Education Scrutiny Committee

Committee Room 2 (FHM05.002), 5th Floor, Fife House, North Street, Glenrothes – **Blended Meeting**

Tuesday, 21st March, 2023 - 10.00 a.m.

AGENDA

		Page Nos.
1.	**APOLOGIES FOR ABSENCE**	
2.	**DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.	
3.	**MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 24th January, 2023.	3 – 6
4.	**INSPECTION OUTCOMES AUGUST 2021 – JANUARY 2023** – Report by the Executive Director - Education and Children's Services.	7 – 21
5.	**RELATIONSHIPS & BEHAVIOUR - SUPPORT FOR SCHOOL STAFF** – Report by the Executive Director - Education and Children's Services.	22 – 51
6.	**RELATIONSHIPS & BEHAVIOUR - SUPPORT FOR PUPILS** – Report by the Executive Director - Education and Children's Services.	52 – 62
7.	**EDUCATION SERVICE REVENUE BUDGET 2022-23 PROJECTED OUTTURN** – Joint Report by the Executive Director, Finance & Corporate Services and the Executive Director - Education and Children's Services.	63 – 69
8.	**EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2022-23: PROGRESS REPORT** – Joint Report by the Executive Director, Finance & Corporate Services and the Executive Director - Education and Children's Services.	70 – 75
9.	**EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME** – Report by the Executive Director, Finance & Corporate Services.	76 – 79

Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.

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14th March, 2023

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Agendas and papers for all Committee meetings can be accessed on
www.fife.gov.uk/committees

BLENDED MEETING NOTICE

This is a formal meeting of the Committee and the required standards of behaviour and discussion are the same as in a face to face meeting. Unless otherwise agreed, Standing Orders will apply to the proceedings and the terms of the Councillors' Code of Conduct will apply in the normal way

For those members who have joined the meeting remotely, if they need to leave the meeting for any reason, they should use the Meeting Chat to advise of this. If a member loses their connection during the meeting, they should make every effort to rejoin the meeting but, if this is not possible, the Committee Officer will note their absence for the remainder of the meeting. If a member must leave the meeting due to a declaration of interest, they should remain out of the meeting until invited back in by the Committee Officer.

If a member wishes to ask a question, speak on any item or move a motion or amendment, they should indicate this by raising their hand at the appropriate time and will then be invited to speak. Those joining remotely should use the "Raise hand" function in Teams.

All decisions taken during this meeting, will be done so by means of a Roll Call vote.

Where items are for noting or where there has been no dissent or contrary view expressed during any debate, either verbally or by the member indicating they wish to speak, the Convener will assume the matter has been agreed.

There will be a short break in proceedings after approximately 90 minutes.

Members joining remotely are reminded to mute microphones and switch cameras off when not speaking. This includes during any scheduled breaks or adjournments.

THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – GLENROTHES – BLENDED MEETING

24th January, 2023 **10.00 a.m. - 11.55 a.m.**

PRESENT: Councillors Kathleen Leslie (Convener), Naz Anis-Miah, Lynn Ballantyne-Wardlaw, Aude Boubaker-Calder, Patrick Browne, Ian Cameron, Colin Davidson, Dave Dempsey, Sean Dillon, Linda Erskine, Alycia Hayes, Louise Kennedy-Dalby, Lynn Mowatt, Sarah Neal, Daniel Wilson, Mr. Alastair Crockett and Ms. Mary Caldwell, Religious Advisors.

ATTENDING: Carrie Lindsay, Executive Director, Education and Children's Services; Shelagh McLean, Head of Education & Children's Services (Early Years and Directorate Support); Kevin Funnell, Service Manager (Operations); Deborah Davidson, Education Manager; Rona Weir, Education Manager; Pamela Colburn, Quality Improvement Officer (PE, Physical Activity & Sports), Education & Children's Services; Adam Brown, Depute Principal Psychologist (Strategy), Education Psychological Service; Alison Binnie, Finance Business Partner; and Diane Barnet, Committee Officer, Legal & Democratic Services, Finance & Corporate Services.

APOLOGIES FOR ABSENCE: Councillor John Caffrey and Mr. Brian Blanchflower, Religious Advisor.

24. DECLARATIONS OF INTEREST

No declarations of interest were submitted in terms of Standing Order No. 7.1.

25. MINUTE

The Committee considered the minute of the Education Scrutiny Committee of 15th November, 2022.

Decision

The Committee agreed to approve the minute.

26. REPORT ON THE EDUCATION LED TEST OF CHANGE – NEURODEVELOPMENTAL PATHWAY UPDATE

The Committee considered a report by the Executive Director, Education and Children's Services providing an update on the progress made since the previous report was considered by the Education, Health and Social Care Scrutiny Committee on 8th February, 2022. That report outlined the work of the Multi-agency Strategic Oversight Group Focus: Neurodevelopmental Pathway. The terms of reference and purpose of the group were outlined in the initial Committee report to the Education and Children's Services Health and Social Care Scrutiny Committee on 9th February, 2020.

The/

The report provided an update on the progress to date of the 'Test of Change' (ToC) which, although in partnership with the NHS, had been led by the Education Service. There were also references to the other two 'Tests of Change' that were also being overseen by the Oversight Group as detailed in Appendix 2 of the report.

Decision

The Committee:-

(1) acknowledged the progress of the education-led test of change;

(2) considered the possible next steps outlined in the report;

(3) agreed to scrutinise a further report on the ongoing progress on the implementation of the neurodevelopment pathway by education, within six months of the completion of the test of change; and

(4) agreed that the report at (3) above would include comparative information between referrals through the Neurodevelopmental (ND) Pathway and those made via existing arrangements.

27. EARLY LEARNING AND CHILDCARE – SCOTTISH GOVERNMENT DEFERRAL PILOT

The Committee considered a report by the Head of Education and Children's Services providing details of the impact of Fife Council's participation in the Scottish Government pilot scheme to extend the automatic right to receive an additional year of funded ELC to all children eligible to defer entry into Primary 1, providing details of those children accessing a deferred year of Early Learning and Childcare during session 2022/23.

Decision

The Committee:-

(1) noted the information provided regarding children accessing a deferred year of Early Learning and Childcare during session 2022/23 and the impact of participation in the deferral pilot on the numbers of children accessing this; and

(2) requested a further update report be submitted to this Committee for scrutiny around October this year, on a date to be confirmed.

28. STRATEGIC HEALTH AND WELLBEING APPROACHES – CHILDREN & YOUNG PEOPLE

The Committee considered a report by the Head of Education and Children's Services outlining progress with the strategic approaches in place, coordinated through the Education Service, for supporting children and young people's Health and Wellbeing.

Decision/

Decision

The Committee:-

(1) noted the current context relating to Fife young people's health and wellbeing;

(2) acknowledged the strategic approaches being implemented; and

(3) noted the next steps outlined in the report on areas that could be addressed within the Health and Wellbeing Strategy.

29. SCHOOLS WORKFORCE PLANNING: ACADEMIC SESSION 2022/23

The Committee considered a report by the Head of Education and Children's Services providing information on the position regarding teacher, early years and pupil support assistant staffing for the current academic session, 2022/23, and providing details of progress in relation to workforce planning activities for 2023/24.

Decision

The Committee noted the content of the report and the progress with workforce planning approaches.

30. EDUCATION SERVICE REVENUE BUDGET 2022-23: PROJECTED OUTTURN

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services, providing an update on the forecast financial position for the 2022-23 financial year, for the areas in scope of the Education Scrutiny Committee.

Decision

The Committee noted:-

(1) the current financial performance and activity as detailed in the report; and

(2) the projected outturn position and the relevant areas of projected over and under spend within the Service.

31. EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2022-23: PROGRESS REPORT

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services, providing information on the overall progress of the Education Service capital programme for the current financial year 2022-23 as well as informing on progress on major projects.

Decision/

Decision

The Committee noted:-

(1) the financial position as detailed in the report, and

(2) that the budget had been revised to reflect the outcome of the Capital Plan review undertaken in February 2021 and the subsequent re-phasing exercise carried out in May 2022.

32. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Committee considered the Education Scrutiny Committee draft Forward Work Programme.

