Subject:	New Approach to ESOL Provision		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to inform the Education and Communities Committee of the new approach to support English for Speakers of Other Languages (ESOL) for 2025/26.

1.3 The new approach is a partnership between CLD (Community Learning and Development) and HSCP (Health and Social Care Partnership) to provide a learning offer tailored to the needs of the ESOL (English for Speakers of Other Languages) Community utilising available resources.

1.4 The revamped approach to ESOL provision empowers Community Learning and Development (CLD) to meet both local and national policy objectives. This initiative emerged from the 2024 CLD Service Review process. CLD's ESOL efforts are guided by "Welcoming our Learners: Scotland's ESOL Strategy 2015-2020" and the "Adult Learning Strategy for Scotland 2022-2027".

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee take note of the new approach to ESOL provision in Inverclyde for 2025/26, as well as the ongoing challenges.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 "Welcoming Our Learners: Scotland's ESOL Strategy 2015-2020 (with an upcoming update) was created to ensure that all Scottish residents for whom English is not a first language can access high-quality English language provision. This enables them to acquire the necessary language skills to fully participate in Scottish life. The *'Evaluation of Community Learning and Development: Considering the Provision of Local Authorities and Their Partners 2024!'* recommends reviewing community-based adult learning, including English for speakers of other languages, to better understand its supply, demand, and contribution to national priorities."

3.2 Research indicates that to achieve proficiency sufficient for everyday life an ESOL learner requires 1500 hours of instruction plus 1500 hours of independent and contextualized study. This assumes the learner has a solid educational background in their native language, access to high-quality learning and teaching resources, and a high level of motivation. This effort brings learners to a proficiency level, which is adequate for daily life but does not include professional employment language skills.

3.3 To better address the needs of learners, Community Learning and Development (CLD) has historically adjusted both the structure and content of its ESOL provision. In 2023, a survey of ESOL learners revealed a desire for more intensive and levelled ESOL programs.

The revised approach to ESOL provision responds to the nearly 1000% increase in ESOL referrals between 2020 and 2024.
- In 2019/20, 24 new referrals were received, adding to the existing learners, resulting in a total of 68 learners accessing support.
- In 2023/24, over 230 referrals were received, with 181 learners attending the provision throughout the year.

Currently, Community Learning and Development (CLD) offers language provision from A1 to B1 levels (see appendix 1). The learning offer also includes provision for individuals who are not literate in their native language or who did not receive formal education in their home country.

3.4 To facilitate effective partnership referrals, Community Learning and Development (CLD) has been leading a group of partners to establish an ESOL pathway. This pathway indicates the specific language level needed to fully or partially engage in various activities or programs. Those New to Scotland often face negative experiences when they are not matched to the appropriate language level required for participation. CLD is collaborating with a range of partners, including West College Scotland, the Department for Work and Pensions (DWP), The Trust, Barnardo's, Belville Gardens, and Skills Development Scotland (SDS).

3.5 A crucial component of the referral pathway is the learning offer by West College Scotland (WCS). Over the past four years, WCS has increased its ESOL provision from zero full-time courses to three. However, due to capacity constraints, the number of learners each year is capped, which places additional pressure on community-based provision. Meeting this demand continues to be challenging, with WCS at full capacity for ESOL provision and an increasing number of referrals. The new approach aims to support more learners in Inverclyde through intensive learning.

4.0 THE NEW APPROACH

4.1 The new approach is a collaboration between Community Learning and Development and HSCP to provide a learning offer tailored to the needs of the ESOL community within available resources. With increased funding and staffing rising from 1.65 to 2.5 full-time equivalents (FTEs), along with changes to the delivery model, CLD has been able to develop intensive curriculum-led courses. These courses have boosted weekly learning hours from 2 to 8 hours, and average group sizes have grown from 8 to 16. Accreditation for learners will be a core element of this new model.

4.2   Before the rollout of the new approach for 2025/26, a pilot model was implemented, showcasing significant successes and opportunities for enhancing the ESOL learner experience. This was achieved by increasing learning hours and integrating ESOL language lessons with language practice activities, aiming to create a week-long English learning plan for each learner. Appendix one provides examples of the learning offer under the new model.

4.3   Funding from the UK Home Office has supported creche costs; however, there are ongoing challenges in sourcing and resourcing central venues that are accessible via public transport and suitable for larger group delivery. The ESOL population also faces barriers to participation, such as trauma, mental and physical health issues, along with regular appointments to address these issues. Additionally, the ESOL population is often transient, and Inverclyde may not be their preferred final residence in the UK.

4.4   Travel costs of providing intensive courses have become a challenge with bus costs totalling £11.50 for each individual attending 2 days provision. Currently 35 learners are requesting travel costs support. Discussions are ongoing within the ESOL partnership around travel costs support and criteria for support.

5.0   **IMPLICATIONS**

5.1   The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		x
Legal/Risk		x
Human Resources		x
Strategic (Partnership Plan/Council Plan)		x
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		x
Environmental & Sustainability		x
Data Protection		x

5.2   FINANCE

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3   Legal/Risk

None

5.4   Human Resources

None

5.5   Strategic

        None

5.6   Equalities, Fairer Scotland Duty & Children/Young People

(a)   Equalities

        This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
x	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b)   Fairer Scotland Duty

        If this report affects or proposes any major strategic decision:-

        Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
x	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c)   Children and Young People

        Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
x	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

6.0   Environmental/Sustainability

        Summarise any environmental / climate change impacts which relate to this report.

        N/A

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
x	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

7.0 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

8.0 CONSULTATION

8.1 ESOL Survey 2023

9.0 BACKGROUND PAPERS

9.1 N/A

APPENDIX 1

ESOL COURSES AND QUALIFICATIONS UNDER THE NEW MODEL				
ESOL Course Level	**Level Descriptor of ESOL Course**	**Scottish Credit & Qualifications Framework Level**	**Qualifications embedded within ESOL course**	**Learning offer under the New Model**
B1 Level Intensive 6-8hrs per week 44 weeks per year	Independent User	4	SQA Core Skills Level 4	1 cohort at Port Glasgow Town Hall 1 cohort at Greenock Mid Kirk
A2 Level Intensive 6-8hrs per week 44 weeks per year	Basic User	3	SQA Core Skills Level 3	2 cohorts at Greenock Mid Kirk
A1 Level Intensive 6-8hrs per week 44 weeks per year	Basic User	2	SQA Core Skills Level 2	1 cohort at Greenock Mid Kirk
Pre-A1 Literacies Level 2hrs per week 44 weeks per year	Pre-basic user	1	National 2 ESOL For everyday life	1 cohort at Greenock I-Zone *Please note this cohort is made up of learners from the above A1 course as well as learners from weekly sessions who need this support*
Weekly Session 2hrs per week 44 weeks per year	Mixed level	2-4 mixed level	SQA Core Skills 2-4	1 cohort at Branchton Centre 1 cohort at 7 ½ John Wood St Centre
ESOL ICT Session 2hrs per week 38 weeks per year	Mixed level	2-4 mixed level	SQA Information and Communication Technology	1 cohort at Central Library

Notes:

Intensive courses are curriculum led and can accommodate up to 20 learners per ESOL course

Weekly sessions are for mixed level ESOL learners and are limited to 8 per course as we utilise an individual learning approach

For more information on the ESOL levels please visit https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions

![Inverclyde council logo]

Report To:	**Education & Communities Committee**	**Date:**	**18 March 2025**
Report By:	**Chief Financial Officer and Corporate Director Education, Communities & Organisational Development**	**Report No:**	**FIN/17/25/AP/IC**
Contact Officer:	**Iain Cameron**	**Contact No:**	**01475 712832**
Subject:	**2024/25 Education Revenue Budget Update**		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to advise Committee of the projected position of the 2024/25 Education Revenue Budget.

1.3 The total Education Revenue Budget for 2024/25, excluding Earmarked Reserves, is currently £115.3m. The latest projection is an underspend of £16,000 (0.01%). This is a decrease in expenditure of £51,000 since last Committee. The major projected variances are as follows:

   (a) An underspend in Employee Costs of £420,000, mainly within Teachers. This is £40,000 less expenditure than was reported at Period 7.
   (b) An overspend of £240,000 for Early Years Partner Providers, which has been fully addressed as part of the 2025/26 Budget.
   (c) An overspend in Catering provisions of £224,000, partially offset by an over recovery in School Meals Income of £88,000, part of which is one-off in nature.
   (d) An overspend in Transport Costs of £195,000, a decrease in expenditure of £36,000 since last Committee.
   (e) An over recovery in Income from Other Local Authorities for ASN Placements of £100,000.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes that the Education part of the Committee's Revenue Budget is currently projected to underspend in 2024/25 by £16,000.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director
Education, Communities & ODHR

3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2024/25 Education Revenue Budget and to highlight the main variances contributing to the £16,000 projected underspend.

3.2 The current Education Revenue Budget for 2024/25 is £115.3m, which is an increase of £4.599m from the Approved Budget, largely due to additional funding for Probationary Teachers, the Teachers' superannuation rate increase and pay inflation. The actual amount of grant funding the Council will receive for Superannuation has yet to be confirmed and estimates have been used. Appendix 1 provides more details of the budget movement.

3.3 **2024/25 Projected Outturn (£16,000 underspend 0.01%)**

The main projected variances contributing to the £16,000 underspend are explained in more detail below.

(a) Employee costs are projected to underspend by £420,000. This is mainly due to:
   i. An underspend of £415,000 for Teachers, mainly due to a number of vacant posts from August 2024. These are unallocated teachers and were kept vacant pending the budget process. This is an increase in spend of £82,000 from Period 7 due to increased supply costs.
   ii. An overspend of £62,000 for Non Teacher staff within Primary and Secondary schools, due to not making the Turnover Savings target.
   iii. An overspend of £32,000 for Active Schools Employees, offset by additional income, noted below.
   iv. An overspend of £302,000 for ASN Non Teacher employees due to not achieving the turnover savings target.
   v. An underspend in Early Years employees of £205,000, mainly due to a number of posts which will not be filled this financial year as a result of the mix between local authority and private provider provision. This is a reduction in spend of £68,000 since last Committee due to additional turnover savings.
   vi. A net underspend of £122,000 for Facilities Management employees, made up of Cleaning £41,000 overspend, Janitors £27,000 overspend and Catering £190,000 underspend.
   vii. An underspend of £133,000 within CLD due to the over achievement of Turnover Savings target. This position will not repeat in future years as a number of posts have been deleted as part of the CLD review.
   viii. An overspend of £49,000 for Education HQ employees due to not making the Turnover target.

(b) A projected underspend in Water Charges across the Committee totalling £43,000.

(c) A projected underspend in the PPP Unitary Charge payment of £40,000 mainly due to a one-off insurance rebate. This is an increase in projected spend of £25,000 since last Committee due to additional charges from the operator for pension costs and energy.

(d) A projected overspend of £61,000 for Education Cleaning contract and £26,000 for Janitors, mainly due to increased employee costs within Facilities Management.

(e) A projected overspend of £35,000 for Education Catering contract due to a net increase in Catering costs within Facilities Management.

(f) A projected overspend in Catering Provisions spend of £224,000. It is intended to address this cost pressure in 2025/26 with increased Universal Free School Meals P6/P7 funding from the Scottish Government.

(g) Overspends in Transportation costs of £195,000 due to overspends of £20,000 for Pupil Vocational Travel, £32,000 for Pupil Consortium Travel, £64,000 for Gaelic Transport,

£26,000 for School Buses, £12,000 for PE and £41,000 for Internal Transport. Overall, there has been a reduction of £36,000 since last Committee, mainly due to a decrease in Pupil Vocational Transport spend of £30,000.

(h) A projected overspend on ASN Resources of £30,000, as reported to the last Committee. The Corporate Director is continuing to review the main factors contributing to this overspend with the intention of reducing spend in future years.

(i) An overspend in Early Years Partner Provider payments of £240,000. This is due to a higher than budgeted number of placements in private nurseries. There is an underspend of £205,000 in Early Years employee costs in 2024/25, which partially offsets this. It was agreed at last Committee that this overspend would be addressed for 2025/26 by the deletion of vacant posts, a delay to the start date until the term after a child's 2nd or 3rd birthday and an allocation from the Corporate Pressures budget.

(j) A projected underspend of £31,000 for School Clothing Grants due to uptake being lower than the budgeted amount.

(k) A projected underspend of £22,000 within CLD for Community Food Membership subscriptions. This underspend is partly due to invoices only covering part of the year as there were prepayments. This budget was allocated from the Anti Poverty fund and officers will make future recommendations as to how any excess funding is utilised or returned to Anti Poverty.

(l) A projected over recovery of ASN Income from Other Local Authorities of £100,000, as reported to last Committee. This over recovery partially offsets the projected overspend in ASN Employee Costs and Resources.

(m) School Meals Income budget was increased by £50,000 as a result of virement approved at last Committee. The latest projection is an over recovery of £88,000, which is a further increase in income of £14,000, after allowing for this virement. The projection includes a £74,000 one-off Scottish Government grant to fund the write-off of historic bad debts within Primary.

(n) A projected shortfall of £20,000 for Breakfast Club Income.

(o) A projected net over recovery of £122,000 in Facilities Management Income, Cleaning £61,000, Catering £35,000 and Janitors £26,000, which offsets increased spend above.

(p) Additional funding for Active Schools of £25,000 which offsets an overspend in employee costs.

3.4 **Earmarked Reserves**

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is 97.7% of phased spend and 74.3% of the projected expenditure for 2024/25.

3.5 **Virements**

There are no virements this Committee cycle.

4.0 PROPOSALS

4.1 It is proposed that Committee note the current projected underspend for 2024/25 of £16,000.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendations are agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 **Legal/Risk**

There are no specific legal implications arising from this report.

5.4 **Human Resources**

There are no specific human resources implications arising from this report.

5.5 **Strategic**

There are no specific strategic implications arising from this report.

6.0 CONSULTATION

6.1 The paper has been jointly prepared by the Chief Financial Officer and the Corporate Director Education, Communities, and Organisational Development.

7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

Education Budget Movement - 2024/25

Service	Approved Budget 2024/25 £000	Inflation £000	Movements Virement £000	Supplementary Budgets £000	Transferred to EMR £000	Revised Budget 2024/25 £000
Corporate Director	155	6				161
Education	92,311	2,277	(14)	1,640	(300)	95,914
Inclusive Education	18,146	538	(14)	134		18,804
Facilities Management	112	332				444
Totals	110,724	3,153	(28)	1,774	(300)	115,323

Movement Detail

£000

External Resources

Probationer Teacher Funding	594
Teachers Superannuation	1,180
	1,774

Virements

Procurement Officer Funding	(18)
School Libraries to Communities	(10)
	(28)

Inflation

Partner Providers	20
Catering Provisions	100
Teachers Pay Award	1,596
Non Teachers Pay Award	1,437
	3,153
	4,899

APPENDIX 2

EDUCATION

REVENUE BUDGET MONITORING REPORT

CURRENT POSITION

2023/24 Actual £000	Subjective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
56,007	Employee Costs - Teachers	53,661	60,072	59,657	(415)	(0.69%)
33,928	Employee Costs - Non Teachers	29,032	32,269	32,264	(5)	(0.02%)
22,479	Property Costs	23,167	23,365	23,373	8	0.03%
7,539	Supplies & Services	6,861	7,564	7,847	283	3.74%
2,933	Transport Costs	2,337	2,365	2,560	195	8.25%
752	Administration Costs	672	670	658	(12)	(1.79%)
7,044	Other Expenditure	5,078	5,932	6,166	234	3.94%
(24,289)	Income	(10,084)	(16,614)	(16,918)	(304)	1.83%
106,393	**TOTAL NET EXPENDITURE**	**110,724**	**115,623**	**115,607**	**(16)**	**(0.01%)**
0	Earmarked Reserves	0	0	0	0	
0	DMR	0	(300)	(300)	0	
106,393	**TOTAL NET EXPENDITURE EXCLUDING EARMARKED**	**110,724**	**115,323**	**115,307**	**(16)**	**(0.01%)**

2023/24 Actual £000	Objective Heading	Approved Budget 2024/25 £000	Revised Budget 2024/25 £000	Projected Out-turn 2024/25 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
186	**Corporate Director**	**155**	**161**	**167**	**6**	**3.73%**
75,073	Education	80,080	84,186	83,697	(489)	(0.58%)
127	Facilities Management	112	117	141	24	20.51%
11,846	School Estate Management Plan	12,231	12,231	12,192	(39)	(0.32%)
87,046	**TOTAL EDUCATION SERVICES**	**92,423**	**96,534**	**96,030**	**(504)**	**(0.52%)**
14,274	ASN	13,311	13,968	14,560	592	4.24%
2,503	Community Learning & Development	2,742	2,809	2,654	(155)	(5.52%)
2,384	Other Inclusive Education	2,093	2,151	2,196	45	2.09%
19,161	**TOTAL INCLUSIVE EDUCATION**	**18,146**	**18,928**	**19,410**	**482**	**2.55%**
106,393	**TOTAL EDUCATION COMMITTEE**	**110,724**	**115,623**	**115,607**	**(16)**	**(0.01%)**
0	Earmarked Reserves	0	0	0	0	
0	DMR	0	(300)	(300)	0	
106,393	**TOTAL EDUCATION COMMITTEE EXCLUDING EARMARKED RESERVES**	**110,724**	**115,323**	**115,307**	**(16)**	**(0.01%)**

APPENDIX 3

EDUCATION

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Out Turn 2023/24 £000	Budget Heading	Budget 2024/25 £000	Proportion of Budget	Actual to 31-Dec-24 £000	Projection 2024/25 £000	(Under)/Over Budget £000	Percentage Over / (Under)
56,007	Employee Costs - Teachers	60,072	45,054	43,624	59,657	(415)	(0.7%)
2,571	Employee Costs - Primary & Secondary	2,344	1,593	1,636	2,406	62	2.6%
522	Employee Costs - Active Schools	469	318	304	501	32	6.8%
6,715	Employee Costs - ASN	6,163	4,185	4,352	6,465	302	4.9%
13,099	Employee Costs - Early Years	12,278	8,337	8,157	12,073	(205)	(1.7%)
1,929	Employee Costs - FM Cleaning	1,782	1,210	1,244	1,823	41	2.3%
1,279	Employee Costs - FM Janitors	1,211	822	828	1,238	27	2.2%
3,205	Employee Costs - FM Catering	3,257	2,212	2,065	3,067	(190)	(5.8%)
1,279	Employee Costs - CLD	1,211	822	828	1,078	(133)	(11.0%)
874	Employee Costs - Education HQ	799	543	575	848	49	6.1%
191	Water	315	236	204	272	(43)	(13.7%)
1,495	ED Cleaning Contract	1,409	650	607	1,470	61	4.3%
1,251	ED Janitors	1,202	555	471	1,228	26	2.2%
11,845	PPP Unitary Charge	12,231	9,173	9,114	12,191	(40)	(0.3%)
4,814	ED Catering Contract	4,774	2,203	1,971	4,809	35	0.7%
1,443	FM Catering - Provisions	1,350	1,013	1,130	1,574	224	16.6%
1,169	School Buses	1,219	914	934	1,245	26	2.1%
76	Gaelic Transport	0	0	0	64	64	-
85	Pupil Transport Consortium	53	40	45	85	32	60.4%
88	Pupil Vocational Transport	13	6	3	33	20	153.8%
711	Internal Transport	602	452	486	643	41	6.8%
1,403	Early Years Partner Providers	1,295	971	1,282	1,535	240	18.5%
470	School Clothing Grants	487	487	456	456	(31)	(6.4%)
96	HQ ASN Resources	54	41	34	84	30	55.6%
21	CLD Community Food Membership	32	24	0	10	(22)	(68.8%)
(532)	Income from Other Local Authorities	(468)	(351)	(298)	(568)	(100)	21.4%
(19)	Breakfast Club Income	(50)	(35)	(19)	(30)	20	(40.0%)
(599)	School Meal Income	(689)	(485)	(456)	(777)	(88)	12.8%
(342)	Active Schools Income	(323)	(323)	(348)	(348)	(25)	7.7%
(2,014)	FM Income - Cleaning	(1,706)	(787)	(793)	(1,767)	(61)	3.6%
(1,312)	FM Income - Janitors	(1,178)	(544)	(488)	(1,204)	(26)	2.2%
(4,977)	FM Income - Catering	(4,793)	(2,212)	(2,057)	(4,828)	(35)	0.7%
Total Material Variances						**(82)**	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: EDUCATION

Project	Lead Officer/ Responsible Manager	Total Funding 2024/25 £000	Phased Budget 31-Dec-24 2024/25 £000	Actual 31-Dec-24 2024/25 £000	Projected Spend 2024/25 £000	Amount to be Earmarked for 2025/26 & Beyond £000	Lead Officer Update
Beacon Arts	Tony McEwan	60	0	0	0	60	Contingency not allocated at this time
New to Scotland Funding	Michael Roach	300	133	130	175	125	Funding additional EAL Teachers up to 31/03/25. £59k of new funding is ASN Support Income c/f from 23/24 and £66k is new funding for 24/25 received from HSCP. EAL teachers will be funded to end of June 25 with approximately £60k not allocated as yet.
Total		**360**	**133**	**130**	**175**	**185**	

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/ /25/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2024/28 – Progress		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to consider performance for the Education part of the Education and Communities Committee and provide an update in respect of the status of the projects forming the Education Capital Programme.

1.3 The Education capital budget is £14.181m with total projected spend on budget. The Committee is projecting to spend £2.235m in 2024/25 after net advancement of £1.254m (127.83%) being reported. Appendix 1 details the capital programme.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2024/28 Capital Programme as outlined in the report and appendices.

Alan Puckrin
Chief Financial Officer

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 This report shows the current position of the approved Education Capital programme reflecting the allocation of resources approved by Inverclyde Council on 29th February 2024.

2024/28 Current Capital Position

3.2 The Education capital budget is £14.181m. The current projection is £14.181m which means total projected spend is on budget. The budget for 2024/25 is £0.981m, with spend to date of £2.031m equating to 207.03% (90.87% of the revised projection). The current projection is £2.235m with net advancement of £1.254m (127.83%) being reported. This is an increase in advancement of £0.2m from the previous reported advancement. Appendix 1 details the capital programme.

Learning Estate Lifecycle Programme

3.3 **General:** The lifecycle programme for the Education estate is informed from externally procured condition surveys carried out in connection with asset management and estate core fact reporting. The latest 5 yearly external condition surveys were undertaken via Aecom between October and December 2019 with an annual review carried out by Property Services. The next full external survey exercise is now due and a funding allocation from the capital programme contingency was approved by the June 2024 Policy & Resources Committee. Officers are currently engaged in preparing the specification for procurement of the necessary consultants. The budget also addresses suitability issues identified from surveys undertaken through Heads of each establishment and sufficiency issues, where feasible, identified through the continued monitoring of school rolls and projections.

3.4 **Public Private Partnership (PPP) Schools:** The lifecycle programme across the Council's four PPP schools is managed as part of the contract through the Facilities Management provider with monitoring via Property Services. The rolling 2024/25 programme has been completed with the majority of works completed over the school holiday periods. The proposed lifecycle plan for 2025/26 has been submitted and is currently being reviewed by property Services ahead of works commencing in the new financial year.

3.5 **Estate Lifecycle Programme 2024/25:** The rolling 2024/25 programme across the estate is complete and has maximised the use of school holiday periods wherever possible and term time works where feasible and able to be accommodated by establishments. A summary of the 2024/25 programme completed is included within Appendix 2. As has previously been noted, it will be necessary to increasingly address larger lifecycle projects as the estate ages and in relation to the dates when each of the major refurbishment or new build projects under the previous School estate Management Plan were completed.

3.6 **Artificial Pitches Asset Plan:** The activity under lifecycle also includes the work on school artificial pitches which continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. A periodic review of the artificial pitch asset management plan is now due as part of the refresh of the various strands of the Corporate Asset Management Strategy. The work taken forward this financial year addressed the replacement of the 2nd generation pitch at Inverclyde Academy which also included additional works to underground drainage.

3.7 **Active Panel Refresh:** The Active Panel refresh programme is being progressed based on the approved 2021-28 Education Services Digital Learning Strategy. The next planned tranche of panel replacement is due in 2025 which will include three primary schools and two early years facilities.

3.8 **Net Zero:** The Councils approved 2022/27 Net Zero Action Plan includes an action under Energy Use in Buildings to consider energy efficiency improvements and incorporation of low carbon technologies in Council owned buildings as part of capital programme maintenance and lifecycle replacement activity. As previously reported, two projects have been completed aligning with this action:

- Re-roofing project at Glenbrae Children's Centre completed summer 2024 incorporating 8.71kW (26 panels) of solar PV;
- Artificial pitch LED floodlighting replacement which has funding support secured from the Scottish Football Association (SFA) of up to £200k on a match funding basis from a combination of Core Property via Environment & Regeneration capital (leisure sites) and Education Lifecycle capital (school sites). Project has addressed upgrade of floodlighting to LED at 6 leisure/community facilities and 4 school facilities over 2024/25.

As noted in 3.5 above the school estate lifecycle projects will increasingly involve larger scale works and there is a need to also consider how those align with retrofit considerations and any retrofit studies undertaken on buildings including the availability of internal/external funding to support the delivery of Net Zero.

4.0 PROPOSALS

4.1 The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 Legal/Risk

There are no known Legal implications contained within this report.

5.4 Human Resources

There are no known Human Resources implications contained within this report.

5.5 Strategic

None

6.0 CONSULTATION

6.1 This report has been prepared following consultation with the Head of Physical Assets and Finance Services.

7.0 BACKGROUND PAPERS

7.1 None.

EDUCATION CAPITAL REPORT

Inverclyde council

COMMITTEE: EDUCATION & COMMUNITIES

Project Name	1	2	3	4	5	6	7	8	9
	Est Total Cost	Actual to 31/3/24	Approved Budget 2024/25	Revised Est 2024/25	Actual to 17/02/25	Est 2025/26	Est 2026/27	Est 2027/28	Future Years
	£000	£000	£000	£000	£000	£000	£000	£000	£000
Education									
Lifecycle Fund	13,634	-	981	2,200	1,996	2,000	4,434	5,000	0
Complete on site	547	279	0	35	35	0	233	0	0
EDUCATION TOTAL	**14,181**	**279**	**981**	**2,235**	**2,031**	**2,000**	**4,667**	**5,000**	**0**

Education Lifecycle Works 2024/25												
School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fitments	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb		
Education - Primary												
Aileymill Primary School	☑	☑	☑	☑			☑	☑			PPP FM	Fire door and stopping works, partial decoration and flooring, external hard and soft landscape works. Air-con PCB boards, MUGA lighting upgarde to LED.
All Saints Primary School	☑	☑	☑	☑			☑				PPP FM	Fire door and stopping works, partial decoration and flooring, external hard and soft landscape works. Air-con PCB boards, CCTV replacement, LED lighting upgarde.
Ardgowan Primary School	☑	☑	☑		☑					☑	188	Classroom and Circulation Space Decoration and Flooring. Pupil WC refurbishment. Em lighting. Part new external doors.
Gourock Primary School	☑	☑	☑	☑							154	Classroom and Circulation Space Decoration and Flooring. Wall bar / stage lighting replacement. Em lighting.
Inverkip Primary School	☑	☑	☑							☑	141	Staffroom and Staff WC refurbishment Classroom and Circulation Space Decoration and Flooring. Hall AV equipment.
Kilmacolm Primary School			☑	☑							31	Hall AV equipment. Door entry works. Replace folding partition.
King's Oak Primary School			☑	☑			☑				21	Door access and CCTV works. Nursery fencing. Kitchen equipment.
Lady Alice Primary School			☑								6	Pumps and services work.
Moorfoot Primary School		☑	☑								21	Heating and emergency lighting works. Dining décor.
Newark Primary School			☑	☑							36	Door access works, kitchen equipment, jheating and controsl, emeregncy lighting, public address system works.
St Andrew's Primary School			☑								20	Heating system and emergency lighting works.
St Francis' Primary School		☑		☑							17	Games hall decoration. Internal doors, coat hooks.
St John's Primary School	☑	☑	☑							☑	144	Classroom and Circulation Space Decoration and Flooring. Reception / office remodelling. CCTV works and em lighting.
St Joseph's Primary School												
St Mary's Primary School			☑	☑			☑				12	External step treads, coat hooks. EM lighting.
St Michael's Primary School	☑		☑	☑							15	Door access, fire doors, em lighting, janitor room flooring and corner protection.
St Ninian's Primary School			☑								10	Heater plates and Em lighting.
St Patrick's Primary School		☑									15	Décor to circulation spaces, games hall and kitchen.
Wemyss Bay Primary School	☑		☑				☑	☑			22	MUGA pitch floodlight upgrade to LED. Misc flooring, em lighting and nursery fencing.
Whinhill Primary School	☑	☑	☑		☑		☑				415	Re-roofing of Extension block. Parial décor, flue work, em lighting, part floorig replacement nursery fencing.

☑	Work completed 2024/25

School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fitments	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb		
Education - Secondary												
Clydeview Academy	☑	☑	☑	☑			☑				PPP FM	Fire door and stopping works, partial decoration and flooring, external soft landscape works. Air-con PCB boards, Dining chairs.
Inverclyde Academy		☑	☑					☑			692	2G pitch carpet replacement and drainage. Pitches and MUGA floodlight upgrade to LED. PE corridor décor. AHU works, em lighting, hand drier replacement.
Notre Dame High School	☑	☑	☑	☑			☑				PPP FM	Fire door and stopping works, partial decoration and flooring, external soft landscape works. Air-con PCB boards, CCTV replacement, Dining chairs.
Port Glasgow Community Campus	☑		☑	☑				☑		☑	171	Pitches and MUGA floodlight upgrade to LED. Alterations to form calssrooms in Craigmarloch. Emergency lighting upgrade to LED. AHU works. Kitchen equipment.
St Columba's High School			☑				☑	☑			84	3G Pitch floodlight upgrade to LED. Emergency lighting upgrade to LED. Mechanical services works. Games hall lighting replacement, landscape works.
Education - Standalone Early Years Establishments												
Binnie Street Children's Centre												
Bluebird Family Centre												
Gibshill Children's Centre			☑				☑			☑	27	3-5's WC Refurbishment. External storage shed. Part LED upgrade.
Glenbrae Children's Centre			☑		☑						112	Re-roofing, canopy alteration, PV panels, partial internal redecoration. Em lighting.
Glenpark Early Learning Centre			☑								4	Air source heat pump component replacement.
Hillend Children's Centre												
Larkfield Early Learning Centre							☑				15	Drainage works and external surface works.
Rainbow Family Centre										☑	26	2-3's WC Refurbishment. Em lighting, public display.
Wellpark Children's Centre							☑				14	External surface, wall and fencing works.
Education - ASN												
Lomond View Academy			☑	☑							13	Skylight, heating and em lighting works.

☑   Work completed 2024/25

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Ruth Binks, Corporate Director	Report No:	EDUCOM/17/25/KM
Contact Officer:	Ruth Binks	Contact No:	
Subject:	Education and Communities Committee Delivery and Improvement Plan 2023/26 Performance Report		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision ☒For Information/Noting

1.2 The purpose of this report is to provide the Committee with an update on the progress made in the delivery of the Education and Communities Committee Delivery and Improvement Plan 2023/26.

1.3 This is the second progress report on year two of the Plan to be presented to the Committee. It includes details of the progress that has been made in the delivery of the Action Plan and the latest performance data for KPIs, where this is available.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee consider the progress made in the delivery of the Education and Communities Committee Delivery and Improvement Plan 2023/26.

2.2 The Committee is asked to note that a refreshed Committee Delivery and Improvement Plan, for reporting year 2025/26, will be presented to the next meeting.

Ruth Binks
Corporate Director,
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Committee Delivery and Improvement Plans 2023/26 are a key component of the Council's refreshed strategic planning and performance management framework. The Committee Plan enables scrutiny of:

- Strategic activity within the Committee remit; and
- How the Committee is supporting the delivery of the Council Plan outcomes.

3.2 The Education and Communities Committee Delivery and Improvement Plan 2023/26 was approved on 9 May 2023, with the annual refresh of the Plan approved on 21 May 2024. Elected Members were also invited to a dedicated briefing on the refreshed Committee Plan, held on 26 June 2024 and again on 15 August 2024.

3.3 Committee Delivery and Improvement Plans have also been approved by the Environment and Regeneration Committee and the Policy and Resources Committee.

3.4 PERFORMANCE OVERVIEW

3.5 This is the second performance report on year two of the Committee Plan and covers the reporting period September 2024 – January 2025. It includes an update on the status of the action plan and quarterly KPI performance. A summary of performance is provided below with the full performance report provided in the Appendix.

3.6 <u>Delivery and Improvement Action Plan 2023/26</u>

The following actions / sub-actions are now complete:

- The year 3 Attainment Challenge has been approved and is now implemented.
- The consultation on the number of qualifications that can be taken in S5 has been completed and the outcome reported to this Committee.
- The Virtual School model is now fully established, including the appointment of a Head Teacher.
- A revised Attendance Strategy was approved by the Education and Communities Committee on 5 November 2024.
- A workforce review was carried out as part of a wider review of the Community Learning and Development Service, the results of which were presented to the Education and Communities Committee on 21 January 2025.
- The recommendations from the Education Scotland inspection have been integrated into the CLD 2024/27 plan and have been implemented following approval of the Alliance Board.
- The outcome of the review of Community Learning and Development Services, including workstream savings, was considered by this Committee on 21 January 2025.
- Gaelic Medum Education secondary provision was in place for the new academic year 2024/25.
- The post of Heritage Co-ordinator has been filled to progress the work on the 'Connecting Inverclyde Heritage Project'.
- The school crossing patrol site survey has been carried out and the results considered were considered by this Committee at its meeting in September 2024.
- The Service Review of the Home Link Service has been carried out, with the service reduced as part of 2025/26 budget. The remaining employees will be part of a revised home link provision from 1 April 2025.

3.7   There has been slippage in the delivery of the following actions:

- Inverclyde Libraries use of data to inform Health and Wellbeing programming and development decisions. The Service continues to engage with SLIC to determine best practice in recording data across programming and resources linked to the Collective Force for Health and Wellbeing. Understanding of uptake and use of resources and participation in activities and events will continue to shape programming for 2025/26.
- The service review of the Community Grants Fund, initially due to be completed by the end of December 2024, will report to the Education and Communities Committee in May 2025. A follow-up Elected Member workshop has been arranged for 19th February 2025.
- A desktop exercise has been completed as part of the service review of the Breakfast Club and any changes to provision will now be considered during 2025/26.