Decision

The Committee noted the Education Scrutiny Committee draft Forward Work Programme which would be updated as required, to include the following:

(1) as referenced at Para. 26. (3) above, an update report on the implementation of the neurodevelopmental pathway - on a date to be advised;

(2) as reference at Para. 27 (2) above, a further report on the uptake of the Deferral Pilot scheme - on a date to be advised;

(3) in light of recent media interest, a report relating to violence in schools across Fife - to be submitted by the end of the school year (on a date to be advised);

(4) a separate, but related report to (3) above, with a focus on violence and aggression toward school staff - on a date to be advised; and

(5) having agreed to the setting up of a Committee working group relating to the attainment gap (starting with early years, nursery and P1), the Committee would consider a report on the working group's findings at a future meeting of the Committee - on a date to be advised.

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21 March 2023

Agenda Item No. 4

Inspection Outcomes August 2021 – January 2023

Report by:	Carrie Lindsay, Executive Director, Education and Children's Services
Wards Affected:	ALL

Purpose

The purpose of this paper is to provide for the Education Scrutiny Committee an overview of the quality improvement activity across our schools and early learning centres, Education Scotland inspection activity in Schools and Care Inspectorate Inspections within Early Learning Centres and Out of School/Creche Provision, during the academic Session 2021/22.

A summary of Education Scotland and Care Inspectorate inspections from August 2022 is also provided, however, more detail of the outcome of inspections for the whole of academic year 2022/23 will be provided to the Scrutiny Committee in January 2024.

Recommendation(s)

The Education Scrutiny Committee is asked to:

- Scrutinise the outcomes of the inspection activity; and
- Note areas of success and progress, as well as the actions being taken to ensure continued improvement.

Resource Implications

None

Legal & Risk Implications

There are no direct legal/risk implication arising from the report.

Impact Assessment

An impact assessment checklist is not required as this is a performance report.

Consultation

There was no specific consultation related to this report

1.0 Background

1.1 The Care Inspectorate is the independent scrutiny and improvement body for care and children's services. It regulates and inspects Care Services, Early Learning and Childcare including nursery classes. The timetable for inspections is organised directly by the Care Inspectorate with no notice given to head teachers/managers and staff prior to the inspection beginning.

1.2 Since 1 April 2018, the Health and Social Care Standards have been used across Scotland. They have been developed by Scottish Government to describe what people should experience from a wide range of care and support services. The Care Inspectorate's expectation is that they will be used in planning, commissioning, assessing and delivering care and support. The Care Inspectorate use them to inform decisions made about quality. The Care Inspectorate is required, by law to consider the Health and Social Care Standards when making decisions during our inspections. The headline outcomes are:

- I experience high quality care and support that is right for me
- I am fully involved in all decisions about my care and support
- I have confidence in the people who support and care for me
- I have confidence in the organisation providing my care and support
- I experience a high-quality environment if the organisation provides the premises

1.3 The grades awarded to services at inspections by the Care Inspectorate describe how well those services are performing against quality questions and indicators. Inspectors use their professional knowledge and experience, along with the National Care Standards, to determine the most appropriate grades. The Quality themes until June 2022 were as follows:

- Quality of Care and Support
- Quality of Environment
- Quality of Staff
- Quality of Management and Leadership

1.4 The Care Inspectorate planned to launch a new quality framework in spring 2020 but this was delayed due to the pandemic. After consultation and testing of this framework on inspections the Early Learning and Childcare Quality Framework has now been fully implemented within the ELC sector to support in the self-evaluation of settings.

1.5 The core of this approach for all early learning and childcare settings, including school aged childcare and childminders, is the quality framework which sets out the elements that will help Care Inspectorate answer key questions about the impact care and learning is making to children. The primary purpose of a quality framework is to support settings to evaluate their own performance. This framework is then used by Care Inspectors to provide independent assurance about the quality of care and support.

1.6 From June 2022, the Care Inspectorate uses the following key questions to understand what contributes to the wellbeing of young children:

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

1.7 Each quality indicator has a small number of key areas and short bullet points which outlines the areas of practice covered. These have been developed to help answer the key questions.

1.8 Account is also taken of information and intelligence received on the performance of care services: from people who use them, the complaints process, and from notifications received from services about significant events that happen or any major change that affect the service delivered.

1.9 It is not uncommon for care services to see their grades change over time, either positively or negatively.

1.10 The Care Inspectorate inspection programme operates from April – April each year. When using the framework at inspections, Care Inspectors will select a small number of quality indicators to inspect against. It is likely that they will inspect:

- 1.1 Nurturing care and support
- 1.3 Play and learning
- 2.2 Children experience high quality facilities
- 3.1 Quality assurance and improvement are led well, and
- 4.1 Staff skills, knowledge, and values. (For childminders, without assistants)
- 4.3 Staff deployment

1.11 They may then pick other selected additional Quality Indicators based on where they judge the service has most room for improvement. It is therefore hard to measure one inspection against another. Continual improvement is needed to raise the bar, and this is why services are required to undertake their own self-evaluation and improvement activity.

1.12 *Education Scotland* inspects in a range of educational establishments, including special schools, early learning and childcare, independent schools, primary schools, residential schools, and secondary schools. Inspections are designed to serve the core purpose of 'improving outcomes for all Scotland's Learners.' All Education Scotland Inspections were paused from March 2020 due to COVID 19.

1.13 On 3rd December 2021 Education Scotland announced that, taking into account stakeholder views around the ongoing challenges settings and schools were facing dealing with COVID-19, HMIE would not resume the routine early learning and childcare and school inspection programme as originally planned. Instead, they confirmed that from mid-February 2022, if COVID-19 conditions allowed, HMIE would carry out "recovery" visits to support the education sector as it continued to respond to the impact of the current pandemic.

1.14 The focus for the 'recovery' visits was to allow establishments to talk about their own current priorities as they responded to the pandemic. It was also to listen to how practitioners are addressing the impact of Covid-19 with a particular focus on the continuity of learning and the wellbeing of staff and learners. HMIe were keen to learn what was working well along with the challenges faced and solutions found. They did not report on specific quality indicators or give grades as part of these visit.

1.15 Throughout Session 2021- 2022 we continued to support all our establishments through a range of quality improvement processes involving school leaders. Most establishments participated in a Learning Partnership which comprised of a mix of virtual and in-person quality improvement activity. Further understanding of our schools and early learning centre's performance was gathered through Standard and Quality Reports, Pupil Equity Plans and Reports, attainment, attendance and exclusion data and the School Improvement Plans for 2022/23. These processes supported Headteachers in their self-evaluation of their establishment's strengths and areas for development.

1.16 In September 2021 we worked collaboratively with Education Scotland and ADES (Association of Directors of Education Scotland) to evaluative our strengths and areas for improvement with our own systems and processes.

2.0 Self-Improving Processes within Fife

2.1 **The Rationale underpinning quality improvement activity across schools and early learning centres:**

- In line with national expectations, we are building an empowered, connected, self-improving system to achieve excellence and equity for all children and young people as set out in the National Improvement Framework (NIF).
- School leadership is a key driver for improvement. Evidence from the OECD and elsewhere demonstrates that leaders, at all levels, who are empowered and collaborative, and who empower others, are well placed to ensure the highest quality of learning and teaching.
- In an empowered school-led system, school leaders should be part of the collective leadership of the system, as well as leaders within their own organisation. The leadership skills required include: working across organisational boundaries; building shared values and trust; drawing on a wide range of perspectives and resources across systems to design local solutions; and reflecting local context, communities and aspirations.
- Effective school leaders support cultures that welcome and foster teacher agency, supporting and enabling collaborative professionalism, including teacher-led professional learning.
- Educational establishments should constantly seek to improve through self-evaluation activities focusing on improving outcomes for young people. Learning Partnerships/Extended Learning Partnerships should support and challenge the quality of education being provided, focus on outcomes for all children, provide opportunities to share practice and encourage colleagues/establishments to learn from one another through genuine partnerships and collaboration.

2.2 **Aims of Learning Partnerships (LP) and Extended Learning Partnerships (ELP)**

- All establishments participate within either a Learning Partnership or Extended Learning Partnership every year. Establishments are grouped across Fife (either 3 or 4 establishments) Headteachers with a Local authority link work together to support self-evaluation activities across these establishments. This process involves an initial dialogue to discuss attainment and improvement priorities between August and September, a visit to the establishment to engage in quality improvement activities between October and March and a final dialogue to discuss successes and challenges of the year and identified priorities for next session between April and May.
- Staff, parents, pupils and partners can be involved in the process through various activities.
- All establishments write a report after the visit identifying strengths and areas for improvement, the outcomes from the process should be shared with staff.

Learning Partnerships aim to:

- Support the professional autonomy and empowerment of school leaders and school communities in their on-going self-evaluation
- Focus on school improvement activities and improved outcomes for children and young people
- Support strong partnership working between school leadership teams as well as outcomes focussed collaboration
- Provide opportunities to share areas of good practice, expertise, strategies for improvement and offer challenge to achieve continuous improvement
- Support the further development of self-improving systems at local level

3.0 Education Scotland inspections of Fife Council establishments August 2021 – January 2023

3.1 Education Scotland visited Freuchie Primary School and Beath High School as follow up visits from their original inspections in Session 2018 – 2019.

3.2 The outcome of the return visit to Freuchie Primary School was published on 14th December, 2021 with HMIE concluding, 'The school has made very good progress in taking forward all areas of improvement that were identified at the original inspection. Staff have addressed the areas for development from the original inspection successfully. As a result, Education Scotland will make no more visits to the school in connection with the original inspection.'

3.3 The outcome of the return visit to Beath High School was published on 25th January, 2022. It stated that, 'Staff focus during both periods of school closure was on ensuring that support was available for all young people. Health and wellbeing and mental resilience was a high priority. During the two periods of school closure, young people were well cared for by staff and their learning was supported and resources targeted at those most in need.'

3.4 It was also recognised that relationships across the school, amongst pupils and with staff, have improved significantly.

3.5 Staff have addressed the areas for development from the original inspection successfully. As a result, Education Scotland will make no more visits to the school in connection with the original inspection.

3.6 During Session 2021 – 2022 Queen Anne High School, Beanstalk Family Nurture Centre and Calaiswood Special school participated in the national thematic inspection focused on *Approaches to supporting children and young people's wellbeing.* The two other national thematic inspections – Outdoor Learning and Supporting recovery did not involve any Fife establishments. Links to full report in Appendix 1.

3.7 Four Fife schools – Donibristle Primary School, Duloch Primary School, Levenmouth Academy and Pitteuchar East Primary School participated in "Recovery Visits" as detailed in section 1.14. These visits provided support to the individual schools on their identified areas for continuous improvement. The outcome of these visits was not shared publicly.

3.8 From September 2022, Education Scotland have returned to normal inspection activities across all establishments.

3.9 Since the return of Inspection in September, we have had 9 inspections across our establishment. One Family Nurture Centre; 6 Primary Schools and 2 Secondary Schools.

3.10 Education Scotland has continued to use two inspection models for schools.

The full model inspection is over 5 days and covers a range of Quality Indicators (QIs) as part of this process the following areas are inspected:

1.3 Leadership of Change
2.3 Learning, teaching and assessment
3.1 Ensuring inclusion, wellbeing and equality
3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)
2.2 Curriculum – Learning Pathways
2.7 Partnerships – Impact of parental engagement
2.1 Safeguarding

In this process, QIs 1.3, 2.3, 3.1 and 3.2 are given an evaluative grade.

3.11 The short model inspection is over 2 days and covers 2 Quality Indicators. As part of this process the following areas are inspected.

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)
2.1 Safeguarding

In this process 2.3 and 3.2 are given an evaluative grade.

3.12 This session we have had 5 long model inspections and 4 short model inspections.

3.13 All published inspection reports are available https://education.gov.scot/education-scotland/inspection-reports

3.14 *Outcomes for 2022 – 2023 Inspection in Appendix 4*

4.0 Care Inspectorate Inspections

4.1 Between August 2021 and January 2023, 30 Early Years provisions were inspected by Care Inspectorate. These inspections were across early years provision within primary school and family nurture centres.

Evaluative grades for individual establishments are included in Appendix 2.

4.2 When an establishment is graded as a 3 or below the establishment is put into a Service Improvement Period (SIP) and intense support is provided by the Local Authority. We currently have 3 establishments within this period. Viewforth Family Nurture Centre, South Parks Primary (ELC) and Donibristle Primary (ELC)

4.3 From August 2021 – January 2023, there were 2 out of school club and 0 creche inspections.

Evaluative grades for individual establishments are included in Appendix 3.

5.0 Collaborative Improvement

5.1 In September 2021, managers and officers from the Education Service engaged in a collaborative improvement approach with colleagues from ADES and Education Scotland. The focus of this collaborative improvement was to consider aspects of the approach taken in Fife to supporting and challenging our establishments, leaders and their teams and the impact this was having on improvement and outcomes for children and young people.

5.2 Key themes explored through this work were:

- Self-improving system
- Literacy and Numeracy
- Equity and Quality Improvement Capacity Building
- Learning, Teaching and Assessment Strategy

5.3 Summary of Feedback Received from Collaborative Improvement Model

5.3.1 **Strengths**

- Confident and empowered leaders within Fife establishments.
- School leaders have ownership of the system and supporting guidance which has evolved in line with national and local context.
- School leaders are actively seeking the support and the challenge that the system is designed to provide.
- Strong culture of Professional Learning supported by a comprehensive Professional Learning & Leadership framework.
- Online professional learning has broadened accessibility for staff across Fife.
- Commitment at LA level to building capacity in the use of improvement methodology to support improvement activity across the system.
- Workshop for Literacy & Conceptual Understanding in Numeracy programmes for leaders and practitioners are based on current research evidence and continue to

be regularly reviewed and evaluated. Guidance is well used to support teachers to plan and assess high quality learning and teaching in literacy and numeracy.
- Schools were able to demonstrate they had a continued focus on the cost of the school day as well as closing the poverty related attainment gap.
- Learning with care strategy has moved at pace and this is supporting care experienced young people in schools.
- Promoting Playful Pedagogy is having a positive impact on attainment, transitions, and engagement of children in learning.
- Assessment and moderation networks have been revitalised.

5.3.2 **Next steps**

- Review aspects of the self-improving system where they may be inconsistencies in approaches that are perceived to be/or are weakening our system.
- Continue to strengthen connection between Professional Learning and Directorate priorities.
- Continue to support the use of Quality Improvement methodologies as fundamental approaches to addressing improvement priorities in schools and early learning centres.
- Build on strength of Pupil Equity Fund (Attainment Scotland Fund) networks to provide continued challenge to schools and to share good practice.
- Refresh, renew and relaunch Learning, Teaching & Assessment Strategy and supporting materials, emphasising key features of high-quality learning, teaching and assessment that remain, developments in approaches during pandemic (digital), and also area of need that have increased that we will have a greater focus on.
- Continue to support schools in the development of guidance to share with parents/carers around the conceptual numeracy approach.
- Develop guidance on planning for progression in learning linked to playful pedagogy.

The next steps identified were used to support Attainment Reform priorities for Session 2022 – 2023.

6.0 Conclusions

6.1 Evidence gathered on the performance of our establishments looked different in Session 2021/22 due to no formal Education Scotland Inspections and very few Care Inspectorate inspections. Our internal processes and some external opportunities to work collaboratively locally, regionally and nationally has provided strong evidence that our schools and early years settings were focused on supporting children, young people and families to recovery from the pandemic and improving outcomes for all children and young people.

6.2 Within Fife, we continue to seek continuous and sustained improvement through the engagement and empowerment of school leaders. School leaders are supported and challenged through Learning Partnerships which have been established across all schools.

6.3 We will continue to work in collaboration with schools/early years settings within Fife, across the broader South East Improvement Collaborative and nationally to continue to improve outcomes for all children and young people in all educational establishments.

6.4 We are currently analysing local, regional and national outcomes since the return of Education Scotland Inspection from September 2022, and Care Inspectorate Inspections, and use this data to review our internal processes to ensure all establishments are continuing to improve.