3.8   KPI Performance

Since the last Committee Plan performance report, the Improvement Service has updated the national Local Government Benchmarking Framework (LGBF) data dashboard and benchmarking data 2023/24 (the latest available) is provided in Appendix 2 for the following measures:

- The percentage of 16-19 year olds participating in education, training or employment.
- Scottish Household Survey satisfaction data relating to schools, libraries, museum and leisure services.
- The overall pupil average tariff score and the average pupil tariff score for those that live in SIMD quintile 1.
- The percentage of P1, P4 and P7 pupils (combined) achieving expected CFE levels in literacy and numeracy.
- The proportion of funded early years provision which is graded good or better.
- School attendance rate (per 100 pupils).

There are noticeable decreases in overall satisfaction rate with schools, libraries and leisure facilities. These statistics are obtained from the Scottish Household Survey and inform the Local Government Benchmarking Framework. Care has to be taken due to the small sample size. Other forms of evaluation to gauge feedback are used but they have no national comparators, for instance, for every school inspected a parental questionnaire is issued and this is reflected in the feedback to schools.

3.9   Appendix 2 also provides the Committee with a range of quarterly performance data for KPIs that relate to service delivery. Service performance in the quarter was 5% or more below target (red status) for the following measures:

- Number of adult learners achieving core skills qualification (SCQF level 2-4).
- Total number of in person visits for library purposes.
- Number of in person visits to the Watt Institution.

Performance was on or above target for the following measures:

- The number of Library Services active borrowers.

3.10   Managing Key Risks

3.11   The effective management of risk is key in helping the Council successfully deliver its objectives and as such, the Committee Plan includes a Risk Register which details the strategic risks. The

Education and Communities Risk Register will be reviewed as part of the wider Committee Plan annual refresh and presented to the next meeting of this Committee.

4.0 PROPOSALS

4.1 The Committee is asked to note the progress that has been achieved in delivering the Education and Communities Committee Delivery and Improvement Plan 2023/26.

4.2 The Committee is also asked to note that the annual refresh of the Committee Plan will be presented to next meeting of this Committee on 20th May 2025, along with a year-end summary report on performance in 2024/25.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 **Legal/Risk**

There are no legal implications associated with this report, whilst the key Committee risks are highlighted within the full Committee Plan 2023/26.

5.4 **Human Resources**

There are no human resources implications associated with this report.

5.5 **Strategic**

The Education and Communities Committee Plan 2023/26 directly supports the Council Plan 2023/28, with the action plan aligned to the delivery of the Council Plan outcomes.

6.0 CONSULTATION

6.1 None.

7.0 BACKGROUND PAPERS

7.1 None.

Appendix 1

Strategic Theme: People

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC001 Poverty related attainment gap	Targeted interventions will be put in place to reduce the poverty related attainment gap and support equity in education.	Implementation of the Scottish Attainment Challenge refresh (year 3), including ongoing assessment and tracking development work.	30-Jun-2025	✅ Complete	The year 3 Scottish Attainment Challenge has been agreed and is now being implemented.
		Refresh and deliver the Scottish Attainment Challenge Plan (year 4).	30-Jun-2026	▶ On track	Session 2024/25 (year 4) is in place and updates are provided to the Attainment Challenge Governance Group at the end of every term.
		Continue to track progress towards agreed CORE and CORE+ Stretch Aims.	30-Jun-2026	▶ On track	The current Core and CORE+ stretch aims run until September 2026 and progress is tracked throughout each session. A Stretch Aims Report, evaluating the progress made was submitted to the Scottish Govt. on 30th September and was shared at a Members Briefing. As the stretch were very ambitious, not all targets have been met, however the ambition is to achieve these by September 2026.
CMTE/ EDC002 Senior Phase Pathways year 3	Enhance pathways for Senior Phase pupils through the implementation of the Senior Phase Action Plan (year 3).	Carry out a consultation on the number of qualifications that can be taken in S5.	30-Jun-2025	✅ Complete	The consultation has been concluded and a report on the Senior Phase Curriculum was considered by this Committee on 21 January 2025. Amendments to the senior phase timetable were approved, following consideration of the consultation feedback.
		Fully implement revised Leaver's guidance in 2024/25.	30-Jun-2025	▶ On track	The guidance was launched in summer term and fully implemented during 2024/25.
		Continue to improve the offer for our young people who are most at risk of missing out, with a particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school.	30-Jun-2025	▶ On track	A wider range of pathways is on offer during academic year 2024/25, and this will be further enhanced by the review of the Senior Phase.

Appendix 1

Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC003 ASN Provision	Enhance Additional Support Needs (ASN) provision.	Continue to review and develop capacity of specialist ASN provision.	30-Jun-2025	On track	A report on the future of Additional Support Needs Specialist provision was considered by this Committee on 21 January 2025. The Committee approved a statutory consultation relating to a new ASN provision at Clydeview Academy. The consultation will run until 10 March 2025. A public meeting is also scheduled.
		Continue to develop the virtual school model to meet the needs of looked after children.	30-Jun-2025	Complete	The Virtual School is now established in Inverclyde, with a permanent HT and aligned with provision at Lomond View academy.
CMTE/ EDC004 Health and Wellbeing in Schools	Increase the support for Health and Wellbeing in Schools.	Link with partners and school leaders to refocus on the substance misuse strategy.	30-Jun-2025	On track	The substance misuse worker post has been extended to June 2026. A new Inverclyde Alcohol and Drug Strategy, approved by the Inverclyde Alliance in December 2024, includes a commitment to developing whole school approaches to prevention and education for young people.
		Initiate a review of the PSE Curriculum.	30-Jun-2025	On track	This work ongoing.
		Continue to roll out the Attendance Strategy, with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.	30-Jun-2025	Complete	An Attendance Strategy was approved by the Education and Communities Committee on 5 November 2024. The strategy outlines four key priority areas for the year ahead, with the key actions against each priority and rationale forming the basis of a longer-term approach over the next three years.
CMTE/ EDC005 Collective Force for Health & Wellbeing	Promote the libraries service as part of the Collective Force for Health and Wellbeing.	Promote Inverclyde Libraries as a source of trusted health and wellbeing information, to help support individuals to make informed choices about their health.	31-Mar-2025	On track	The service-wide commitment to promoting health literacy across all branches continues to be strengthened. Joint working with partner organisations is growing, with reciprocal staff training offered by external partners for library team members. This will be included in the staff training programme as appropriate in 2025/26.

7

Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
		Progress Inverclyde Libraries Service as a Pathfinder for Dementia Services.	31-Mar-2025	On track	In November 2024, officers from Inverclyde Libraries were invited to speak to local healthcare professionals about ways in which the service can support self-management and health and well-being in general. Work to pilot the 'Being A Partner in My Care' app, and support the NHSGCC Realistic Medicine initiative more generally, was highlighted at this meeting to the Chief Medical Officer, with a continued commitment following from NHS colleagues to support the library service to expand work in this area. Work is continuing with local partners, practitioners and clinicians to effectively signpost patients/clients to Inverclyde Libraries in order to access appropriate resources and/or services according to their particular health and wellbeing needs. Inverclyde Libraries continues to strengthen its partnership working with Alzheimer Scotland. Feedback recently received from Dementia Café members in Kilmacolm Library started that they feel "comfortable, safe, and happy in the library environment". Building on this success, plans are in progress to extend Dementia Café provision to two more branches. The Dementia Advisor for Inverclyde has commended Inverclyde Libraries on the success of its Dementia Café project, and particularly for its effective engagement with both those living with dementia and their carers. The outreach Open Book project has also been successfully tailored to support individuals living with dementia.

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
		Engage with data to inform Health and Wellbeing programming and development decisions.	31-Aug-2024	⚠ Slippage	A core group of regular attendees are participating in sessions delivered at the Alzheimer Scotland Day Care Centre. In the year since this initiative launched, it has now reached and supported at least 60 people living with early onset dementia. Work will continue to prioritise dementia services and support across branch libraries. Engagement with SLIC continues to determine best practice in recording data across programming and resources linked to the Collective Force for Health and Wellbeing. This includes quantitative data (eg. web analytics; attendance at events) and qualitative data (eg. feedback and evaluation). Understanding of uptake and use of resources and/or participation in activities and events will continue to shape programming planned for 2025/26.
CMTE/ EDC006 Affordable Childcare Programme	Implement Phase 2 of the Early Adopter Affordable (EAC) Childcare Programme.	Continue to implement a person-centred programme offering parents on a low income affordable out-of-school childcare in Port Glasgow.	31-Mar-2025	▶ On track	Inverclyde Council secured £1.2m additional funding in July 2024 to extend the EAC program until March 2026. This funding supports families with children 0-5 years with childcare support, integrating with existing early years services and will include local playgroups, family groups, and toddlers to expand childcare options within the community. To enhance the development of the Early Adopter Community, Inverclyde Council received an additional grant of £500,000, to 31 March 2025 to adapt underutilised parts of Boglestone Community Centre to create a community-based system of childcare that supports families most at risk of living in poverty, from early years to the end of primary school. Building work is underway and is expected to be finished by 31 March 2025.

Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC007 Review of CLD	Review of the Community Learning and Development Service as part of the Council's Delivering Differently Programme and workstreams.	Undertake a workforce review to ensure consistent staffing across all CLD disciplines.	31-Mar-2025	✅ Complete	A workforce review was carried out as part of a wider review of the Community Learning and Development Service, the results of which were presented to the Education and Communities Committee on 21 January 2025.
		Implement the recommendations of the Education Scotland inspection, 2024.	31-Mar-2025	✅ Complete	Recommendations from the inspection and the gathering and evaluation of performance data now form part of the CLD 3 year strategic plan 2024/27.
		Implement approved approaches to the gathering and evaluation of performance data in relation to CLD Services.	31-Mar-2025	▶ On track	This is part of the CLD recommendations referred to above that are being implemented. A data officer is in post and is reviewing all data.
		Proposed savings and efficiencies will require to be identified and reported to the Committee.	31-Mar-2025	✅ Complete	The outcome of the review of Community Learning and Development Services was reported to the Education and Communities Committee on 21 January 2025. The recommendations to re-align services under four key areas of activity were approved to meet the workstream target 2025/26. The Service is now referred to as Inclusive Communities.

Appendix 1

Strategic Theme: Place

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC008 Gaelic GME Secondary Provision	Provision for secondary Gaelic Education in Inverclyde will be established.	Development of Gaelic GME secondary provision and the implementation of year 1.	30-Jun-2025	✅ Complete	In place. Efforts to appoint a secondary GME teacher have been ongoing, with the most recent recruitment advert closing in early February 2025. In the interim, remote online teaching via e-Sgoil has been secured.
CMTE/ EDC009 Heritage Assets	Launch the National Heritage Lottery Heritage Fund supported 'Connecting Inverclyde Heritage Project' to progress the delivery of the Inverclyde Heritage Strategy.	Appointment of a Connecting Inverclyde Heritage co-ordinator.	31-Mar-2025	✅ Complete	The Connecting Inverclyde Heritage project has now launched, with a Heritage Coordinator appointed as of January 2025. Engagement continues with the National Lottery Heritage Fund, in line with the agreed project plan. The project end date has been revised and extended, at no detriment to project delivery.
		Refresh of the Inverclyde Heritage Strategy Action Plan.	31-Mar-2025	▶ On track	This action plan refresh will be led by the Connecting Inverclyde Heritage Coordinator, now in post. The refresh will be informed by active engagement with individuals, groups and communities across Inverclyde, and will be reflective of shared priorities in celebrating the heritage of the area.
CMTE/ EDC010 CLD Strategic Plan	Development and delivery of a three-year CLD Strategic Plan for 2024/27.	With partners, develop a new CLD Strategy 2024/27.	30-Sep-2024	✅ Complete	The final CLD Strategy 2024/27 approved by the Inverclyde Alliance on 7 October 2024.
		Implementation of the Strategy, with annual reporting to the Alliance Board.	30-Sep-2027	▶ On track	This is a three-year strategy with the first annual reports due until later in the year. In the meantime, updates on the strategy are included within the Alliance Board biannual progress report. The first Annual Report is due to be presented to the Alliance Board in September 2025.
CMTE/ EDC011 Asset Transfer	Continue to lead on the Council's approach to community asset transfer.	Improve access to information in relation to community asset transfer.	31-Mar-2025	▶ On track	This is an ongoing piece of work and the Asset Transfer Working Group continues to meet regularly.

Appendix 1

Strategic Theme: Performance

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
CMTE/ EDC012 Continuous Improvement in Education Services	Implement the Education Improvement Plan to deliver continuous improvement in Education Services.	Further develop the strategy for Play Pedagogy beyond Primary 2.	30-Jun-2025	On track	Fully implemented in P1 and P2 with work continuing to be ongoing to expand this higher up in school on a year-by-year basis.
		Continue to roll out the Literacy Strategy, with a focus on highly effective teaching of listening, talking and writing.	30-Jun-2025	On track	The Literacy Framework and Roadshows have been completed with an evaluation of the Roadshows being presented to the SEF Governance Committee in December 2024. Further work on Writing Assessment is planned for the current session though to June 2025.
		Carry out a review of the approach to curriculum design across S1-S3 of the BGE.	30-Jun-2025	On track	A training session for middle leaders in secondary will take place in February 2025. INSET on curriculum design in BGE will follow in April/May. Second cluster undertaking Education Scotland Curriculum Design course. An update on Curriculum Improvement Cycles was provided to Heads in December.
		Continue to develop the work of the STEM Project Lead in supporting schools to develop their STEM curriculum and focus on sustainability.	30-Jun-2025	On track	Following the STEM Festival 2024, a legacy has been created by providing all primaries, libraries, Watt Institute and third-party organisations with resources to allow continuation of the development of STEM. This has been supported by training by the Primary Science Development Officer (PSDO). Professional Learning Sessions have taken place (minimum one per month, to develop staff capacity to deliver engaging, motivating and inspiring STEM lessons. The PSDO has supported Heads and STEM teams to create their own action plans, with an emphasis on Family Learning Sessions.

Classification : Official

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
		Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments.	30-Jun-2025	▶ On track	A number of Family Learning Sessions have been delivered. P7-S1 transitions are planned again for 2025, working in partnership with West College Scotland, with dates agreed for May/June. Planning for Inverclyde STEM Festival 2025 continues, taking onboard feedback from 2024 events.

Older devices in secondary schools have been upgraded using refurbished devices from the recent corporate refresh. This process will be finalised in the new year. Solution agreed with IT to support the Education VPN system and this will be able to be rolled out to all staff devices, as there is no limited licence, as with the previous version used. The digital working group have identified priorities for training and development and these will be targeted as part of a New Year's Resolution campaign. |
CMTE/ EDC013 School meal uptake	Increase in the uptake of school meals in secondary establishments.	Ongoing implementation of the Action Plan that was developed following the review of the school meal service.	31-Mar-2025	▶ On track	Inception meeting with APSE took place on 22/01/2025. Review date January – March with a report due in April 2025.
		Develop proposals for the potential next ICT phase to meet customer needs, improve the dining experience and reduce waste.	31-Mar-2025	▶ On track	Almost all secondary schools using pre-order app with full implementation expected by March 2025.
CMTE/ EDC014 Service Reviews	Undertake Service Reviews in accordance with the Council's Change Programme.	Undertake a service review of the Community Grants Fund through a range of desktop exercises, consultation with stakeholders and elected member workshops.	31-Dec-2024	⚠ Slippage	Final phase of the review will be reported to the Education & Communities Committee in May 2025. A follow-up Elected Member workshop 19th February 2025.

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
		Undertake a service review of the School Crossing Patrol sites through a range of desktop exercises, consultation with stakeholders and elected member workshops.	31-Dec-2024	✅ Complete	A report containing recommendations on this matter was agreed by Education & Communities Committee 3rd September 2024.
		Undertake a service review of the Home Link Service through a range of desktop exercises, consultation with stakeholders and elected member workshops.	31-Dec-2024	✅ Complete	Service review carried out, service reduced as part of 2025/26 budget. Remaining employees to be part of revised home link provision from 1 April 2025.
		Undertake a service review of the Breakfast Club provision through a range of desktop exercises, consultation with stakeholders and elected member workshops.	31-Dec-2024	⚠️ Slippage	The desktop exercise has been completed, however any changes to provision will now be considered during 2025/26.
CMTE/ EDC015 Watt Institution	Increase visitor numbers across Watt Institution exhibitions, events and activities.	Increase use of the museum, archive and local history collections at the Watt Institution as a research and learning resource.	31-Mar-2025	▶️ On track	The Watt Institution continues to grow its participation in research networks, and to welcome subject-specialist researchers on site. Interest continues to grow in areas of the collection most recently promoted in publications (eg. Egyptology Scotland's feature on the Watt in their national newsletter), or via social media (eg. requests to access the Watt's natural history and/or social history collections by individuals aware of specimens and/or objects via social media posting).