6.5 Although prior to COVID inspection activity in schools and centres was increasing, some schools will not have been inspected for a considerable period of time. We cannot and do not wait on inspection activity alone to help secure continuous improvement. Working with professionals across Fife, the Directorate is seeking to ensure that schools and practitioners take increasing ownership for improving practice and, of course, improving outcomes for our children and young people. This is entirely consistent with the national direction of travel in terms of emphasising the importance of schools and Headteachers leading the improvement process through the empowerment agenda.

6.6 More detail on the outcomes of all our inspections for session 2022- 2023 and our inspections outcomes compared to outcomes from national inspections will be shared in a further report in January 2024.

List of Appendices

1. Links to Education Scotland published reports
2. Evaluative Grades for Care Inspectorate for Early Years Settings
3. Evaluative Grades for Care Inspectorate for Out of School Care
4. Education Scotland Inspection Outcomes (published) Session 2022 – 2023: Quality Indicators

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Appendix 1

Education Scotland Published Reports

2.1 Freuchie Primary School freuchiepsvl141221.pdf (education.gov.scot)

2.2 Beath High School beathhsvl250122.pdf (education.gov.scot)

2.4 Approaches to supporting children and young people's wellbeing

Health and wellbeing: a thematic review (education.gov.scot)

Appendix 2 – Care Inspectorate – Early Years Settings

Service Name	Publication	Quality of care and support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Balmullo Primary	08/11/2021	4	4	4	4
Viewforth Nursery	17/3/2022	4	3	3	4
Burntisland Primary	28/4/2022	4	4	4	4
Leslie Primary	15/6/2022	4	4	4	4
St Monans Primary	26/6/2022	5	5	4	5
South Parks Primary	21/07/2022	3	3	4	3
Carnegie Primary	06/08/2022	5	5	5	5
Blairhall Primary	06/08/2022	4	4	4	4
Caskieberran Primary	28/08/2022	5	5	5	5
Pitcoudie Primary	30/08/2022	5	4	5	5
Crail Primary	08/09/2022	4	4	4	4
Southwood Primary	14/09/2022	4	4	4	4
East Wemyss Primary	28/09/2022	4	5	5	4

Service Name	Publication	Quality of care and support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Touch Primary	04/10/2022	5	5	5	4
St Brides RC Primary	04/10/2022	5	5	5	5
Pitteuchar East Primary	25/10/2022	5	5	5	4
Treetop Family Nurture Centre	27/10/2022	5	5	4	5
Wormit Primary	02/11/2022	5	5	5	5
Inzievar Primary	04/11/2022	5	5	5	5
Kettle Primary	08/11/2022	5	5	4	4
Donnibristle Primary	08/11/2022	3	4	3	4
Mountfleurie Primary	14/11//2022	4	4	4	5
Limekilns Primary	16/11/2022	4	4	4	4
Torryburn Primary	23/1//2022	5	5	5	5
Ladybank Primary	28/11/2022	4	4	4	4
Sunflower Family Nurture Centre	29/11/2022	5	5	5	6
Kirkcaldy North Primary	13/12/2022	5	5	5	5

Service Name	Publication	Quality of care and support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Leuchars Primary	13/02/2023	5	5	5	5
Lundin Mill Primary	16/01/2023	5	5	5	5
Halbeath Nursery	01/02/2023	5	5	5	5

The six-point scale:

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

Inspection reports can be found for individual establishments - https://www.careinspectorate.com

Search for establishment reports within the search bar by establishment name

Appendix 3 – Care Inspectorate – Out of School Care (OOSC)

Service Name	Quality of care and support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Masterton OOSC	5			4
St Marie's OOSC	4		3	

The six-point scale: We use the six-point scale to describe the quality we see

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

Appendix 4 – Education Scotland Inspection Outcomes (published) Session 2022 – 2023

Quality Indicators

1.3 Leadership of Change
2.3 Learning, Teaching and Assessment
3.1 Ensuring wellbeing, inclusion and equality
3.2 Raising attainment and achievement
3.2 Securing children's progress (Early Years)

Name	Date of Inspection	Date of Publication	Model	School Evaluations				Early Learning Centre Evaluations			
				1.3	2.3	3.1	3.2	1.3	2.3	3.1	3.2
Tulliallan PS	12/09/2022	22/11/2022	Long	4	5	4	5	4	5	4	5
Coaltown of Balgonie PS	26/09/2022	22/11/2022	Short		5		5				
Cardenden PS	03/10/2022	20/12/2022	Long	2	2	2	2	3	4	3	4
Newport PS	31/10/2022	20/12/2022	Long	5	4	5	5	5	4	5	5
Greyfriars RC PS	07/11/2022	24/01/2023	Short		3		3				
St Andrews FNC	07/11/2022	24/01/2023	Long					4	4	4	3
Hill of Beath PS	05/12/2022	21/02/2023	Short		4		4		3		3
Viewforth HS	12/12/2022	2802/2023	Short		3		3				
Glenwood HS	28/11/2022	07/03/2023	Long	4	4	4	4				

The six-point scale: We use the six-point scale to describe the quality we see

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Satisfactory	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

21 March 2023

Agenda Item No. 5

Relationships & Behaviour in Schools – Support for School Staff

Report by:	**Shelagh McLean, Head of Education and Children's Services**
Wards Affected:	**All**

Purpose

To provide members of the Committee with details of the supports available for school staff when there are incidents of violence and aggression.

Recommendation

Members are asked to review and comment on the content of the report and the supports available.

Resource Implications

Officer and staff time is required to provide support. However, there are no direct resource implications from this report relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, if Fife does not provide appropriate support, there could be Health & Safety at work and risk management impacts associated with this area.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose a change to existing policies.

Consultation

Regular consultation with Headteachers, Trade Unions and other stakeholders takes place to assess the impact and effectiveness of the approaches embedded within the Relationships and Behaviour and Staff Wellbeing strategies.

Meetings and working groups have been held, to support the development and implementation of best practice processes.

1.0 Background

1.1 Effective learning and teaching depend on a foundation of positive behaviour and good working relationships between learners and staff, and between young people themselves. Positive behaviour is dependent, in turn, on effective teaching and an appropriate curriculum.

1.2 Support provided deals with all aspects of a pupil's relationships and behaviour. This includes the Education and Children's Services Directorate strategy for Managing Relationships in Fife Schools.

1.3 Effective school leaders promote and lead effective learning and teaching. They also have responsibility under the Health and Safety at Work Act (1974) for the safety and wellbeing of everyone in their school.

1.4 The Directorate guidance outlines practical materials and tools which can be used by schools in delivering a core aspect of our Education and Children's Service's Relationships and Behaviour Strategy, with all schools in Fife having their own Relationships and Behaviour Policy. The intention is that each school's policy: is developed as a school; supports both staff and learners to understand what it means to learn and work in a community built on respect; is embedded in the life and culture of the school community.

1.5 The strategy document, considers the relevant current Scottish Government policy and its role in shaping how we support our establishments to improve the ethos and culture, and relationships and behaviour, in their own settings.

1.6 Our Directorate guidance was developed by a working group comprised of experienced practitioners, representing the full range of children and young people, including those with additional support needs, and with the consultation and support of staff and unions across Fife.

1.7 The strategy group has focussed on an approach that supports consistency in practice across all Fife schools, whilst allowing for schools to tailor to their specific context. This policy recognises the importance of relational practice, nurturing and restorative approaches and a trauma informed response.

1.8 Fife is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

1.9 Our strategy outlines the main principles that underpin promoting positive relationships and behaviour in schools. These are to:

- promote effective and high-quality learning and teaching
- develop positive relationships between staff and between staff and learners
- create a culture of exceptionally positive relationships, for learning, for community, for life
- ensure that all learners are treated fairly, shown respect and to promote positive relationships
- support learners to take control of their responses and be responsible for the consequences
- build a community that values kindness and empathy
- promote community cohesion through improved relationships
- establish a clear and consistent approach to behaviour management
- promote the safety of staff and learners, enabling all to work and live without fear

- differentiate between the need for effective school discipline / staff and learner self-regulation and supporting wellbeing needs (which are distinct, but complementary)
- manage behaviour successfully, through implementing a positive whole-school approach to improving ethos and culture
- develop appropriate access to training and support for all staff on strategies for promoting positive behaviour
- work together with partners and agencies, responding to the needs of learners early and effectively, with the least intrusive level of intervention, in line with the principles within the Children and Young People (Scotland) Act (2014)
- develop effective overall management and leadership of the school and its community
- work in partnership with all staff, including trade unions, parents/carers and learners to develop, implement and review their relationships and behaviour policy
- implement systems to identify and meet the needs of children who are at the greatest risk, including 'Care Experienced' children.

2.0 Introduction

2.1 It is important that schools, and the Service, recognise that, despite our best efforts, accidents and incidents will happen. It is important to ensure we have records of any incidents, investigate the causes so we can take action to try prevent it happening again and share lessons learned with others.

2.2 Therefore, all employees are asked to report work related accidents or incidents, including:

- accidents or incidents where someone was injured or could have been injured
- work related violence or abuse, including incidents motivated by prejudice

2.3 These are recorded on First Contact using the Health and Safety offering. If an injury prevents this, the line manager should complete it on the member of staff's behalf.

2.4 In addition, by law, under the Reporting of Incidents Disease and Dangerous Occurrence Regulations (RIDDOR), we must report certain incidents and dangerous occurrences to the Health and Safety Executive (HSE).

2.5 Undertaking investigations helps:

- prevent recurrence
- identify if and why controls might have failed
- to assist with risk assessments reviews
- agree required improvements.

2.6 Investigations are there to identify potential gaps and incident root causes. They are not about apportioning blame and they should be proportionate to the severity or potential severity of the incident.

2.7 For more serious incidents, health and safety advisers and Safety Representatives may participate in the investigations (which is strongly encouraged), thereby ensuring robust improvements, based on investigation findings, are agreed and implemented.

2.8 Since January 2017 the number of violent incidents reported through First Contact, by school staff, are as follows:

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	TOTAL
2017	78	114	117	38	128	116	4	62	206	79	183	96	**1221**
2018	123	151	162	58	206	119	1	107	208	128	187	112	**1562**
2019	110	116	192	79	177	136	0	53	321	122	230	169	**1705**
2020	204	215	130	0	1	1	0	77	226	92	131	86	**1163**
2021	29	36	85	61	144	120	5	53	212	90	204	168	**1207**
2022	171	184	287	149	271	225	8	160	530	216	466	318	**2985**
2023	368	271											**639**

N.B. These reported incidents include all violent incidents involving staff, not only those involving pupils

2.9 Of these, 8350 were recorded as physical and 2170 as verbal incidents of violence, aggression or threat (N.B. a small number of incidents are categorised under both). 840 incidents reported were not categorised this way.

2.10 In our Secondary schools, there were 1313 reported verbal incidents and 1220 physical incidents, with 96 not categorised in this way. In our Primary Schools there were 5341 reported physical and 543 verbal incidents, with 510 not categorised this way. For special schools, the number is 736 reported physical and 110 verbal incidents.

3.0 Reporting of violence and aggression against staff in schools

3.1 Incidents should be recorded on First Contact. The Accident and Incident Reporting icon can be found on the desktop of all PCs in schools. If the staff member cannot access a PC or device to do this, a paper form can be completed and input to First Contact on their behalf.

3.2 When an incident is reported, the line manager will receive an email to alert them that an incident has taken place. This may be in addition to the colleague telling them in person.

3.3 The Headteacher, or a member of the SLT (if more appropriate) should speak with the member of staff affected to check that they are alright and have appropriate support in place. This is separate and in addition to any work undertaken with pupils or their families to avoid reoccurrence. The Headteacher should personally acknowledge the incident as soon as possible. Recognition of the incident, awareness, and a personal connection is reassuring for staff.

3.4 The outcomes of these conversations (to include the date and the support discussed) should be recorded in the incident record on First Contact.

3.5 The Headteacher should record the actions taken on SEEMIS, or other systems as appropriate, to provide evidence of the incident being concluded. Records should be consistent with school procedures e.g. in accordance with the behaviour management policy or discipline policy. Affected staff should be made aware that this is where such matters are recorded.

3.6 Other advice provided is that:

- reporting incidents on First Contact does not replace the behaviour management procedures or discipline policy of the school. The process of reporting incidents should be carried out in conjunction with these.
- staff should keep an eye out for the posters relating to violence and aggression in their school. They should be prominently displayed in corridors and other areas.
- preventing violent and aggressive incidents in schools is key to developing a positive culture and to improving staff wellbeing. If staff have any concerns outwith specific incidents, they should report them to their management team so that they are aware and can work with the school community on improvement strategies.

3.7 Headteachers may be contacted by a member of the Directorate Operations Team if this additional information is not evident in the record. Only once the information is complete, will the record be closed off centrally.

3.9 Periodic reports are run from First Contact which provides Directorate level information, such as resulting absence, frequency of incidents per school, the details of any weapons used. This information helps to identify where additional support from Directorate colleagues or others in the organisation could be made available to schools.

3.10 The Directorate has a violence and aggression action plan. It is anticipated that through effective incident recording, training, risk assessment approaches, including proactive management plans, a focus on staff wellbeing and strategic level dialogue, both the frequency and impact of such incidents can be reduced.

4.0 Support for School Staff

4.1 **Professional Learning and Development**

4.1.1 Staff have an entitlement and appropriate access to training and support on behaviour matters. All staff should receive regular training, including refresher training, to enable them to follow the behaviour policy and procedures, and ensure that the policy and procedures are fairly applied.

4.1.2 Early identification and intervention are essential factors in successful behaviour management. Schools should ensure that staff can access appropriate resources, including specialist advice and support promptly.

The school should work in partnership with staff, including trade unions, parents and pupils to develop, implement and review the behaviour policy.

4.2 **Our Staff Wellbeing Strategy**

4.2.1 This is one of the Directorate's priority areas in our Improvement Plan. This is equally as important for staff, as it is for the young people and families we support every day.

4.2.2 Through a number of strategic engagement exercises, which involved colleagues from across the organisation, we have identified a range of projects in response to what staff have told us about how they feel in the workplace.

4.2.3 It is anticipated that these will develop and improve staff wellbeing, both within all of us individually, as well as in the teams we work in. Over time, the effectiveness of these projects will be reviewed and as they become embedded into practice, the focus of the wellbeing strategy may change.

4.2.4 Our Staff Wellbeing strategy, our project areas, and key resources and guidance, that we are developing as part of this Directorate focus, are available for all staff in the Intranet.

4.2.5 The strategy has been developed to raise the profile and provide a focus for how we can further improve our working environments and how we support one another. Our culture and practices matter because they enable our staff to understand their Directorate, voice their views, and develop connections and a common purpose.

4.2.6 Our Staffwise results have demonstrated that 'positive ethos in teams' and 'relationships with colleagues' score highly across our Directorate. We aim to build on this positive landscape and continue to collaborate with and empower our teams, ensuring our staff feel valued and supported.

4.2.7 Through our Staff Wellbeing project work, we are committed to creating and sustaining a positive culture and to help us achieve this objective, we aim to identify a Staff Wellbeing Representative in each school and team across our Directorate.

4.3 Our approach to responding to violence and aggression

4.3.1 Our focus has been on streamlining and embedding our procedures for incident reporting across the teams of our Directorate.

4.3.2 We have provided guidance to team managers and leaders, guides for staff on how to report incidents of violence and aggression and have developed a programme of training for all Directorate staff.

4.3.3 Furthermore, we support local settings to monitor and review approaches to promoting positive relationships and behaviours in their establishments.

4.3.4 The outcomes and key objectives are:

- providing clarity on how and when to report incidents of violence and aggression
- consistent approaches to reporting violence and aggression across all teams
- supporting managers to provide feedback to staff who report an incident of V&A
- monitoring data to determine the level of the incident being reported and the teams reporting those incidents
- a consistent approach to the level of training that should be completed by each team across our Directorate
- targeted approaches to 'additional' training for those most in need
- developing robust guidance on implementing effective relationships and behaviour policy

4.4 Debrief following an incident

4.4.1 Following an incident which has involved a member of staff being treated aggressively or violently, there can be a number of key actions to support staff. These can be achieved by an Initial/ 'Hot' Debrief and the Follow-up/ 'Cold' Debrief.