Attention has also been leveraged for the Watt's exceptional fine art collection through the artist Alison Watt's guest curation of the current art exhibition and associated social media coverage. |

Code & Title	Action	Sub-action	Due Date	Current Status	Progress Commentary
		Develop digital audiences through use of social media platforms.	31-Mar-2025	On track	The innovative use of digital technologies to explore and interpret objects and specimens across the Watt Institution's collections has proven hugely successful in generating engaging and far-reaching social media content. This has included the creation of an Augmented Reality Bird Guide in support of the RSPB's Big Garden Birdwatch (each bird included in the downloadable guide is linked to a specimen from the Watt's natural sciences collections); 3D modelling of collection objects promoted alongside thematic celebration days (eg. Save the Eagles Day; Squirrel Appreciation Day; Heritage Treasures Day; etc). Animated content to support storytelling; and high-quality still photography. Social media analytics are recorded and reported to determine reach and impact of posts and associated content.
		Deliver a five-year exhibition and associated audience development plan for the Watt Institution.	31-Mar-2025	On track	Officers at the Watt Institution are on track to deliver a proposed five year exhibition plan, commencing 25/26. This plan will be underpinned by audience development priorities that take cognisance of sector standards; customer feedback; event and activity evaluation, and are informed by project work undertaken over the course of 24/25. The exhibition plan will be reflective of, and/or responsive to Council-wide priorities (eg. Port Glasgow 250).
		Work with colleagues in CLD to identify opportunities to use museum and heritage resources to support adult learning, skills development and New Scots programming.	31-Mar-2025	On track	Capacity has continued to impact progress on this action, although discussion is ongoing with colleagues in CLD to support joint programming in 25/26. In addition, pilot activities using collection objects have been taken forward with partner organisations using the Watt Institution as a supportive community space (eg. Mind Mosaic; Alzheimer's Scotland; HSCP).

Action Status	
✳	On hold
▬	Not started
⚠	Slippage
▶	On track
✅	Complete

Appendix 2: EDUCATION AND COMMUNITIES KPI SCORECARD

The refreshed Committee Plan KPI scorecard provided information on 2023/24 performance where it was available, however data for a number of LGBF measures that are published annually was not available at that time.

LOCAL GOVERNMENT BENCHMARKING FRAMEWORK

The Local Government Benchmarking Framework online portal provides new data for the following KPIs. For all Scottish Household Survey satisfaction measures, data is presented in a rolling 3 year average to improve the level of precision at a local level due to the small number of people surveyed. It should also be noted that during 2020 and 2021 fieldwork was significantly disrupted due to the pandemic, which forced a move to telephone or video surveys rather than face to face interview. Results for 2020 and 2021 are therefore not comparable to previous years. Information on the Council's performance ranking, relative to all 32 Scottish Councils, is shown in the LGBF ranking column in the table below.

Title	2021/22 Value	2022/23 Value	2023/24 Value	Target 2023/24	Status	Short trend	Long trend	LGBF ranking	Latest Note
Percentage of 16-19 year olds participating in education, training or employment	2022 93.8%	2023 92.6%	2024 93.5%	94%	△	⬆	⬆	16	Family group performance = 92.3% National average = 92.7%. Our benchmarking performance ranks in the second quartile of all Councils.
Percentage of adults satisfied with libraries	(2019/22) 74.3%	(2020/23) 70%	(2021/24) 67.7%	73%	🔴	⬇	⬇	21	This data is sourced from the Scottish Household Survey. Family group performance = 61.6% and the Scottish average = 67%. Our benchmarking performance ranks in the third quartile of all Councils.
Percentage of adults satisfied with museum	(2019/22) 59.7%	(2020/23) 63%	(2021/24) 61.7%	65%	🔴	⬇	⬆	20	This LGBF data is sourced from the Scottish Household Survey. Family group performance = 58% National average = 69.3%. Our benchmarking performance ranks in the third quartile.
Percentage of adults satisfied with leisure facilities	(2019/22) 77.0%	(2020/23) 75.7%	(2021/24) 73%	78%	🔴	⬇	⬇	8	This LGBF data is sourced from the Scottish Household Survey. Family group performance = 61.7%

Title	2021/22 Value	2022/23 Value	2023/24 Value	Target 2023/24	Status	Short trend	Long trend	LGBF ranking	Latest Note
									Scottish average = 67%. Our benchmarking performance ranks in the first quartile of all Councils.
Percentage of adults satisfied with local schools	(2019/22) 76.7%	(2020/23) 73.7%	(2021/24) 67.7%	75%	🔴	⬇	⬇	27	This LGBF data is sourced from the Scottish Household Survey. Our family group performance is 70.1% and the Scottish average 70.7%. Our benchmarking performance ranks in the fourth quartile of all Councils.
Overall average tariff score	988	922	866	950	🔴	⬇	⬇	19	Family group performance = 832 National average = 918. Our benchmarking performance ranks in the third quartile.
Average total tariff score in SIMD quintile 1	810	690	682	750	🔴	⬇	⬇	7	Family group performance = 660 National average = 658. Our benchmarking performance ranks in the first quartile.
Percentage of P1,P4 and P7 pupils combined achieving expected CFE level in literacy	73.7%	76.4%	76.5%	77% – 78.5%	🔺	⬆	⬆	11	Family group performance = 73% Scottish average = 74%. Our benchmarking performance ranks in the second quartile of all Councils.
Percentage of P1, P4 and P7 pupils achieving expected CFE level in numeracy	80.2%	83.3%	81.7%	83.5-84.8%	🔺	⬇	⬆	11	Family group performance = 78.9% National average = 80.3%. Our benchmarking performance ranks in the second quartile of all Councils.
The proportion of funded early years provision which is graded good / better	83.3%	93.5%	96.9%	100%	🔺	⬆	⬆	2	Family group performance = 91.6% Scottish average = 89.8%. Our benchmarking performance ranks in the first quartile of all Councils.
School attendance rate (per 100 pupils)*	92.3%	90.3%	90.6%	92%	🔺	⬆	⬇	16	Family group performance = 89.4% Scottish average = 90.3%. Our benchmarking performance ranks in the second quartile of all Councils.

* The LGBF attendance data relates to the total number of possible attendances for a local authority. The graph below presents LGBF attendance data over the longer term. The percentage change in Inverclyde from the base year (2010/11) is -2.3%, compared to -3.2% for the family group and a -2.8% decrease in the national average. Local attendance data, presented by school sector and term, is provided in the next table.

CHN19a - School attendance rates (per 100 pupils)
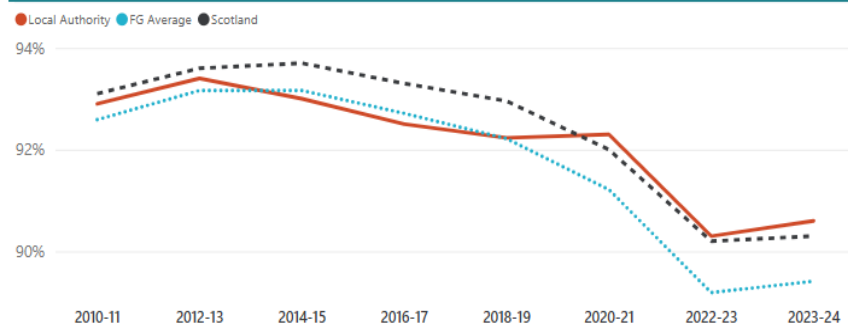
CHN19a - School attendance rates (per 100 pupils)

	2010-11	2012-13	2014-15	2016-17	2018-19	2020-21	2022-23	2023-24
Local Authority	92.9%	93.4%	93.0%	92.5%	92.2%	92.3%	90.3%	90.6%
FG Average	92.6%	93.2%	93.2%	92.7%	92.2%	91.2%	89.2%	89.4%
Scotland	93.1%	93.6%	93.7%	93.3%	93.0%	92.0%	90.2%	90.3%

SERVICE PERFORMANCE INDICATORS

The following service performance measures are reported quarterly to the Committee.

Title	Q4 2023/24 Value	Q1 2024/25 Value	Q2 2024/25 Value	Q3 2024/25 Value	Q3 Target	Q3 Status	Short Trend	Long Trend	Latest Note
Number of adult learners achieving core skills qualification (SCQF level 2-4)	12	18	16	16	37	🔴	➖	⬇️	Annual target is 150.
Library Service Active Borrowers	2,494	3,065	3,564	3,381	1,513	✅	⬇️	⬆️	Annual target is 6,055. The increase in performance between 2023/24 and 2024/25 is due to school library borrowers being included in the stats for the first time.
Total number of in person visits for library purposes	49,927	46,214	47,065	44,002	49,625	🔴	⬇️	⬇️	Status and trend arrows relate to Q1. Q2 data is being compiled at time of writing. Annual target is 198,500.
Number of in-person visits to the Watt Institution	3,925	5,883	5,162	3,017	4,800	🔴	⬇️	⬇️	Annual target is 19,200. Visitor numbers in quarter 3 were impacted by the closure of the Watt Institution for part of November 2024.
Attendance in Inverclyde primary schools	T4 2023/24 92.0%	T1 2024/25 94.1%	T2 2024/25 92.9%	T3 due April 2025	93%	🔺	⬇️	➖	Quarterly attendance data is presented by academic term.
Attendance in Inverclyde secondary schools	T4 2023/24 88.8%	T1 2024/25 90.1%	T2 2024/25 87.9%	T3 due April 2025	90%	🔺	⬇️	⬇️	Quarterly attendance is presented by academic term.
Number of exclusions in Inverclyde primary schools	T4 2023/24 *	T1 2024/25 0	T2 2024/25 *	T3 due April 2025	📈	📈	⬇️	⬆️	Quarterly exclusion data is presented by academic term. * indicates small numbers therefore data requires to be supressed. This is a data only KPI.

Title	Q4 2023/24 Value	Q1 2024/25 Value	Q2 2024/25 Value	Q3 2024/25 Value	Q3 Target	Q3 Status	Short Trend	Long Trend	Latest Note
Number of exclusions in Inverclyde secondary schools	T4 2023/24 18	T1 2024/25 27	T2 2024/25 29	T3 due April 2025			⬇	⬆	Quarterly exclusion data is presented by academic term. This is a data only KPI.

PI Status		Long Term Trends		Short Term Trends	
🔴	Alert	⬆	Improving	⬆	Improving
⚠️	Warning	➖	No Change	➖	No Change
✅	OK	⬇	Getting Worse	⬇	Getting Worse
❓	Unknown				
📈	Data Only				

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/02/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Update Report – Overview of Local and National Initiatives		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision   ☒For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note updates relating to the Education Service both in terms of local development as well as national policy development.

1.3 The report includes update on:

- Education Scotland and Care Inspectorate inspection outcomes
- Education Reform
- Independent Review of Qualifications and Assessment
- National Improvement Framework
- Outdoor learning
- Elective Home Education
- Equality in Education – Anti-racism in Education
- Outstanding remit – costs of Gaelic Medium Education

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the content of the update report

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 **Care Inspectorate inspection outcomes**
Gibshill Children's Centre had an unannounced inspection on the 28th of November 2024. The evaluations of the quality indicators are as below:

How good is our care, play and learning?	Good
How good is our setting?	Good
How good is our leadership?	Good
How good is our staff team?	Good

The full report can be found here: [Find care](#)

Education Scotland and the Care Inspectorate - join inspection
Wellington Children's Centre (Private Provider) had a joint inspection between Education Scotland and the Care Inspectorate in November 2024. The evaluations of the quality indicators are as below:

Education Scotland

1.3	Leadership of Change	Good
2.3	Learning, teaching and assessment	Good
3.1	Ensuring wellbeing, equality and inclusion	Good
3.2	Securing children's progress	Good

Care inspectorate

How good is our care, play and learning?	Good
How good is our setting?	Adequate
How good is our leadership?	Adequate
How good is our staff team?	Good

The full report can be found here: [Wellington Children's Centre | Inspection Report | Education Scotland](#)

Whilst the overall report for Wellington Childre's Centre is a positive one, there are two indicators from the Care Inspectorate judgements which fall below good and as a result an action plan has been agreed with the centre which will be supported by the Early Years team and tracked by the Quality Improvement Manager of Early Years.

3.2 **Education reform**
The Scottish Parliament agreed to the general principles of the Education (Scotland) Bill on 18 December 2024 following a parliamentary debate on the contents of the Bill. During the debate, there were calls from opposition parties to make the Bill stronger in various areas such as location of accreditation, membership and leader of the Qualifications Scotland board, and for greater independence for the inspectorate. Direct engagement is ongoing with opposition spokespersons and stakeholders to ensure all amendments are carefully considered ahead of Stage 2 of the Bill. The date for Stage 2 is still to be confirmed at the time of writing.

The host for the Centre for Teaching Excellence was also confirmed in the Scottish Parliament by the Cabinet Secretary for Education and Skills on 18 December 2024 as being the University of Glasgow. 4 The university was chosen after a competitive selection process. The Scottish Government is working with the university on the establishment of the Centre, with the aim to have it set up as quickly as possible to ensure that it can start supporting teachers to develop and improve their practice as early as possible.

The recruitment process to find a substantive Chief Executive of Education Scotland and Chief Inspector of Education closed on Sunday 9 February. These are key leadership roles, and they were re-run to ensure that the strongest possible field of candidates were found, which was important in the context of having a robust recruitment process.

On the 17th of February the Chief Executive of the Scottish Qualifaciton Authority, resigned from their post with immediate effect. An interim Chief Executive will be appointed prior to a permanent appointment to the new body Qualifications Scotland.

Following on from the Regional Events for Secondary School Teachers, work is underway to set up Regional Events for Primary School Teachers, which the Cabinet Secretary for Education and Skills had previously announced. Locations and content are still to be confirmed, and more information will be shared on these in due course.

3.3   **Independent Review of Qualifications and assessment**
As previously reported to committee the Scottish Government published its response on 19 September 2024. It accepted some of the recommendations, but said more work needed to be done to explore how the others could work.

The actions set out seek to achieve a balance between ambition and action that is focussed, pragmatic and deliverable given the resources available to national and local government and to schools themselves. They build directly on the hard work, success and creativity that is already evident in every school in Scotland. This approach to evolving qualifications and assessment, will deliver a fair and credible system that enhances learning and teaching, while supporting better outcomes for young people. But this is only one part of the improvement picture.

Work has begun to deliver the actions set out in the Cabinet Secretary's response as part of a longer-term improvement plan. For example; SQA have advertised for a Headteacher to join them as a Senior Adviser to lead a new School's Unit, and the first version of the Digital Profile, which is being hosted on the SDS World of Work website, is now live.

3.4   **National Improvement Framework (2025)**
After extensive engagement with COSLA, ADES and other stakeholders, the 2025 National Improvement Framework (Vision, Key Priorities, and Outcomes for Children and Young People - Education - achieving excellence and equity: National Improvement Framework 2025 - gov.scot) underwent a complete refresh and was published in December 2024.

The NIF sets out the short-term educational priorities (the 'ABC' - attendance, achievement, behaviour and relationships and the curriculum) and long-term strategy for improving standards in Scottish education.

The drivers of improvement have been replaced with 7 key outcomes that are expected to be achieved. These are:

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.

- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

The 2025 Improvement Plan was subsequently published on 28 January. It sets out the full details of the actions that will be taken to deliver the seven key outcomes, the evidence to support them, and how we will measure progress. An update on actions from the 2024 National Improvement Framework and Improvement Plan was also published. It shows that over a majority of the actions from the 2024 plan (56 out of a total of 103) have been completed. Education Scotland have also produced a sketchnote (Our vision for education in Scotland) for schools which provides a visual description of the vision, priorities and outcomes in the NIF.

3.5 **Outdoor learning – schools**
The commitment made in the refreshed Learning for Sustainability Action Plan to establish a new outdoor learning workstream, including a national outdoor learning working group, continues to be progressed. The newly formed Scottish Outdoor Learning Strategic Working Group – of which both ADES and COSLA are members – has met four times to date, most recently on 23 January 2025. Priority projects have been identified and are being taken forwards over the coming months, the outputs of which will help to shape the final advice and recommendations of the group to Ministers later in 2025.

The Schools (Residential Outdoor Education) (Scotland) Member's Bill continues to progress through Stage 1 scrutiny in parliament, following its introduction in 2024 by Liz Smith MSP. The Scottish Government submitted its Memorandum to the lead Committee, the Education, Children & Young People's Committee, in response to is Stage 1 Call for Views exercise. The Memorandum sets out that the Scottish Government remains neutral at this time regarding passage of the Bill, noting some reservations.

The ECYP Committee has held evidence sessions with key stakeholders, and the Minister for Children, Young People & The Promise participated in this process, appearing before Committee on 27 November 2024. The Minister further wrote to Committee in follow up to this evidence session, on 13 December, providing additional information regarding issues raised during the session. The ECYP Committee most recently met to further discuss the Member's Bill on 29 January 2025.

3.6 **Elective home education**
In January 2025, Scottish Government published updated home education guidance for local authorities. The guidance was updated following review with a range of stakeholders and public consultation, and is available here: https://www.gov.scot/publications/home-education-guidance-2/

The updated guidance is founded on a child's rights-based approach reflects the changing context in which home education takes place in Scotland. Scottish Ministers continue to encourage local authorities and parents to work together to develop trust, mutual respect and a positive relationship that functions in the best educational interests of the child.

The guidance sets out that Scottish Government will work with local authorities to consider options for the collation of high-level information about the number of children and young people home educating in local authorities. In receiving and reviewing the updated guidance, officers feel that this does not change our current approach.

3.7 **Equality in education – Anti-racism in education**
The Anti-Racism in Education Programme (AREP) structure consists of a programme board and four thematic subgroups. The Programme Board and the subgroups include representation from a broad range of anti-racism and education stakeholders.