4.4.2 Initial or Hot Debrief - This meeting should take place immediately/as soon after the incident as possible. The debrief should be conducted by a member of the school management team/promoted member of staff.

4.4.3 The aim of this debrief is to ensure the member of staff is not physically and emotionally harmed and to ensure any immediate actions are undertaken.

4.4.4 At this stage it will be important to consider who needs to be informed, e.g. other promoted staff, the class teacher, or other staff supporting the child.

4.4.5 It is important that this initial debrief focusses on the welfare of the member of staff.

4.4.6 The initial conversation should be to ensure they are not physically hurt and to re-assure them that whilst they have been involved in a difficult/challenging incident which will be discussed with them they are a valued individual/member of the school community.

4.4.7 Follow-up or Cold Debrief - This should take place ideally within 48 hours but only after all involved have had time to emotionally recover. This debrief should explore the circumstances that led up to the incident, the incident itself and to following and remaining emotions.

4.4.8 At this meeting it is important to ensure the member of staff is aware of/understands what actions have been or will be taken to reduce the risk of a similar incident re-occurring. Also, it may be important to discuss what could have been done differently that might have prevented this incident happening. This conversation should focus on identifying solutions for future good practice and not to focus on blame for either the staff member or the child/young person involved.

4.4.9 In parallel to this conversation there should be one with the child/young person to identify what happened before and during the incident. It will be important to explore with them how they could have acted differently. At this time, it may be appropriate to discuss whether a restorative conversation would be acceptable and appropriate for both parties.

4.5 Supervision for Staff

4.5.1 This project has focussed on developing supportive supervision processes across the teams of our Directorate.

4.5.2 Through the ongoing feedback from the staff involved in the project, we are developing its effectiveness with a view to extending this model to teams across our Directorate.

4.5.3 Key Outcomes and Objectives are:

- identifying sustainable and supportive supervision models that can be established in the schools and teams of our Directorate
- through learning from Social Work practice and ECS pilots, our supportive supervision models will be flexible and accessible to all schools and teams
- Development of a programme of training accompanied by guidance materials will support teams who are interested in establishing their own supervision models

4.5.4 Once fully developed, we will identify schools and teams interested in developing their own peer support model and we will support staff through the initial stages of establishing their model

4.6 The Staff Wellbeing Continuum of Support

4.6.1 We have developed Staff Wellbeing sections on the Intranet and the Fife Council site where staff will find information on our focuses and the key publications that we recently produced to help support their wellbeing.

4.6.2 Our resources offer practical advice and guidance to help support wellbeing and build resilience.

4.6.3 Additionally, the Fife Council **Employee Health and Wellbeing** page provides insightful information covering a range of health and wellbeing topics, including links to other sources of information.

4.7 Looking after ourselves & others

4.7.1 One of the main principles of the Staff Wellbeing strategy is that it should have the flexibility to continue to meet the needs of our staff. In response to the challenges of COVID-19, we listened to staff and developed some practical advice and guidance to help support our emotional wellbeing and resilience.

4.7.2 Key Outcomes and Objectives are to support staff, in the current context, as we continue to transition out of the pandemic. In response to the comments from employees in our Directorate, we developed a range of resources for our staff to use.

4.8 Mental health in Education & Children's Services

4.8.1 This project has a focus on professional learning opportunities for staff. There are two courses currently delivered through this project, Mental Health First Aid and Mentally Healthy Workplaces.

4.8.2 Mental Health First Aid Training - Fife Council has invested time in the training of a group of staff to become Mental Health First Aiders (MH First Aiders). The MH First Aiders are employees of Fife Council who volunteered to train and take on this role to support other employees through offering a listening ear and by signposting to other service provisions and resources.

4.8.3 Mentally Healthy Workplace Training (For ALL Managers / Leaders) - Mentally Healthy Workplace training has been developed by NHS.

5.0 Conclusions & Next Steps

5.1 The roles our staff in schools undertake have great scope to be rewarding. They can also be challenging and, at times, emotionally draining. When the balance between relationships, demand, control and support is right, staff are more able to engage fully, enjoy and achieve in their work.

5.2 The Staff Wellbeing Strategy and our strategy for managing relationships in Fife schools are critical to addressing this balance.

5.3 In all our schools we place the importance of relationships at the centre of what we do. Our Relationships and Behaviour Strategy Group has, for many years, had an overview of what support is offered and any new support required for schools. We continue to work through this group, and in partnership with our children's services colleagues to respond to changes in community and school behaviours.

5.4 We have been discussing actions that both central staff and schools should be taking to help address the challenges that we in Fife, and across Scotland, are experiencing with increased mental health problems, the impact of poverty, the impact of trauma and the impact of the pandemic.

5.5 Through a number of strategic engagement exercises, which involved colleagues from across the organisation, we have identified and developed our range of supports for school staff.

5.6 Even with this support and guidance in place across our schools and communities we know that the nature of the services provided may place staff at increased risk from verbal abuse, intimidating behaviour or physical violence. The Education Service regards all forms of violence towards employees as unacceptable and is committed to acting to reduce risk via safe working practices and training.

5.7 The Service along with the leadership teams in schools, is continuing its work, in collaboration with trade union colleagues, to embed consistent approaches to promoting positive behaviours, such as de-escalation and trauma informed practice; to review the curriculum; to review the resource allocations within schools and to provide targeted support to schools where needed.

5.8 All of our schools are currently signed up to training for all staff on trauma informed practice or restorative approaches, delivered in conjunction with our Educational Psychology team. We are developing a model to allow our Pupil Support Assistants time in their week to become more familiar with pro-active management plans for individual pupils, time for further training and time to meet with Teachers.

List of Appendices

1. Staff Wellbeing Strategy – Education & Children's Services Directorate
2. The Staff Wellbeing Continuum of Support

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:-

None.

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minds matter

Fife Council

Staff Wellbeing Strategy

Education & Children's Services Directorate

Contents

1. Our Context

2. What we mean by Staff Wellbeing

3. Why Staff Wellbeing is Important

4. Your Feedback

5. Prioritising Staff Wellbeing

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7. Implementing the Strategy

8. Other Resources

1.0 Our Context

Message from Carrie Lindsay (Executive Director, Education & Children's Services Directorate)

Our vision, values and principles as an Education & Children's Services Directorate are closely aligned and focused on improving the life chances of all children and young people in Fife. The future that we are striving to help the children, young people, families and communities we all work with to achieve is that:

- Children are happier and more secure
- Children have better levels of achievement
- Outcomes for children and young people are fairer
- Children are healthier and more active
- Young people are equipped for better life chances
- Local communities are empowered and supported

For us to realise these ambitions we need highly skilled, motivated, and committed people working hard to ensure we are providing the best and most effective services we can. The feedback I receive from colleagues across the Directorate, and directly from children, young people and families, I'm reminded of how lucky we are to have such a range of caring, skilled and committed people working across all our teams.

I have commissioned this strategy because I recognise that for us to promote and support the physical and emotional wellbeing of the children, young people and families we work with, we need to have a focus on the wellbeing of all our staff. This strategy outlines the importance of supporting both our own and one another's wellbeing, how we engaged with every team across the Directorate to seek their feedback on what it is like to work here, and how we will focus on improving the culture and ethos in all our teams.

Our Fife Council approach to Staff Wellbeing

Public Sector services nationally continue to experience significant challenges associated with ongoing financial austerity. Fife Council is committed to continue delivering services to its customers that are effective and efficient, and we recognise that how we deliver services is down to our employees. We have a corporate approach to employee wellbeing (see appendix 2) which emphasises our focus on the importance of promoting and supporting wellbeing in the workplace. Inherent within that is a focus on:

- how we do things
- how we treat others and expect to be treated
- what we say and how we say it

(How We Work Matters, Fife Council 2016)

Fife Council also has a focus on identifying 'Unwritten Ground Rules' and challenging those which are perceived as negatively impacting on perceptions of the ethos and culture within services across all Directorates within the council.

(Reality Check, Fife Council 2015)

In our Education and Children's Services Directorate we embrace the key messages and principles in 'How We Work Matters' and 'Reality Check' and are committed to using these to support our staff wellbeing strategy.

Treat your employees exactly as you want them to treat your customers (Covey, 2009).

Education & Children's Services Directorate

Our Education & Children's Services Directorate is the largest Directorate within Fife Council with approximately 7,500 employees. We recognise that people choose to work in the Education & Children's Services Directorate because they are committed to improving the experiences of children, young people and families, especially those who are vulnerable and experience disadvantage.

The jobs we do within Education and Social Work have great scope to be rewarding. They can also be challenging and at times emotionally draining. When the balance between relationships, demands, control and support is right we are more able to fully engage, enjoy and achieve in our work. When the balance isn't right our emotional and physical wellbeing can be negatively impacted on.

In recent years employers have become increasingly aware of the interaction between experiences of work and the physical and mental health of their employees. The World Health organisation (2018) recommends that the workplace is an ideal setting for health promotion due to its direct impact on the physical, mental and social wellbeing of people at work. This strategy has been developed with the aim of raising the profile and focus of how we can further improve the quality of the places we work and the ways in which we support one another.

2.0 What We Mean by Wellbeing

The term *wellbeing* has become central to the work we do in supporting children, young people and families, and is central to the *Getting it Right For Every Child* focus at both a local and national level. There are well established links between mental and physical health, and that is why considering wellbeing as a holistic concept is central to this strategy. Our wellbeing is not static – our physical and mental health fluctuate in response to internal and external variables. When we have good levels of wellbeing we feel that life is well balanced, we feel more resilient, and we can cope more effectively with any challenges that might come our way. A central theme of this strategy is focused on how we can help ensure that the places we work, and the ways in which we work, help support the wellbeing of all our staff.

3.0 Why Staff Wellbeing is Important

The wellbeing of our staff is important because we aim to be an organisation that values and cares about everyone who works here. To achieve our vision and values as a Directorate we recognise that we need the people who work across our teams to feel valued and supported. When the wellbeing of our staff is positive there are important benefits for them as individuals, for the organisation, and importantly for the service users they strive to support.

Positive wellbeing at work is important for each of us as individuals because:

- We will feel happier, more fulfilled, and feel a sense of achievement in what we do
- We will feel less stressed, and have better mental and physical health

Positive staff wellbeing is important for our Directorate because:

- Our staff will be happier, more committed, and have higher levels of satisfaction and enjoyment in their work
- Our performance and productivity will improve
- Our attendance levels at work will be more positive
- We will be more likely to want to work here for longer

Positive staff wellbeing is important to the people we provide services to each day because:

- We will be more present, engaged, committed to and enjoying our work
- We will be more resilient, able and willing to help to the best of our abilities
- Our service users will have better experiences and outcomes

What impacts on Staff Wellbeing?

There are several factors which impact on staff wellbeing, and these are interactive rather than independent. Research across a range of working contexts consistently identifies that the following aspects are crucial for the promotion of positive wellbeing in the work place:

Change – how organisational change (large or small) is managed and communicated

Control – feeling a sense of autonomy and influence in how you go about your work

Demands – workload, expectations, work patterns, the work environment

Relationships – feeling that relationships at work are positive, open, and constructive

Role – understanding our role within the organisation, its purpose and how it contributes to the wider aims and outcomes we are trying to achieve

Support – feeling encouraged, supported and valued by the organisation, managers and colleagues

Employees have three prime needs: (1) Interesting work, (2) recognition for doing a good job, and (3) being let in on things that are going on in the company (Ziglar, 2011).

Leadership and Staff Wellbeing

Leaders at all levels of our Directorate have a crucial role in creating a culture which promotes positive wellbeing for staff. If there is not clear and obvious alignment between the principles and aims of a team/organisation and the behaviours of its leaders then staff wellbeing cannot flourish. Put simply, the most effective leaders talk the talk and walk the walk in how they demonstrate authentic care, value and support for others at work.

Leaders who are effective at promoting wellbeing:

- Look after themselves
- Model good working practices and openly value the importance of a work / life balance that respects individual preferences
- Communicate clearly, openly and effectively, especially about change
- Provide positive and constructive feedback to colleagues regularly
- Openly promote staff wellbeing as a continuous priority
- Ensure that staff feel valued at work, and that their role is part of something bigger
- Encourage opportunities for staff to share their views and feedback openly

Employees who believe that management is concerned about them as a whole person – not just an employee – are more productive, more satisfied, and more fulfilled. Satisfied employees mean satisfied customers and better outcomes. (Mulcahy, 2010)

4.0 Your Feedback

We have been gathering staff wellbeing feedback across services for over a decade. A key aspect of that process is the Staffwise survey which enables all employees to share their thoughts and feelings about what it is like to work here. This survey was most recently carried out in spring 2019, which was the first time that every team across our Directorate completed it at the same point in time. The collective results for the whole of the E&CS Directorate is outlined in table 1 below.

Table 1. Staffwise Results

Statement	% Response (Agree/Strongly Agree)
There is a positive ethos in my team/school/centre	78%
The demands made of me are manageable	68%
I have enough control over the way that I carry out my work	79%
My relationships with others at work are good	95%
In my team/school/centre, change is managed effectively	67%
I have appropriate support from my line manager/I have regular and effective supervision	82%
I have a clear understanding of what I need to achieve in my job	94%
I have a clear understanding of how I should carry out my job	92%
My working environment allows me to carry out my job comfortably	77%
There is effective communication within my team/school/centre	66%

Throughout 2019 there have also been several additional opportunities for staff across the Directorate to share their thoughts and feelings about what it is like to work here and how it might be further improved. These have included:

- Large scale sessions for service, school and team managers across Education and Social Work
- Focus group sessions for staff of all grades, often with the supportive engagement of our colleagues within the trade unions
- Carrie Lindsay's 'Listening & Learning Visits' and 'Leader's Listening Forum'

These feedback opportunities have enabled thousands of our staff to share their thoughts and feelings with us. The key themes from that wide range of feedback are:

- Relationships at work are important and a significant strength
- People feel valued and supported in their teams
- Colleagues are committed to improving outcomes for our most at risk and disadvantaged children and young people
- Demand, work load and accountability are increasing
- Reductions in numbers of staff and some support services is a real challenge
- Communication about change, processes and procedures could be better
- Concerns about some challenging experiences colleagues can have with children, and at times adults, who at can display threatening and aggressive behaviours

5.0 Prioritising Staff wellbeing

It is important that we look after ourselves and colleagues that we work with. Having a clear focus on our own wellbeing should then help enable us to be better equipped to support those we work with.

Looking after ourselves

There is well established evidence about how to look after our own physical and mental health effectively. Within our Directorate, and with support from partners in the NHS and 3rd Sector, we have developed and continue to implement the *Our Minds Matter* initiative which explicitly focuses on wellbeing. The initial implementation phase has focused on supporting staff knowledge, confidence and skills in identifying and supporting children and young people who may be struggling with their emotional wellbeing. There have also been opportunities for some staff to link with colleagues in the NHS to develop their understanding of approaches to self-care. We are now developing the approach to help all colleagues across the Directorate to embrace the principles of OMM and the importance of self-care more widely for all our staff. A key aspect of that is *Our 5 Ways to Wellbeing:*

- *Connect – with others*
- *Be active – physically and mentally*
- *Give – by doing something for others*
- *Take notice – of yourself and how you are*
- *Learn – something new and interesting*

Our 5 Ways to Wellbeing offers a clear and accessible framework for us to identify and focus on aspects of our own wellbeing which we may benefit from improving.