The AREP provides a strategic and coherent approach when it comes to embedding anti racist practice in key areas identified by education and race equality stakeholders. These are:

- Ensuring that Scotland's educators are confident and empowered to promote equality, foster good relations, and identify, prevent, and deal with racism. As a result of understanding race in a school context, and by deploying skilled and passionate leadership, they can empower and support an anti-racist culture across school communities.
- Increasing the racial diversity of the Teaching Profession and wider Education Workforce.
- Developing and embedding anti-racism and racial and cultural literacy in the curriculum
- Supporting schools and school staff to improve their understanding of racism and ensure that it is properly identified, addressed and prevented in future.

Update on progress within the AREP:
- To date 370 individuals have completed the Building Racial Literacy Programme, representing all 32 local authorities. Cohorts 5 and 6 of the programme are currently underway. The programme aims to create teachers who are racially literate as opposed to race evasive, contributing to the creation of an anti-racist environment. A recent external evaluation of the programme found that it meets this ambition and described the programme as 'life changing'. Inverclyde continues to have participants taking part in the programme as well as having influence over its development via offices being on the AREP. The Equalities network elastin by the service in 2023/24 continues to support all establishments with leading on this work.
- On 2 September 2024 the latest iteration of the annual diversity in the teaching profession data report was published. It shows that whilst some progress has been made towards addressing the issue of the underrepresentation of minority ethnic teachers in Scotland that progress is slow and requires more work. Work is underway following the publication of the 2022 Scottish Census data related to ethnicity to review the Scottish Government's target that by 2030 4% of teachers should be minority ethnic.
- The Diversity in the Teaching Profession and Education Workforce subgroup, in partnership with ADES, contracted an individual to develop an Anti-Racism Action Guide Employers. This document was published on 2 September 2024, it assists in addressing barriers to the recruitment, retention and progression of minority ethnic teachers and will sit alongside that developed by the Scottish Council of Deans of Education for ITE. Work is underway to arrange for the author of the guide to speak to the ADES Personnel Network.
- A new role within the GTC Scotland of a National Race Diversity Lead has been integral to the development of the GTCS' new Sponsoring Report which was published in September 2024. Enactment of the Report and the sponsoring models within it will be within the remit of local authorities and employers of teachers.
- A set of Anti-Racist Curriculum Principles was developed by the Curriculum Reform working group, signed off by the Cabinet Secretary for Education and Skills and published in June: https://education.gov.scot/resources/breaking-the-mould-principles-for-an-anti-racist-curriculum
- On 30 January 2025, the Anti-Racism in Education event took place online, after the two prior events had to be cancelled due to the resignation of the former First Ministers. The event consisted of a speech from the First Minister, videos of lived experiences of children and stakeholders, and a panel discussion with the AREP subgroup Co-Chairs. Newark Primary School's Anti Racism video, previously shared with the Education Committee,

was played at this event just after the First Minister's opening speech. The video can be found via this link here: We Are All Special: Newark Primary Against Racism

Next Steps:
- To formally launch the new anti-racist action guide for local authorities following its publication on 02 Sept 2024.
- To support local authorities in taking forward the enactment of GTCS' new Sponsoring Report.
- To build on the momentum and positive feedback from the AREP event, and determine best approaches for the AREP Board to take moving forward.

3.8 **Outstanding remit – costs of Gaelic Medium Education (GME)**
An outstanding report from a previous Education Committee was to report back on the cost implications of providing GME in Inverclyde. The costs are as below:

Area of cost	Cost
Early Years GME staffing at Whinhill Primary	£80,601
Primary GME staffing at Whinhill Primary	£260,897
Secondary GME staffing at Whinhill Primary	£68,719
Primary GME transport	£63,444
Secondary GME transport	£900
CLD staffing	£8,200
CLD resources	£490
Total	£483,251

4.0 PROPOSALS

4.1 N/A.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

N/A.
Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 **Legal/Risk**

N/A.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

N/A.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) <u>Equalities</u>

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
N	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) <u>Fairer Scotland Duty</u>

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) <u>Children and Young People</u>

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/21/25/YG
Contact Officer:	Yvonne Gallacher Quality Improvement Manager	Contact No:	01475 712812
Subject:	Phase 1 - Review of Play for All Out of School Childcare / Holiday Childcare Service		

1.0 PURPOSE AND SUMMARY

1.1 ☒For Decision   ☐For Information/Noting

1.2 The purpose of this paper is to provide feedback from the 'Play 4 All' Out of School Childcare (OOSCC) and Holiday Childcare service consultation which took place in January 2025.

1.3 This consultation was in response to several complaints, one of which was upheld regarding the priority criteria for allocating places to the 'Play 4 All' OOSCC and Holiday Childcare Service. This service is not the same as the Play 4 All Summer Club which offers a place for young people with Additional Support Needs over the summer holiday but the two are often confused.

1.4 From this complaint, a commitment was made that a review of the allocation criteria would take place, for the allocation of places for 'Play 4 All' OOSCC and Holiday Childcare Service. This review did not include the 'Play 4 All' Summer Club as this will be carried out as part of Phase 2 of a wider review of the 'Play 4 All' service.

1.5 A consultation was issued to all parents/carers whose children attended Craigmarloch, Stella Maris and All Saints Communication and Language Base. In total the consultation was issued to 360 parents/carers of which 24 responded.

1.6 If approved, the feedback from the consultation on the criteria for allocation of places for 'Play 4 All' OOSCC and Holiday Childcare service will be implemented for places allocated over the summer period of 2025 and beyond.

1.7 Following this process, a full review will take place of the 'Play 4 All' OOSC/Holiday and Summer Club service which will consider the delivery and design of the service and how it can best meet the needs of children with Additional Support Needs (ASN).

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- Agree the proposed changes to the allocations criteria for 'Play 4 All' OOSCC and Holiday Childcare service for all new applications for the August 2025 term. (Appendix 1 is the current policy and Appendix 2 identifies the proposed changes)
- Agree that changes will be implemented for the Summer Holiday Childcare Provision in 2025.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0   BACKGROUND AND CONTEXT

3.1   Out of School Childcare (OOSCC) is the provision of childcare services in a caring environment offering a range of active, stimulating and restful activities for school aged children out with normal school working hours during term time, after school and during school holidays.

3.2   In Inverclyde Council there are two local authority establishments that provide OOSC. Binnie Street Children's Centre which provides a service for mainstream children and 'Play 4 All' which is based in Craigmarloch School for children with additional support needs.

3.3   'Play 4 All' offer two main services, their Core Service, which is OOSCC and Holiday Childcare which operates over term time, 1 week at October and Easter and 4 weeks over the summer period and an additional service which is a Summer Club, that operates over 4 weeks of the summer holiday period.

3.4   The review of the service allocation criteria focused only on the 'Play 4 All' OOSCC and Holiday Childcare service.

   Following this, a full review will take place of the 'Play 4 All' OOSCC/Holiday Childcare and Summer Club that will consider the delivery and design of the service and how it can best meet the needs of children with ASN.

3.5   'Play 4 All' OOSCC and Holiday Childcare is a specialist service for children who have additional support needs and are currently attending a specialist school place allocated by the Additional Support Needs Forum.

   The core service provided by 'Play 4 All' is OOSCC and Holiday Childcare and is provided at the end of each school day, 1 week in April, 1 week in October and 4 weeks over the summer school holiday period. This service is available to support parents with childcare allowing them to access employment, education or training for employment.

   The service provides childcare to children and young people who are of primary and secondary school age and operates between the hours of 2.50pm to 5.30pm during school term-time and between 9.30am and 2.45pm during school holidays. Transport is provided for children using the service.

3.6   The 'Play 4 All' service is registered with the Care Inspectorate to accommodate 15 young people for their OOSC/Holiday Childcare service. It requires a minimum adult:child ratio of 1:5 ratio, however, due to the needs of the children and young people using the service, an additional condition for registration has been added by Care Inspectorate. This condition requires a minimum adult: child ratio of 1:3 with a minimum of 2 adults required to be on duty at any time.

3.7   Whilst Care Inspectorate require a minimum adult: child ratio of 1:3, the service is required to carry out individual risk assessments aligned to the needs of service users. This may require the adult: child ratio to be increased and therefore would result in a reduction in places available. The Health and Care needs of service users are a priority to ensure that the service meets the requirements set out in 'A Quality Framework for Daycare of Children, Childminding and School-aged Childcare' 2022 and the 'Health and Social Care Standards' 2017.

3.8   The staffing allocation for 'Play 4 All' OOSCC and Holiday Childcare, in line with these guidelines, is 1 Co-ordinator, 1 Senior Play worker and 3 Play workers, all staff are included in the ratio.

3.9   All places for 'Play 4 All' OOSCC and Holiday Childcare are allocated in line with the current Inverclyde's OOSCC Policy (Appendix 1).

   Parents are required to complete and submit an application form which will be processed line with the OOSCC policy guidelines.

3.10   Currently where there is a high demand for places for 'Play 4 All' OOSCC service and there are more applications than places available, there is 1 Priority Criteria which applies. (This is for the Term Time service).

Priority 1 - Parents in Employment, Education or Training for Employment

a)   Lone parents in Education or Training for Employment
b)   2 Parent Family with both parents in Employment, Education or Training for Employment
c)   2 Parent Family, with 1 Parent in Employment, Education or Training for Employment

Should there be more applications than available places available, then applications are balloted under each Priority Criteria for example; 1(a), 1(b). Places are then allocated based on the sessions required to meet parent's childcare requirements for work, education or training for employment.

Any applicants who do not receive a place, are banded and balloted and placed on a waiting list, where they would be contacted should a place become available.

3.11   Currently where there is a high demand for places for 'Play 4 All' Holiday Childcare Service and there are more applications than places available, there are 2 Priority Criteria which apply. Over a Holiday period, priority will also be given to children who currently access the OOSCC service. (This is for the 4 weeks of the summer period,1 Week at Easter and October Week).

Priority 1 – Parents in Employment, Education or Training for Employment and **currently accessing** OOSC services.

a)   Lone parents in Education or Training for Employment
b)   2 Parent Family with both parents in Employment, Education or Training for Employment
c)   2 Parents Family, with 1 Parent in Employment, Education or Training for Employment

Priority 2 – Parents in Employment, Education or Training for Employment

a)   Lone parents in Education or Training for Employment
b)   2 Parent Family with both parents in Employment, Education or Training for Employment
c)   2 Parents Family, with 1 Parent in Employment, Education or Training for Employment

Should there be more applications than available places available, then applications are balloted under each under Priority Criteria for example, 1(a),1(b). Places are then allocated based on the sessions required to meet parent's childcare requirements for work, education or training for employment.

Any applicants who do not receive a place, will be banded and balloted and placed on a waiting list, where they would be contacted should a place become available.

Currently for 'Play 4 All' – OOSC/ Holiday Childcare it is important to highlight, that regardless of the priority criteria applied there is no guarantee any place can be allocated or that we are able to allocate all sessions requested even if the young person already attends.

3.12   For 'Play 4 All' - Holiday Care in 2024, we received 24 applications from children who met the Priority Criteria. Of these, 15 children were allocated a place in line with the OOSC Policy and aligned to the requirements to support parents work, education or training needs.

Due to the number of applications, we were unable to allocate places to 9 applicants and therefore they were placed on a waiting list.

In previous years, where capacity allowed, children from out with the Priority Criteria were considered for a place e.g. children with ASN who did not attend a specialist place, however, as demand has increased we have been unable to offer this as an option.

3.13   The consultation focused on the eligible service users to the 'Play for All' OOSCC and Holiday Childcare service. These were children who met the current criteria which is, 'children who have additional support needs and are currently attending a specialist school place allocated by the Additional Support Needs Forum'.

3.14   In January 2025, a questionnaire was issued to all parents of children from Craigmarloch School, Stella Maris and All Saints Communication and Language Base. This was issued to a total of 360 parents.

3.15   A total of 24 parents/carers responded to the questionnaire. 54% (13 parents) of respondents felt that the current allocation criteria were fair and equitable with 46% (11 parents/carers) responding that the current criteria was not. 11 of the parents who provided this response identified 3 key reasons for this.

These were:

- Concerns over the current banding allocation.
- The need for respite over the summer period.
- That priority should be given depending on children's needs.

3.16   The consultation identified confusion between the differing purpose between the 'Play 4 All' OOSCC/Holiday Care and the Play 4 All Summer Club. With many parents' responses discussing the 'Play 4 All' Summer Club service allocation and requesting that places were allocated based on children's need and to facilitate respite.

3.17   Whilst these areas where identified, they were not within the scope of the 'Play 4 All' OOSCC and Holiday Childcare review and will be considered as part of the planned wider 'Play 4 All' service review.

3.18   Feedback from the consultation identified, that very few parents felt that priority should be given to children who currently attend the service. This also identified that this criteria was unfair and prevented children on the waiting list from receiving a place. Due to this feedback, the recommendation would be that priority is not given to children who currently attend the service.

3.19   Feedback from the consultation identified that 67% of parents felt that places should be allocated by providing a set number of OOSCC sessions, instead of the current process which aligns them to parent working patterns. If agreed this change would be implemented for the Holiday Care Service (4 weeks Summer) allowing more children to have access to the service over this Summer period. This would align with feedback from 13% of parents who felt, places should be prioritised for children on the waiting list. Although this will result in less sessions for parents who meet the criteria of employment, education or training for employment, and will not align with the places they need to facilitate all of their work requirements, this would allow more parents who request the service in the summer to be accommodated.

3.20   Feedback identified that places should be allocated based on:

- Two-parent working family. (22% of parents)
- Lone working families should have priority for places (22% of parents)
- Length of time family has been on the waiting list (13% of parents)
- The number of guardians in the household (11% of parents)
- One priority to facilitate Employment, Education or Training for Employment (11% of parents)

Only 4 % of parents who responded felt that the current Priority's 1c and 2c which are 'A two parent family where only one person works', should remain a Priority. As this criteria does not meet the purpose of the service which is to facilitate childcare, the recommendation is that this criteria is removed. This would then align with feedback from the consultation, the purpose of the service and the findings of the upheld complaint.

4.0 PROPOSALS

4.1 In Summary recommended changes to the Play 4 All OOSCC policy are:

1. One Priority Band which is:

    Parents in Employment, Education or Training for Employment

    (a) Lone parents in Education or Training for Employment
    (b) Parent Family with both parents in Employment, Education or Training for Employment

2. To remove Priority Criteria 1(c) and 2(c) which is:

    Two Parent Family, with one parent in employment, education or training for employment.

3. To remove the section of the criteria, which prioritises children who already attend for the Play 4 All OOSCC and Holiday Care Service.

4. Places are not aligned to parent working patterns for Holiday Care (4 Weeks Summer) and where feasible are distributed between applicants, aligned with the Care Inspectorate registration requirements and staff to child ratios.

5. A full review of the OOSCC Policy will be undertaken on completion of the review of the Play 4 All service.

5.0 IMPLICATIONS

The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk		X
Human Resources	X	
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.1 **Finance**

One off Costs

There may be some additional costs for transport as the additional costs remain unknown.

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A	N/A	N/A	N/A	N/A	N/A

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A	N/A	N/A	N/A	N/A	N/A

5.2 **Legal/Risk**

N/A.

5.3 **Human Resources**

This saving will increase the administration regarding the allocation of places.

5.4 **Strategic**

This report means that resources are allocated to ensure the maximum number of children who meet the eligibility criteria are accommodated in the Play 4 All OOSCC and Holiday Childcare service while continuing to provide a high quality OOSSC provision for children with ASN which meets the strategic aims of both Inverclyde Alliance and the Council.

5.5 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA will be required prior to the final decision being taken, a copy of which will be made available on the Council's website: [Equality Impact Assessments - Inverclyde Council](#)
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

X	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage will be completed prior to the final decision being taken.
	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA will be required prior to the final decision being taken.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

6.0 CONSULTATION

6.1   Consultation with parents/carers of children who attend Craigmarloch School, Stella Maris and All Saints Communication base was carried out as part of the review of the allocation procedures.

7.0 BACKGROUND PAPERS

7.1   **Appendix 1** – Inverclyde's OOSC Policy
      Appendix 2 – the proposed changes to the admission criteria

Inverclyde Council

Education Services

Out of School Care Services Policy

Created August 2014
Updated August 2017
Updated August 2019
Updated August 2023

1	**Context**
1.1	There is no statutory duty to provide Out of School Care Services (OOSC). Inverclyde Council have the power to provide OOSC, however, there is no legislative criteria or entitlement for out of school care places.
1.2	The 2014 Children and Young People (Scotland) Act placed a statutory duty on local authorities to consult with parents on their OOSC needs at least one every two years.
1.3	Inverclyde Council currently delivers, limited, quality, affordable, OOSC services in two local authority establishments.
1.4	All services are required to be registered with the Care Inspectorate to operate.
2	**Introduction**
2.1	**Out of School Care**
2.1.1	Out of School Care is the provision of childcare services in a caring environment offering a range of active, stimulating and restful activities for school aged children out with normal school working hours during term time – After School Care - and during school holidays – Holiday Care -.
2.1.2	Inverclyde Council's OOSC (After School Care and Holiday Care) can only be accessed by parents who are in Employment, Education or Training for Employment.
2.1.3	There is no entitlement to any place, therefore, there is no guarantee that places applied for will be allocated.
2.1.4	Inverclyde Council will only accept applications from parents who reside within the Inverclyde Council area.
2.1.5	Inverclyde Council will not accept applications from parents who reside in another Local Authority area, regardless, of any child that has been successful in a placing request for school within Inverclyde Council.
2.1.6	This is a chargeable service and is charged in line with Inverclyde Council's charging policy and is subject to increase of charges annually.
3	**Availability**
3.1	Within Inverclyde there are 2 local authority establishments that provide OOSC. Binnie Street Children's Centre and Play 4 All. Play 4 All is a specialist service and only children who have additional support needs and are currently attending a specialist school place allocated by the additional support needs forum can access this service.
3.2	Play 4 All also deliver a Summer Club service. This service is not aligned to the criteria other than only children who have additional support needs and are currently attending a specialist school place allocated by the additional support needs forum can access this service.
4	**Binnie Street Children's Centre Out of School Care – After School and Holiday Care**
4.1	Binnie Street Children's Centre is located in the Gourock area and provides mainstream places after school and Holiday Care places.
4.2	The times when OOSC is available at Binnie Street Children's Centre are:- • AFTER SCHOOL CARE - from the end of the school day until the end of the day over term time.

	• HOLIDAY CARE - All day or part day during school holidays. The service does not operate over local authority in-service days or Christmas and New Year school holiday periods.
5	**ALLOCATION OF PLACES**
5.1	**Binnie Street Children's Centre - After School Service – Term Time**
5.2	When there is a high demand for places and there are more applications than places available, the following allocation criteria should be applied:
5.3	**Priority 1 Parents in Employment, Education or Training for Employment**
	1a Single parent in Education or Training for Employment
	1b 2 parent family both parents in Employment, Education or Training for Employment
	1c 2 parent family, 1 parent in Employment, Education or Training for Employment
5.4	Regardless of the priority criteria applied, there is no guarantee any place can be allocated.
5.5	Once the allocation criteria has been applied, and there are still more applications than places available, a ballot will conduct to allocate the places available. On the occasion of a ballot, a member of the Senior Management Team and a representative from Education Services, Early Years Team will conduct the ballot to allocated the places available.
5.6	Parents will be asked to supply their working pattern to ensure any place allocated support parents in Employment, Education or Training for Employment over the service delivery period.
5.7	At the time of the ballot to allocate places, a waiting list should also be complied in the form of a ballot to determine the order if a place was to become available, however, parents should be informed that there is no guarantee.
6	**Binnie Street Children's Centre - Holiday Care Service**
6.1	Children can attend the out of school care service over – both Term Time & Holiday Periods, Term Time only or Holiday Periods only. Over a Holiday period, priority will be given to children who currently access the out of school care service – term time.
6.2	When there is a high demand and there are more applications than places available, the following allocation criteria should be applied:
6.3	**Priority 1 Parents in Employment, Education or Training for Employment and currently accessing out of school care services over term time**
	1a Single parent in Education or Training for Employment
	1b 2 parent family both parents in Employment, Education or Training for Employment
	1c 2 parent family with 1 parent in Employment, Education or Training for Employment
6.4	**Priority 2 Parents in Employment, Education or Training for Employment**
	2a Single parent in Education or Training for Employment
	2b 2 parent family both parents in Employment, Education or Training for Employment
	2c 2 parent family with 1 parent in Employment, Education or Training for Employment
6.5	Regardless of the priority criteria applied, there is no guarantee any place can be allocated.
6.6	Once the allocation criteria has been applied, and there are still more applications than places available, a ballot will conduct to allocate the places available. On the occasion of a ballot, a member of the Senior

	Management Team and a representative from Education Services, Early Years Team will conduct the ballot to allocated the places available.
6.7	Parents will be asked to supply their working pattern to ensure any place allocated support parents in Employment, Education or Training for Employment over the service delivery period.
6.8	At the time of the ballot to allocate places, a waiting list should also be complied in the form of a ballot to determine the order if a place was to become available, however, parents should be informed that there is no guarantee.
7	**Play 4 All Services Out of School Care – After School Care / Holiday Care**
7.1	Play 4 All is a specialist service that is located in Port Glasgow and is delivered on the premises of Craigmarloch School.
7.2	Only Children who have additional support needs and are currently attending a specialist school place allocated by the additional support needs forum can access this service.
7.3	To ensure any place allocated meets the individual needs of children attending and a quality service is provided, each application will be accessed, against a needs analysis matrix to determine the places that will be allocated. The needs analysis matrix will consider: Age / stage / Developmental needs Snack / lunch times Registered places Personal care needs Indoor and Outdoor experiences Risk assessments
7.4	The times when OOSC is available:- • **AFTER SCHOOL CARE** - from the end of the school day until the end of the day over term time. • **HOLIDAY CARE** - All day or part day during school holidays. The service does not operate over local authority in-service days or Christmas and New Year school holiday periods.
7.5	The Holiday Care Service is available: • 1 week October • 1 week Easter – (2nd week of the holiday) • 4 weeks over Summer school holiday periods.
8	**ALLOCATION OF PLACES**
8.1	When there is a high demand for places and there are more applications than places available, the following allocation criteria should be applied:
8.2	**Priority 1** **Parents in Employment, Education or Training for Employment**

1a	Single parent in Education or Training for Employment
1b	2 parent family both parents in Employment, Education or Training for Employment
1c	2 parent family, 1 parent in Employment, Education or Training for Employment

8.3	Regardless of the priority criteria applied, there is no guarantee any place can be allocated.
8.4	Parents will be asked to supply their working pattern to ensure any place allocated support parents in Employment, Education or Training for Employment over the service delivery period.

8.5	At the time of the ballot to allocate places, a waiting list should also be complied in the form of a ballot to determine the order if a place was to become available, however, parents should be informed that there is no guarantee.
9	**HOLIDAY CARE**
9.1	Children can attend the out of school care service over – both Term Time & Holiday Periods, Term Time only or Holiday Periods only.
9.2	When there is a high demand for places and there are more applications than places available, the following allocation criteria should be applied:

9.3	**Priority 1**	**Parents in Employment, Education or Training for Employment and currently accessing out of school care services**
	1a	Single parent in Employment, Education or Training for Employment
	1b	2 parent family both parents in Employment, Education or Training for Employment
	1c	2 parent family with 1 parent in Employment, Education or Training for Employment

9.4	**Priority 2**	**Parents in Employment, Education or Training for Employment**
	2a	Single parent in Employment, Education or Training for Employment
	2b	2 parent family both parents in Employment, Education or Training for Employment
	2c	2 parent family with 1 parent in Employment, Education or Training for Employment

9.5	Regardless of the priority criteria applied, there is no guarantee any place can be allocated.
9.6	Parents will be asked to supply their working pattern to ensure any place allocated support parents in Employment, Education or Training for Employment over the service delivery period.
9.7	At the time of the ballot to allocate places, a waiting list should also be complied in the form of a ballot to determine the order if a place was to become available, however, parents should be informed that there is no guarantee.
10	**Play 4 All - Summer Club**
10.1	There is no application criteria to access this service other than the child resides within Inverclyde Council, have additional support needs and currently attend a specialist School place, allocated by the additional needs forum.
10.2	To ensure that places are allocated that meet the individual needs of children attending and a quality service is provided, each application will be accessed, against a needs analysis matrix to determine the places that will be allocated. The needs analysis matrix will consider: Age / stage / Developmental needs Snack / lunch times Registered places Personal care needs Indoor and Outdoor experiences Risk assessments
10.3	We cannot guarantee that any application will be allocated a place, we will always try and be fair. We this may allocate the same number of days over the service period depending on the number of applications received.
10.4	**The Summer Club service is available**

	4 weeks over Summer school holiday periods.
11	**Application Process for After School Care and Holiday Care**
11.1	Parents who enquire about Out of School Care should be given the Out of School Care Information Leaflet and an Application Form.
11.2	The parent should be informed that the process may take up to 2 working weeks to complete and that applications are subject to financial checks before a child can start Wrapround. The service does not start until the process is complete.
11.3	A member of staff from the SMT of the establishment <u>must</u> check that all details, times and days are correct and agree in principle that the pattern of Out of School Care required can be allocated within their Out of School Care numbers.
11.4	Establishments should send the application form to Wrapround / Out of School Care mail box clearly marked Out of School Care.
11.5	At this point all financial checks against the application will be conducted. If declined, the application will not be considered.
11.6	Outstanding Debt - The establishment will be notified the application has been declined. The reason for decline will not be discussed with Senior Management of the establishment, due to GDPR restrictions.
11.7	Education Services will inform the parent the application has been declined, giving the reason why. Normally a service will not be provided unless the balance is paid in full. It may be possible to agree a payment plan. However, the parent should be made aware that, if they fail to keep to the agreed payment plan, the service WILL be terminated immediately.
11.8	No outstanding debt – Education Services will notify the Establishment that the application has been approved and a start date can be arranged.
11.9	Once the child has started, the establishment should inform Education Services of the start date as soon as the child starts to use the service.
11.10	Once a start date has been established, an annual statement and payments required will be produced and sent to parents along with a Standing Order Mandate to set up payment for the service.
12	**Charges**
12.1	The minimum chargeable period will be half an hour per day.
12.2	Variations to parent/carer hours of employment (e.g. shift patterns) cannot be replicated. The daily hours required cannot vary from week to week unless a full time place is purchased.
12.3	Out of School Care charges will continue to be applied when a child does not attend Wrapround due to holidays, sickness or any other reason. Only in exceptional circumstances and agreed Education Services can this be changed. Please contact Early Years Development Officer if this applies.
12.4	Holiday care the charges (service accessed out with term time only) will be applied at the end of each period and an invoice will be sent direct to parent(s) for payment. Standing order mandates are not required for holiday care.
12.5	There will be occasions when OOSC services cannot be offered or have to be withdrawn i.e. adverse weather, outings etc. To compensate for this 2 days will be deducted from your annual invoice before payments are calculated.

13	**Changes to agreed service**
13.1	Alterations to the agreed contracted OOSC hours can only be accepted within the school year in October, January and April. Any alterations out with these periods will not be considered. Parents will be sent an amended monthly instalment for payments once re-calculated. A new Standing Order Mandate must be completed and returned. The amended change / charge will only commence once the standing order mandate is returned to Education Services.
14	**Ending service**
14.1	2 weeks notice must be given to stop OOSC service by the parent. The parent will continue to be liable for payment for the service until the end of the notice period.
15	**Application Process for Summer Club**
15.1	Parents who enquire about the Summer Club service should be given the Summer Club Application Form.
15.2	Parents must submit the form by the agreed date. Forms received after the agreed date will not be considered
15.3	The parent should be informed that the process may take up to 2 working weeks to complete and that applications are subject to financial checks before a child can start attending the service. The service does not start until the process is complete. (This may be subject to change if subsidised by Inverclyde Council)
15.4	Establishments should send the a list of applications to the Wrapround / Out of School Care mail box clearly marked Summer Club. (This may be subject to change if subsidised by Inverclyde Council)
15.5	At this point all financial checks against the application will be conducted. If declined, the application will not be considered. (This maybe subject to change if subsidised by Inverclyde Council)
15.6	Outstanding Debt - The establishment will be notified the application has been declined. The reason for decline will not be discussed with Senior Management of the establishment, due to GDPR restrictions. (This may be subject to change if subsidised by Inverclyde Council)
15.7	Education Services will inform the parent the application has been declined, giving the reason why. Normally a service will not be provided unless the balance is paid in full. It may be possible to agree a payment plan. However, the parent should be made aware that, if they fail to keep to the agreed payment plan, the service WILL be terminated immediately. (This may be subject to change if subsidised by Inverclyde Council)
15.8	No outstanding debt – Education Services will notify the Establishment that the application has been approved and a start date can be arranged. (This may be subject to change if subsidised by Inverclyde Council)
15.9	Once the child has started, the establishment should inform Education Services of the start date as soon as the child starts to use the service. (This may be subject to change if subsidised by Inverclyde Council)
15.10	Parents will be contacted and informed of the withdrawal of the service due to non payment and the establishment will receive notification of the termination date by Education Services. (This may be subject to change if subsidised by Inverclyde Council)
16	**Charges**

Classification : Official

16.1	Charges are subject to annual review and any increase in charges will be applied at the commencement of the new school term in August. Service charges will be available on Inverclyde Council website
16.2	Out of School Care charges will continue to be applied when a child does not attend due to holidays, sickness or any other reason. Only in exceptional circumstances and agreed by Education Services can this be changed.
17	**Dissatisfied with decision making process**
17.1	There is no formal process for parents wishing to appeal the decision making process in the allocation of places at for Out of School Care Services. This is not a entitled service. Should applicants remain dissatisfied with the way in which their application has been processed, the authority's formal complaints process should be followed. Further details on the Council's complaints procedure is available from the Council's website.

Appendix 2 – Changes to Current Policy for Allocation of Places to Play 4 All OOSCC and Holiday Childcare

8	ALLOCATION OF PLACES FOR PLAY 4 ALL OOSCC/HOLIDAY CHILDCARE AND SUMMER CLUB	
8.1	**OUT OF SCHOOL CHILDCARE (Term Time)**	
8.2	Children can attend the Out of School Childcare Service over – both Term Time & Holiday Periods, Term Time only or Holiday Periods only.	
8.3	When there is a high demand for places and there are more applications than places available, the following allocation criteria should be applied:	
8.4	**Priority 1**	**Parents in Employment, Education or Training for Employment**
	1a	Lone parents in Employment, Education or Training for Employment
	1b	2 Parent Family with both parents in Employment, Education or Training for Employment
8.5	Regardless of the priority criteria applied, there is no guarantee any place can be allocated.	
8.6	Parents will be asked to supply information to evidence that they are in Employment, Education or Training for Employment **During Term Time.**	
8.7	Places will be allocated to ensure the maximum number of children can be accommodated aligned with Care Inspectorate registration requirements.	
8.8	Where possible places **will** be allocated aligned to parents working patterns.	
8.9	At the time of the ballot to allocate places, a waiting list should also be complied in the form of a ballot to determine the order if a place was to become available, however, parents should be informed that there is no guarantee of a place becoming available.	
9	**HOLIDAY CHILDCARE (October and Easter Week)**	
9.1	Children can attend the Out of School Childcare Service over – both Term Time & Holiday Periods, Term Time only or Holiday Periods only.	
9.2	When there is a high demand for places and there are more applications than places available, the following allocation criteria should be applied:	
9.3	**Priority 1**	**Parents in Employment, Education or Training for Employment**
	1a	Lone parents in Employment, Education or Training for Employment
	1b	2 Parent Family with both parents in Employment, Education or Training for Employment
9.4	Regardless of the priority criteria applied, there is no guarantee any place can be allocated.	
9.5	Parents will be asked to supply information to evidence that they are in Employment, Education or Training for Employment over **October and Easter Week.**	
9.6	Places will be allocated to ensure the maximum number of children can be accommodated aligned with Care Inspectorate registration requirements.	

9.6	Where possible places **will** be allocated aligned to parents working patterns.	
9.7	At the time of the ballot to allocate places, a waiting list should also be complied in the form of a ballot to determine the order if a place was to become available, however, parents should be informed that there is no guarantee of a place becoming available.	
10	**HOLIDAY CHILDCARE - (4 Weeks Summer)**	
10.1	Children can attend the Out of School Childcare Service over – both Term Time & Holiday Periods, Term Time only or Holiday Periods only.	
10.2	When there is a high demand for places and there are more applications than places available, the following allocation criteria should be applied:	
10.3	**Priority 1**	**Parents in Employment, Education or Training for Employment**
	1a	Lone parents in Employment, Education or Training for Employment
	1b	2 Parent Family with both parents in Employment, Education or Training for Employment
10.4	Regardless of the priority criteria applied, there is no guarantee any place can be allocated.	
10.5	Parents will be asked to supply information to evidence that they are in Employment, Education or Training for Employment **over the 4 Weeks of the Summer.**	
10.6	Places will be allocated to ensure the maximum number of children can be accommodated aligned with Care Inspectorate registration requirements.	
10.6	For Holiday Childcare **(4 Weeks of the Summer)**, places will be allocated with the aim of maximising the number of children attending the service and therefore places **may not** align with parent working patterns.	
10.7	At the time of the ballot to allocate places, a waiting list should also be complied in the form of a ballot to determine the order if a place was to become available, however, parents should be informed that there is no guarantee of a place becoming available.	

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/20/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Bereavement, Change and Loss Guidelines		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision ☒For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note the Education Service's Bereavement, Change and Loss Guidelines.

1.3 The Guidelines are due for review in March 2025.

1.4 Our Educational Psychology team drafted the Guidelines when they were first established in 2019 and have reviewed it against ongoing research and practice.

1.5 Whilst there are no changes required to the Guidelines at this time it has been adapted to the revised template.

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the Guidelines.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 These Guidelines are designed to ensure that the needs of children, young people, staff and the wider school community, who have experienced bereavement, change and loss are identified and supported.

3.2 Within our educational establishments many of our young people experience some form of bereavement, change or loss during their time in with us and the Guidelines aim to support our staff to work together in partnership to support children and young people, their families and staff through this.

3.3 The Guidelines were first written in 2019, against a range of relevant research into the best practice at the time and has been kept under review by our Educational Psychology team.

3.4 The Guidelines do not require to be updated at this time, however, it has been put into the revised template.

4.0 PROPOSALS

4.1 N/A.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 **Finance**

N/A.

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 **Legal/Risk**

N/A.

5.4 **Human Resources**

N/A.

5.5 **Strategic**

N/A.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	Assessed as relevant and an EqIA is required and is available to view here: [Equality Impact Assessments 2025]().
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.

Organisational Development, Human Resources and Performance

Bereavement, change and loss authority guidelines:

Supporting our children, young people, staff and the wider school community

Version No 2

Produced by:

Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LX

2025

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DOCUMENT CONTROL

Document Responsibility		
Policy Title	**Corporate Group**	**Service**
Bereavement, change and loss authority guidelines	ECOD	Education

Change History		
Version	**Date**	**Comments**
2	February 2025	Guidelines updated into new template

Distribution

Policy Review		
Updating Frequency	**Next Review Date**	**Responsible Officer**
Every 5 years	2030	Principal Educational Psychologist

Policy Review and Approval			
Name	**Action**	**Date**	**Communication**

Contents

1.0 INTRODUCTION

Within Scotland, the Education (Additional Support for Learning) (Scotland) Act 2009, acknowledges the additional support needs of children suffering loss. A Curriculum for Excellence (CfE) identifies health and wellbeing as one of 8 curricular areas, central to effective learning and preparation for successful independent living. Of the many CfE experiences and outcomes detailed, it is the responsibility of all to ensure children are learning skills and strategies which will support them in challenging times, particularly in relation to change and loss. Where appropriate the authority's Critical Incidents Policy, which is currently being reviewed, should be used alongside this policy.

National Institute for Health and Clinical Excellence (NICE) guidelines[1] on primary school age children's social and emotional well-being, highlight a need to normalise mental health issues. Perhaps in response to the NICE directive, recent CfE guidance[2] suggests teachers and early years staff establish positive and supportive relationships across the school community where children and young people feel secure in their ability to discuss sensitive aspects of their lives. In HGIOS4 quality indicator (QI) 3.1, the features of an inclusive and equal school are well set out. In line with our authority Positive Relationships, Positive Behaviour (PRPB) Policy the whole learning community has a shared understanding of wellbeing and all stakeholders promote a climate where children and young people feel safe and secure.

The extent of loss is great with it being estimated that there are around 26,000 school age children in Scotland who have been bereaved of a parent or sibling at some point in their childhood. In 2014, around 2,390 parents died in Scotland, leaving around 3,920 dependent children[3]. Change and loss is not unique to bereavement but can come in a variety of forms both within the school and home settings. For example, within school all children experience a variety of teacher changes while at home, most UK marriages end within the first ten years and half involve children[4]. When parents' divorce, research suggests that most children have difficulty adjusting during the following two years[5]. The significance of the loss to the child is key to grief reactions – a young child whose pet rabbit dies will grieve just as they would if their grand-parent dies but the level and intensity of grief may be different.

Whilst bereavement and family breakdown affect some children, many more children experience changes that accompany loss in its widest sense. Children may have to change their home, school, and lose contact with friends and other family members. Some children

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[1] National Institute for Health and Clinical Excellence. (2008). Promoting children's social and emotional wellbeing in primary education, NICE public health guidance, 12.

[2] SEED. (2009). Health and Wellbeing Principals and Practice. Retrieved October 13 2010, from http://www.ltscotland.org.uk

[3] NHS Education for Scotland

[4] Greene, S., Anderson, E., Hetherington, E., Forgatan, M. & De Garnio, D.(2003). Risk and Resilience after divorce. In F.Walsh (Ed.)*Normal Family Processes*. Third Edition. (pp 96-120). New York : Guilford

[5] Amato, P. (2000). The consequences of divorce for adults and children. *Journal of Marriage and the Family*, 6, 1269 – 1287.

lose parents or carers due to substance misuse, mental illness, imprisonment. It is also possible for children to experience a change of family dynamic e.g. becoming a young carer.

Change and loss are ubiquitous, parents may be absent, all children lose teachers as they make transitions through school and whilst there is great variability in the changes that children face, their immediate reactions to loss and the changes that follow, can impact upon their ability to cope socially, emotionally and academically. A large percentage of children who experience loss also experience a decrease in their academic performance[6]. The more knowledge adults have of children's developmental concepts and potential reactions to loss, the more empowered they are to better support the child. [7] See Appendix 1 for more information on responses to grief, stages of grief, signs of distress and the adult role.

When adults provide a caring and empathetic relationship, insight and understanding children cope better with loss. Emotional coping can be stimulated by teachers or early years staff who make themselves available for children to talk about a loss and enable them to express their vulnerability and grief-related emotions[8].

Vision / Executive summary

This policy is designed to ensure that the needs of children, young people, staff and the wider school community, who have experienced bereavement, change and loss are identified. Within caring educational environments our staff will work together in partnership to support children and young people, their families and staff through periods of loss and change.

Our communication is open and honest with children, young people and their families and we use age appropriate language. Appropriate strategies are identified and implemented to support bereaved children and young people for as long as they need. We understand that change and loss is pervasive and therefore we take a proactive approach to support the development of resilience in our children. We are aware of staff support needs before, during and after periods of bereavement, change and loss.

Our Children's Rights

The United Nations Convention on the Rights of the Child places duties on adults to help children to realise their rights. This guidance on Bereavement, Loss and Change will ensure children's rights are at the centre of our approach and in particular around the following articles:

Article 3: Adults must do what's best for me. Adults should think about the best interests of children and young people when making choices that affect them.

Article 12: I have the right to be listened to and taken seriously. The opinions of children and young people should be considered when people make decisions about things that involve them and young people should be given the information they need to make good decisions.

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[6] Worden, W.(1996). *Children and grief: When a parent dies*. London: Guilford Press
[7] Long, R. & Fogell, J. (1999). *Supporting Pupils with Emotional Difficulties – Creating a Caring Environment for All*. London : David Fulton Publishers
[8] Dyregrov, A.(1990). *Grief in Children : A handbook for Adults*. London : Jessica Kingsley Publishers.

Article 13: I have the right to find out and share information. As part of the right to freedom of expression, this involves being able to find out information for yourself so you're able to share it in the way you want.

Article 16: I have the right to keep some things private. Children and young people have the right to privacy, just like adults do.

Article 39: I have the right to get help if I have been hurt, neglected or badly treated. Children and young people have the right to recover from difficult things that happen to them, and that they can expect to receive the help that allows them to do so.

Links to legislation: Bereavement, change and loss and the role of all

In the recent consultation draft of the Supporting Children's Learning Draft Code of Practice (Third Edition) 2017 the Scottish Government state:

"Generally, children and young people are keen to be seen as being no different to their peers. Throughout, the requirement should be to view children and young people as individuals and to tailor support, positively and sensitively, to their individual needs and circumstances, considering all aspects of wellbeing."

The CfE highlights the need for children to learn skills and strategies which will support them in challenging times, particularly in relation to change and loss (HWB 0-07a, HWB 1-07a, HWB 2-07a, HWB 3-07a, HWB 4-07a). Preventative interventions are required to give children psychosocial competence and reactive interventions are required to enable schools to support grieving children.

Anticipatory Grief

In some cases grief can be felt before the loss has even occurred. Anticipatory Grief refers to the emotions and feelings experienced when a loss is imminent or anticipated. Anticipatory Grief can begin as soon as loss becomes a likelihood such as in the case of a terminal illness or a friend moving house. It shares many symptoms of regular grief - sadness, anger, isolation[9]. But the awareness of the looming death may also bring anxiety, restlessness and hopelessness.

The child or young person may not be directly experiencing the loss of the person at this time but there may be resulting loss and change with regards to their lifestyle, care arrangements, everyday activities and connectedness with others. They may also be observing deteriorating health, and be directly involved in the increased care needs of a loved one which can be exhausting both emotionally and physically. Other feelings such as resentment or relief when a loss eventually occurs are common and completely normal but are confusing for a child or young person and can lead to feelings of guilt and shame [10].

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[9] Goldsworthy, K.K. (2005). Grief and loss theory in social work practice: All changes involve loss, just as all losses require change, *Australian Social Work.* 58(2) 167-178
[10] Dyregrov, A. & Dyregrov, K. (2013). Complicated Grief in Children—The Perspectives of Experienced Professionals." OMEGA — Journal of Death and Dying 67(3) 291-303.

Helping those who are hurting from bereavement change and loss or anticipating grief

Given the complex and varied needs of children and young people, it is difficult to gauge how the loss will affect them as individuals. However, the developmental age of a child does have a direct impact on their level of understanding, see Appendix 1 for details. Their response is also influenced by the behaviour and support of the adults around them. Teachers can help a child cope with the loss by having several simple, direct conversations and supporting the child or young person to express his or her feelings in a healthy way. Please see Appendix 1 for more information regarding responses to grief, stages of grief, signs of distress and the adults' role.

We all grieve differently. Children may show their sadness only occasionally and for brief periods, or may complain of physical discomfort, such as having a sore tummy or head, rather than expressing sadness[11]. A child's grief comes and goes, and a child may experience it in a new way as he or she grows older or passes a developmental milestone, such as starting school. Even into adulthood, events such as graduating from university may trigger renewed grief [12].

A child's school often provides a safe place to discuss, grieve and explore feelings of loss but staff may be reluctant to engage in these conversations due to a lack of confidence. They may be concerned about making the situation worse or saying the wrong thing.

Child Bereavement UK suggest the following principles should be embedded to aid the thinking of staff when supporting bereaved pupils:

Normality
For the majority of children or young people suffering a significant change in their life, the routines of school life can give a sense of normality. The familiarity of attending school or nursery with trusted individuals offers a sense of security and continuity. Maintain routines and timetable but allow for flexibility.

Relief from Grief
For children and young people, school or nursery can provide relief from a tense and emotionally charged atmosphere at home. There may be a constant stream of visitors expressing their own grief. Children and young people can find this difficult to deal with.

An Outlet for Grief
When a parent or sibling has died, children and young people can try to protect their surviving parent by hiding their own grief and pretending to cope. School is often seen as somewhere safe to express this grief.

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[11] Dyregrov, A. (2008). Grief in Children : A Handbook for Adults Second Edition. London: Jessica Kingsley Publishers, 2nd ed p.39

[12] Schmidt, M., Naylor, P.E., Cohen, D., Gomez, R., Moses. J.A., Rappoport. M. & Packman, W. (2018). Pet loss and continuing bonds in children and adolescents, Death Studies, 5 (4) 361-395,

A Listening Ear
Family members struggling to deal with their own grief can find it difficult to support their child's grief. For a child who wishes to, school staff can provide an opportunity to talk about what has happened with a familiar and trusted adult in relative peace and calm.

The Opportunity to be a Child
Children often take on more adult responsibilities in the house so school offers the chance to play, laugh, sing and generally just be a child without feeling guilty. Evidence suggests that play allows a child to express, understand and process emotions and is, therefore, a vital activity for bereaved children to help them cope with loss[13].

Home-School Communication
Processes should be in place to maintain regular contact with home as appropriate. Discuss plans for returning to school or nursery and keep in touch about progress and supports. Grieving children and young people can present differently across settings. Good communication will ensure a more realistic picture of how the child is coping.

Resources
It may be useful to have a selection of resources on the subject in the school or nursery. Books, poems, pictures and websites are an effective way to gently introduce the concept of death or use as a starter for discussions.

Developing Resilience
Create opportunities through the Health and Wellbeing curriculum or at more informal times to discuss issues surrounding bereavement, change and loss. It is not possible to fully prepare children and young people the impact that bereavement, change and loss. However, children can develop resilience and coping strategies through activities and discussions.

Taking Care of Yourself
Talking to a child or young person about the loss may be one of the hardest things an individual will ever have to do. Staff should do what they can to support the child, without expecting too much from themselves and should talk to someone if they need support. Someone within the school (e.g. HT or DHT) should take responsibility to ensure that those individuals supporting children or young people receive the support they need. In addition HTs and DHTs can receive support from their line management and/or other supporting agencies.

Supporting children returning

Preparing for a child returning to school:
A telephone discussion should take place between the child and/or their parent or main carer and the HT/DHT or responsible staff member prior to the date of the child's return to school. It is hoped that there would be a meeting convened to establish the child/parent/carer wishes and plan and confirm arrangements for a return to nursery/school. The template in Appendix 2 can be used to support this conversation. This meeting could take place either at the

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[13] Saracho, O. N., & Spodek, B. (1995). Children's play and early childhood education: Insights from history and theory. *Journal of education*, *177*(3), 129-148.

nursery/school or home wherever is most convenient and comfortable for the family. If a meeting is not possible, other communication (email or telephone) should be attempted. The meeting should consider:

- Which member of staff will meet the child/family member on their return to school/nursery in order to acknowledge what has happened and discuss confirm/adapt/amend the support plan in place for the child/YP. If the class teacher is identified cover should be arranged for their classroom in advance to facilitate this.

- If the child/YP wishes the school to explain to their peer or year group what has happened before they return to school.

- Emergency contact details should be updated as appropriate to establish who should be contacted in the event that the child/YP becomes overwhelmed during the school day and to avoid any accidental correspondence going forward.
- Normal routines should be established as quickly as possible however specific supports should be discussed and agreed within this plan. Appendix 2 will record the details and may include:
  - How the child will communicate that time out is required during class time, and who they would link with.
  - Access to a quiet space when time out is required.
  - Regular support arrangements/ check ins from an identified member of staff (see guidance for the key principles of active listening).
  - Adapting timetables on a temporary basis if necessary.

Other tasks to complete

- If appropriate a letter of condolence is sent to the family.
- Relevant staff are kept informed and expected to be mindful of the loss and act according to the child/YP's wishes. If appropriate the child/YP's class or group of friends might have an additional session focusing on feelings connected with loss. Staff can be given the "Tips" (Appendix 3).
- In line with this plan, if considered appropriate, a letter is produced for the class/everyone in the school to take home to their parents, outlining what has happened along with additional information on some possible reactions and responses that children may show. The tips sheet (Appendix 3) may help structure any conversations needed with parents/carers.
- Appendix 4 details some suggested answers for when children ask difficult questions when somebody dies and Appendix 5 details some suggested answers for when children ask difficult questions when there are changes at home and can be used as needed.

On the day of the child/YP's return
The adult who is to meet the child does so as arranged. Together they revisit the plan and make any necessary adjustments or amendments. The plan is implemented and is reviewed and evaluated as necessary.

As time passes...

A child's plan should be developed as supports are identified.

- Give the child/YP time. Remember that they will be grieving for life and the loss will always be with them.

- If appropriate offer tailor made support, for example, Seasons for Growth or by referring into a local service provider. However this should be child/YP led, and not forced.

- Be aware of important dates such as the anniversary of the event, Mother's Day, Father's Day, and so on.

1.7 Interventions
Interventions are in line with Inverclyde's GIRFEC pathways and can be described as being at universal, enhanced universal, collaborative or enhanced collaborative levels. See https://www.inverclyde.gov.uk/education-and-learning/girfec for more information on GIRFEC in Inverclyde.

1.8 Children with already identified Additional Support Needs
Children and young people with Additional Support Needs are sometimes assumed to need protection from loss more than most or not have the capacity to understand. It can be easy to underestimate their ability to cope with difficult situations. The challenge is finding creative ways to communicate when words are sometimes not appropriate.

1.9 Other support
Please see Appendix 6 for a case study/example of good practice and Appendix 7 for Online Bereavement & Loss Resources for Children & Young People.

Interventions and GIRFEC

Interventions are in line with Inverclyde's GIRFEC pathways and can be described as being at universal, enhanced universal, collaborative or enhanced collaborative levels.

Enhanced Collaborative and Collaborative

The Multi Agency Team should take bereavement, change and loss into consideration when informing the Child's Plan. Through triangulation of assessment appropriate and bespoke interventions should be identified to support the child through their development.

Enhanced   Universal

Children, who have experienced bereavement, change and loss may need additional support. School staff, parent'/carer and child would identify strategies to support the child.

Universal

Given that bereavement, change and loss is a universal experience, support focusses upon spending time to promote the skills which helps the child adapt to changes and loss. What goes on at this level shapes the culture of an organisation and gives a clear message to all members about how they should relate to each other. This is consistent with and should be used in conjunction with the local authority's PRPB policy.

2.0 Appendix

Appendix 1 – How Might Grief Present?

****It is important to note that any/all/none of these indicators may be present at any time in any individual regardless of age*****

Birth – 2 years	2-4 years	4 – 7 years	7 years to adolescence
• May not understand death or appreciate significance of the loss • May sense changes in the home • May display separation distress – persistent crying • May become detached/withdrawn • Detachment	• May see death as abandonment/punishment • May see death as reversible or not permanent • May connect unrelated events to death • May look for who is no longer there	• May display conflicted emotions • May feel responsible for the death • May see death as contagious • 'Magical thinking' – may believe their actions can make the dead person come alive again • Can understand symbolic acts like laying flowers	• Starting to understand the permanence of loss • May be able to verbalise emotions • May recognise others' pain and loss • May see death as a punishment • Fear of bodily harm for themselves and others

Indicators of Grief	Responses to Grief	Potential Behaviours		Adult Role
Shock	Irritability	Regression – immature behaviour	Projection of emotion onto others	Re-establish routines
Denial/Belief	Responds/reacts to emotions of adults	Change in sleeping or eating pattern	Temper tantrums	Comfort
Yearning/searching	Very present oriented	Bedwetting/insecurity	Misbehaviour	Drawing/playing
Sadness	Aware of change	Separation anxiety	Defiance	Acknowledge grief as normal
Anger	Repetitive questioning	Nightmares	School refusal	Allow/encourage expression of feelings
Anxiety	Irrational feelings of guilt	Violent play	Feeling physically unwell	Answer questions openly when asked
Guilt/Bargaining	May re-enact death/funeral during play	Problems in school	Fear of punishment for emotion	Demonstrate care and concern
Acceptance	Asks about loved one's return	Tiredness	Self-injury	Allow alone time but be available
	Questions about specific details	Poor concentration	Suicidal thoughts	
	Concerns about normality of the grieving process	Less social interaction		
	Some understanding of mourning			
	Fear loss of other loved ones			

Appendix 2 – Bereavement, change and loss support action plan for a Children and Young Person.

Under no circumstances would a child be given this document to complete individually. This document is intended to guide discussion to facilitate the creation of a plan. The document is optional and can be used by the identified school staff member to plan with families and outline the steps the school will take to support the child's return to school. Relevant information in the plan will be shared with key school staff members to ensure that they are aware of the arrangements that will support the child or address any difficulties that the child may experience.

Name:	
What would help the child feel supported with their return to school? What can the child do to stay emotionally healthy? What can the school do to support the child? *For example the child asking for help when they need it, who could be available for the child to check in with, what can we communicate to your peers regarding what will help the child, how will the child communicate that they need timeout from class, can the school provide a quiet space for the child if needed, how will the child manage break times etc.*	
Is there anything that the school should avoid doing? Is there anything that the child's friends/peers should avoid doing? *For example asking if the child is ok*	
What temporary adjustments could we put in place to support the child? *For example timetable adjustments*	

If the child becomes distressed what should the school staff do? *For example give the child space and time or stay with them?*

Who should school staff contact if needed? Do emergency contacts need updated?

What information does the child want school staff to share with the child's friends or peers?

When will we discuss this plan again?

Date:	
Signature of staff member :	

Appendix 3 – Tips for supporting children experiencing bereavement, change & loss.

For all

Ask how they are feeling and give them permission to express how they feel. Listen:

A caring empathic relationship is key for the child. Make eye contact with the child, sit near to them at their level, allow them to talk, nod in response to their words and acknowledge the situation "I can see that you are sad."
Sometimes, rather than asking direct questions, children will try and gauge your views via statements like 'Can I tell you something?' or 'Did you know that?' It is important at this time to recognise subtle changes in their tone of voice or body language can be a clue that they want to talk with you

Let them know they don't have to react like an adult and try to accept whatever they are feeling:
Accept children's play, it is normal for children to act out at times. Allow questions and conversations. Look at photographs. Your child is more likely to share his/her thoughts and feelings if he/she feels safe and accepted. "It's OK not to be sad all the time; it's OK to have fun".

Be patient:
Be prepared to answer the same questions over and over, this can be your child's way of making sense of the situation.

Normalise their reaction:
The way that you are feeling is normal, this has happened to other people too and this feeling will change."

Use clear language:

"I am sorry that your granny died."
"I miss your mum."
Avoid evasive terms like "she went to sleep," "she's in the sky," "we lost your granny" or "she left us."
If asked "Where have they gone?" or "Where are they now?" take account or consider the child's religion/cultural background when responding.
Do not be afraid to use the words dead or death "I was very sorry to hear of the death of your..."
Children and young people need honesty. Although sometimes difficult, it is better to answer awkward questions truthfully.
Recognise the full tragedy for the child. Do not try to comfort with comments such as "at least it is not as bad as..." You might think this is helpful, it is not.
Reassure them that they are not responsible. If this is an issue (it may not be for all children and young people), reassure them that what has happened is not their fault.

Remind them that things will get better:
Acknowledge that the event was distressing but balance with re-assurance that the world is usually reliable, predictable and dependable

Acknowledge your own feelings about change and loss and take care of yourself:
Do not hide your feelings. It is OK that we are not always calm and consistent in everything we do. Take time to yourself. Pay attention to what you need and then do what you have the energy and resources to do. The most important thing is taking care of yourself and your children.

Acknowledge that a child's behaviour may change:
Be understanding and accept the child's reactions to the circumstances

Answer questions honestly at the time when asked (where possible):
Your child may have lots of questions. If they ask a question to which you are not sure how to respond, ask them to think about the issue. Don't be afraid to say you don't know but you will try to find out for them. "That's an interesting question, let me think about that and get back to you"- gives you thinking time. See appendix 6 for information on how to answer difficult questions when someone dies and appendix 7 information on how to answer difficult questions when there are changes.

Inverclyde council

For Parents

Remember children cope best when they feel included:
If bereaved, experts suggest it is helpful and can support the grieving process if you let your child attend the funeral. Avoid unnecessary separation.

Consider how you are linking with the school:
Good communication with school stimulates emotional coping. Check out with the school if any areas of difficulty have arisen and try to work out strategies with your child and the school to make life easier.

Remember what you say can have a lasting effect on children.
Talk with your child about their worries;
they can be worrying that something could happen to you or them. Talk with your child and explore what may be on their mind. Offer them reassurance.

For Teachers

Routines:
Sticking to routines as far as possible as they retain a sense of stability when things are changing. Sensitively maintain the usual boundaries and expectations of behaviour. Try to be consistent, clear and patient in what you say.

Consider how you are linking with parents:
Good communication with home stimulates emotional coping. Help parents give adequate information, check what the family has told the child, check out where areas of difficulty lie and try to work out strategies with the children and their family to make life easier

Remember what you say can have a lasting effect on children
When the time is right, consider how to address change with the whole class. Education about bereavement, change and loss supports an easier adjustment process.

Appendix 4 – Difficult Questions children may ask when someone dies

Give responses which take account of poignancy of separation through death but remaining honest about what they can and cannot accept about the idea of being reunited, on some level, with the dead person.

Difficult Questions
It is essential to explain clearly to the child that the dead person is not cold, or in pain and does not need food anymore.
Young children are often curious about what happens to the body and it is quite acceptable to give information on different procedures for burial or cremation.

1. **What's it like to be dead?**
   No-one is sure but we know it doesn't hurt, we don't feel cold or hungry.

2. **Are they asleep?**
   Death is not sleep; the body has stopped working and cannot start up again.

3. **Why didn't the hospital/doctor make them better?**
   Usually people get a little bit ill and then they can get better, like a skinned knee when the skin mends. Sometimes, usually when we are very old, our body gets ill and it cant be made better, no matter how hard the doctors try.
   *Children whose sibling died in hospital need to be reassured that they were cared for; no one let them die.

4. **Was it my fault? Did I say something to make them die?**
   It wasn't your fault - words don't kill people and death is never a punishment.
   *Young children are not logical and often believe they can 'wish' something to happen.

5. **It's not fair -why was it him/her?**
   We don't always understand why one person gets ill and dies and another doesn't.
   *On one level, there is no answer to this.

6. **Where have they gone? Where are they now?**
   No 'answers' - take account or consider the child's religion/cultural background when responding.
   Sometimes, rather than asking direct questions, children will try and gauge your views via statements like '*Can I tell you something?*' or '*Did you know that?*' It is important at this time to recognise subtle changes in their tone of voice or body language can be a clue that they want to talk with you.

Appendix 5 – Questions children/YP may ask when relationships at home change

It is important to explain clearly to the child/YP that nothing they said, did or thought has caused the change. Give responses which take account of the difficulty of change but remain honest - if a child/YP asks a question you don't have the answers to, a possible response could be "That's a good question. Unfortunately, I can't answer that. I know it's hard to feel the way you are feeling but I know that you'll be OK.'

Don't be caught up in the 'who, what, when…' you are there to support the child. If you have any concerns about the child's wellbeing, consult your Management Team or Child Protection Officer as necessary.

Difficult questions and possible responses.

1. **Why did they fight?**
   I don't know for sure, but it doesn't mean they don't love you.
2. **Why can't they just get along?**
   Give an answer that avoids speculation and try to reassure the child.
3. **Why do I feel unhappy/sad?**
   Lots of things might have changed…you might feel different and find things hard to talk about, like lots of other children you might not see one of your parents as much as you used to or want to, you might be worried mum and dad won't work things out.
4. **Is it my fault?**
   Definitely not. It's not your fault things change at home.
5. **Whose side am I on?**
   You don't have to be on anyone's side. There might be times when you are angry with one or both of them and that's normal. Remember that although adults may say things about each other that can upset you, they still love you very much.
6. **How can I fix it?**
   You can't but there's nothing you have done to make it happen. It's OK to ask them questions and tell them things that worry you. Remember I am here to listen if you want to talk.
7. **Do I have to like their new friends?**
   That's up to you. It's OK to like them. Decide how you feel about their new friends by what they do and say to you.

Appendix 6 – Case Study/Example of good practice

School Response: Katy's Story (adapted from Winston's Wish)

The following takes the hypothesis of a primary school setting, a sudden unexpected death of a parent (we'll make it her father) at the weekend, and a young person (we'll call her Katy) aged around 10. It raises some of the stages and issues that may prove helpful in managing the impact of the death on your school or community setting. It makes some assumptions, (for example, that Katy returns to school after a few days rather than the same morning) and may need some adaptation depending on who has died and the age of the child/children involved. This was one school's response, your journey will be your own but there will be some similarities and some useful things to consider.

Short Term

- The school is informed of the death on Monday morning. The school liaise with Katy and her family to decide how the rest of the school will learn about the death.
- The head refers to **this document.** Katy's class teacher, Mr Sharples is informed.
- The family are invited to meet to plan Katy's return to school
- As per Katy and her families wishes the rest of the staff are informed.
- Informed by discussions with the family it is discussed whether each class teacher will tell their class or if the headteacher will visit all the classes to tell what has happened to Katy's family. This is determined by who actually knows Katy in the other classes or if she has relatives attending the school – it may not be appropriate for the whole school to know about Katy's situation, a decision like this should be made by the school's own Senior Management Team as informed by Katy and her families wishes.
- A quick reminder of any other child in the school who has been previously bereaved is given to teachers to prepare them to offer additional support if required.
- In this case it was not considered appropriate for a letter to be produced for the class/everyone in the school to take home to their parents. If this had been the case a letter would have been sent outlining what has happened along with additional information on some possible reactions and responses that children may show**.**
- A letter of condolence is sent to Katy's family.

Medium Term – before Katy's return to school

- The school stays in touch with the family to find out what Katy wants to happen on her return to school. It may be that Katy wants to tell the whole class what has happened or that she would prefer Mr Sharples to say something simple to acknowledge her return. Katy decides she wants to say something herself.
- In partnership with the family, it is agreed how the school will mark the funeral. It may be that some staff attend and some friends of Katy's. Other members of the school may wish to contribute memories of Katy's father.
- Staff are kept informed and encouraged to acknowledge the death to and with Katy.

- They are encouraged to talk with their class about how Katy and her family may be feeling and how they will support her on her return. A simple form of words such as 'I am really sorry to hear about your father's death, Katy' is suggested for those who are unsure of what to say.
- In this case Katy's own class and group of friends had an additional session focusing on feelings connected with loss and grief.
- A member of staff identified who will meet Katy and her family on her return to school. Katy requested that her class teacher Mr Sharples meet her, therefore cover is arranged for their classroom in advance to facilitate this.

Medium term – when Katy returns to school

- Mr Sharples is waiting when Katie arrives and they have some time together. During this time, he checks that Katy is still happy with their plans for her return to class.
- Katy and her teacher identify a classroom teacher Ms Jones who she can seek out if needed and Mr Sharples is not available.
- Katy and Mr Sharples go to her class for her to rejoin it. Katy said that she wants to tell people what has happened. Therefore she is given this opportunity to do this. As per agreed if Katy gets upset her teacher gently finishes the account. This gives the class as much information as is known that Katy's family are comfortable with being shared about the death.
- Both Katy and Mr Sharples make the point that she wants people to talk to her about what has happened and to understand that she will cry sometimes.
- Time is set aside at the end of the day for Katy to spend a little time with Mr Sharples checking out how things have been during the day, any changes she would like to make to the next day (where possible) and agreeing a plan for the following morning. They agree that a group of Katy's friends could wait outside and walk in with her instead of Mr Sharples.

Longer term

- Mr Sharples, in agreement with the rest of the staff, arranges a system for Katy whenever the pressure of grief builds up. She may be allowed "time out" or to seek out her supporter.
- The school ensures that Katy's family knows about any local child bereavement service and also provides information on national services. This may involve making a referral/working in partnership with a service for example, Inverclyde Psychological Services or local Inverclyde based organisations.
- Mr Sharples compiles a 'calendar of memories' – noting any dates that will be especially sensitive for Katy – the anniversary of the death, her father's birthday, Fathers Day, and so on. This calendar can follow her through the school and a note is made that this information will pass at transition to the secondary school next year.
- All those who teach Katy have a heightened sensitivity to issues that may affect her – for example, consider the circumstances around the death, and the nature of proposed learning contexts to ensure Katy is not unnecessarily upset.

Appendix 7: Online Bereavement & Loss Resources for Children & Young People

Topic	Online Resources: Pre 5	Online Resources: Primary	Online Resources: Secondary	Online Resources: SEN
School Bereavement Policy	childbereavementuk.org	childbereavementuk.org	childbereavementuk.org	childbereavementuk.org
Views of young people on how best to meet their needs in times of loss/ bereavement		childhoodbereavementuk.org cruse.org.uk	childhoodbereavementuk.org cruse.org.uk	childhoodbereavementuk.org
Good practice on child returning to school after a bereavement	winstonswish.org	winstonswish.org goodlifedeathgrief.org.uk cruse.org.uk seesaw.org.uk childbereavementuk.org	winstonswish.org goodlifedeathgrief.org.uk cruse.org.uk seesaw.org.uk childbereavementuk.org	winstonswish.org childbereavementuk.org
Suggestions for continuous support	childbereavementuk.org	childhoodbereavementuk.org winstonswish.org goodlifedeathgrief.org.uk https://www.ataloss.org/resources	childhoodbereavementuk.org winstonswish.org goodlifedeathgrief.org.uk https://www.ataloss.org/resources	childbereavementuk.org
Resources for children at times of loss	childbereavementuk.org	childbereavementuk.org goodlifedeathgrief.org.uk https://www.ataloss.org/resources	childbereavementuk.org cruse.org.uk https://www.ataloss.org/resources	childbereavementuk.org
Resources for parents	childbereavementuk.org	childbereavementuk.org cruse.org.uk seesaw.org.uk https://www.ataloss.org/resources	childbereavementuk.org cruse.org.uk seesaw.org.uk https://www.ataloss.org/resources	childbereavementuk.org seesaw.org.uk

Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/19/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Services – Child Protection Guidelines		

1.0 PURPOSE AND SUMMARY

1.1 ☐For Decision ☒For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note the Education Service's Child Protection Guidelines.

1.3 The guidelines were previously presented to the Education Committee in March 2024, having been drafted in alignment with the Inverclyde Child Protection Committee's multi-agency procedures agreed in 2023 and can be found here: Information for Professionals - Inverclyde Council. These in turn are linked to and in line with the Child protection learning and development 2024: national framework - gov.scot .

1.4 The procedures should be considered alongside the National Guidance and links are provided throughout the document to relevant sections in the National Guidance. In addition, the recently updated Getting it right for every child (GIRFEC) - gov.scot Getting it Right for Every Child (GIRFEC) Policy and Multi-agency Operational Guidance, incorporating Chronologies Guidance 2022 should also be referred to – in particular in relation to the Child's Plan and Chronologies, along with A National Risk Assessment Toolkit is a resource which integrates the GIRFEC National Practice Model in a generic approach to assessment of risk, strength and resilience in the child's world.

1.5 The Education Service has kept the guidelines under review and at this time there is no requirement to alter them.

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the Education Service Child Protection guidelines.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The Inverclyde Child Protection Committee (ICPC) Multi Agency Procedures have been produced by Inverclyde Child Protection Committee, in partnership with six neighbouring Child Protection Committees – East Renfrewshire, Renfrewshire, East Dunbartonshire, West Dunbartonshire, North Lanarkshire and South Lanarkshire.

3.2 The procedures are for practitioners and managers working across the statutory and voluntary sectors in Inverclyde. They set out the responsibilities of all agencies to recognise and consider the potential risks to a child, regardless of whether the child is the main focus of their involvement. They also recognise the importance of partnership working.

3.3 They have been updated to reflect the National Guidance for Child Protection in Scotland 2021, the procedures provide a local focus for the national guidance, reflect practice in Inverclyde and provide links to relevant local guidance and procedures. Key local templates are also provided as an appendix.

3.4 The ICPC Multi Agency Procedures make it clear that services should outline their own child protection guidance, linked to them.

3.5 The Education Child Protection subgroup reviewed the previous 2019 guidelines and updated them in March 2024. They have continued to monitor their implementation, including implementing from August 2024 a new auditing process for reviewing compliance by educational establishments with them. At this time there is no requirement to update them.

3.6 Underpinning the ICPC Multiagency Child Protection Procedures and Education Services Child protection guidelines is a significant and substantial policy context relating to wellbeing and child protection, alongside general principles of participation. These can be found via the following hyperlinks:
United Nations Convention on the Rights of the Child (UNCRC)

Getting it right for every child (GIRFEC)

#KeepThePromise

Trauma-informed practice: toolkit - gov.scot

4.0 PROPOSALS

4.1 N/A.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

N/A.

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
N	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) <u>Children and Young People</u>

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.