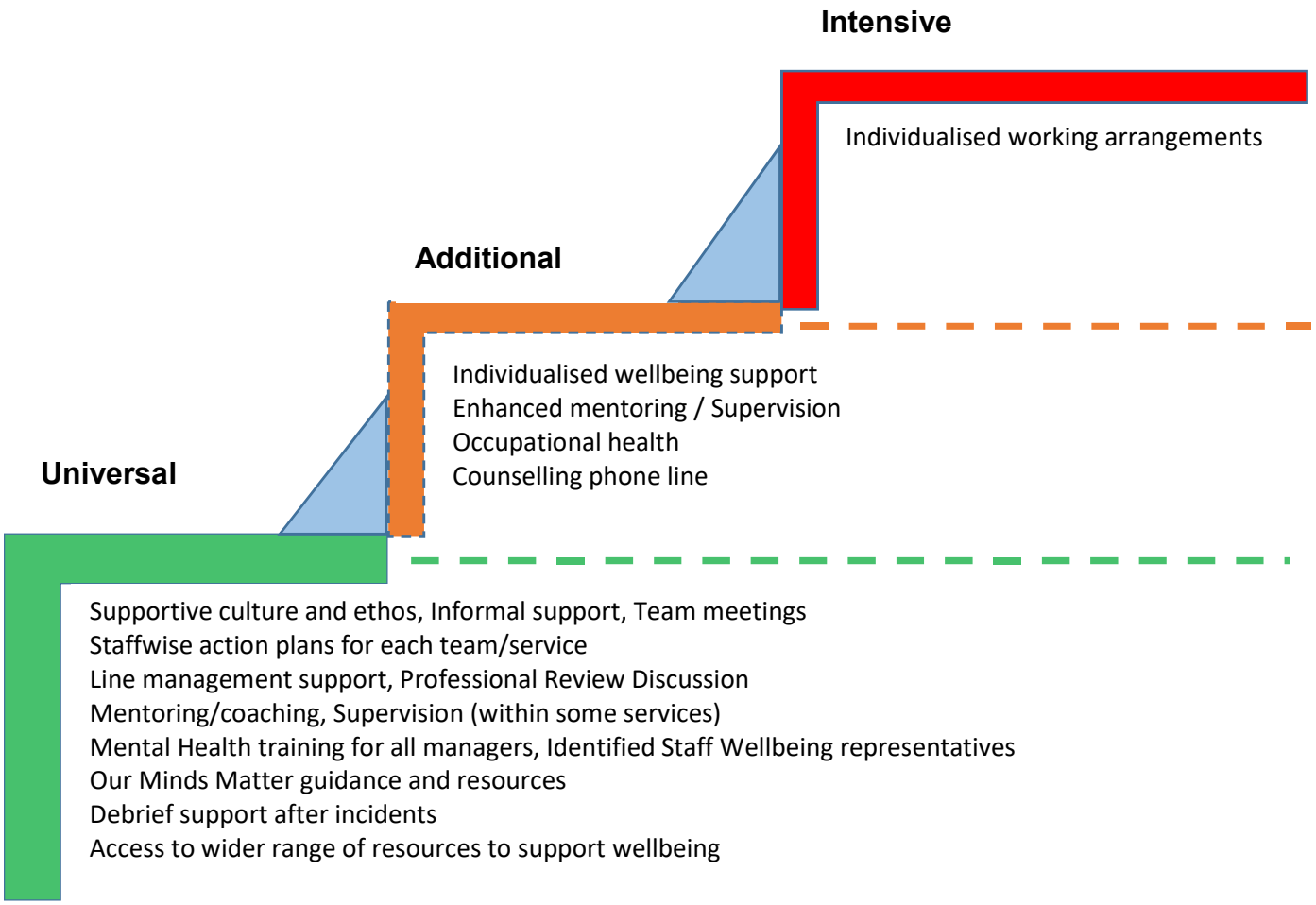
Looking after others

We take our responsibility to support colleagues at work seriously and have developed a continuum of support to help outline and clarify the types and range of supports that are available.

The E&CS Directorate Relationships and Behaviour Strategy Group is responsible for supporting the development, implementation and monitoring of the policies, procedural guidance and practices which contribute clearly to improving the strategies for management of relationships and behaviour in schools e.g. De-escalation Pack, How Nurturing is our School, Restorative approaches, Self-regulation approaches, Violence and Aggression processes and supports, Exclusion, Flexible Educational Arrangements, Time Out Guidance etc.

Our Minds Matter – Continuum of Support for Staff

The continuum below outlines the range of supports that are available to employees across our Directorate. Those supports available at a universal level are by default also available at both an additional and intensive level. Some of these supports will be further developed and refined through the implementation of this strategy and the project work referenced in Appendix 1 (p 10).



6.0 Wellbeing Projects

To support the launch and initial implementation of the Staff Wellbeing Strategy we have identified some initial projects. These projects will be jointly led by senior managers across our Directorate, supported by a range of colleagues who have volunteered to support this work.

The initial projects include:

1. Listening to and learning from feedback
2. Mental Health in the workplace
3. Supervision for staff
4. Wellbeing principles
5. Improving our approaches to violence & aggression

These projects will develop and evolve, and it is anticipated that in future additional projects may be developed within the scope of this strategy.

7.0 Implementing the Strategy

To ensure that this strategy has the intended impact of improving staff wellbeing across the E&CS Directorate we will develop an implementation plan to guide and focus how we link the strategy to positive changes in practices and outcomes across all our services, schools and teams.

8.0 Other Resources

Appendix 2 includes a sample list of Fife Council guidance and resources, and some links to external sources of information and advice which colleagues may find helpful.

Appendix 1

Staff Wellbeing Projects

To support the implementation of this strategy we have developed and are implementing the below projects. It is anticipated that these projects will evolve over time, with scope for new projects emerging too. These projects will be led by senior managers and supported by a number of *Wellbeing Representatives* from across the E&CS Directorate. The focused work of these projects will help to ensure that the vision, values and principles outlined in this strategy are evident and embedded across all our teams.

Listening to and Learning from Feedback

This project will focus on the methods we use to gather staff views, and how we respond constructively to the themes identified.

The co-ordinators of this project are: Neil.Finnie@fife.gov.uk, Malcolm.McGovern@fife.gov.uk, Linda.Sheret@fife.gov.uk, and Mark.Smith@fife.gov.uk

Mental Health in the Work Place

This project will focus on how we effectively implement training for all managers across our Directorate to raise awareness of mental health in the work place and how we can support colleagues

The co-ordinators of this project are: Deborah.Davidson@fife.gov.uk and Lynn.Gillies@fife.gov.uk

Supervision for Staff

This project will focus on exploring and developing supportive supervision processes across our Directorate

The co-ordinators of this project are: Malcolm.McGovern@fife.gov.uk and Caroline.Morgan@fife.gov.uk

Wellbeing Principles

This project will focus on developing and applying wellbeing principles across our teams, including self-care and how we develop supportive working cultures

The co-ordinators of this project are: Karen.Pedder@fife.gov.uk and Rona.Weir@fife.gov.uk

Improving our approaches to Violence & Aggression

This project will focus on streamlining and embedding our procedures for incident reporting, and will develop a programme of training for key staff

The co-ordinators of this project are: Neil.Finnie@fife.gov.uk and Elke.Greenhow@fife.gov.uk

Appendix 2

Additional Resources

Fife Council Guidance and Resources

Employee Wellbeing

www.fife.gov.uk/employeewellbeing

How We Work Matters

https://online.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=D5197C6A-08CE-9A65-242C95F6D53A0A94

Getting It Right and Our Minds Matter

https://girfec.fife.scot/emotional-health-and-mental-wellbeing/

External Resources

Healthy Working Lives	https://www.healthyworkinglives.scot/Pages/default.aspx
NHS Live Well	https://www.nhs.uk/live-well/
NHS Living Life	https://www.nhs24.scot/our-services/living-life
On Your Doorstep Fife	https://www.onyourdoorstepfife.org/
Education Support Partnership	https://www.educationsupportpartnership.org.uk/
SAMH	https://www.samh.org.uk/
Mental Health Foundation	https://www.mentalhealth.org.uk/
MIND	https://www.mind.org.uk/

FIFE COUNCIL

EDUCATION & CHILDREN'S SERVICES DIRECTORATE

STAFF WELLBEING CONTINUUM OF SUPPORT

Version	Date	Revision Details
1.0	29.06.2020	Initial Guidance

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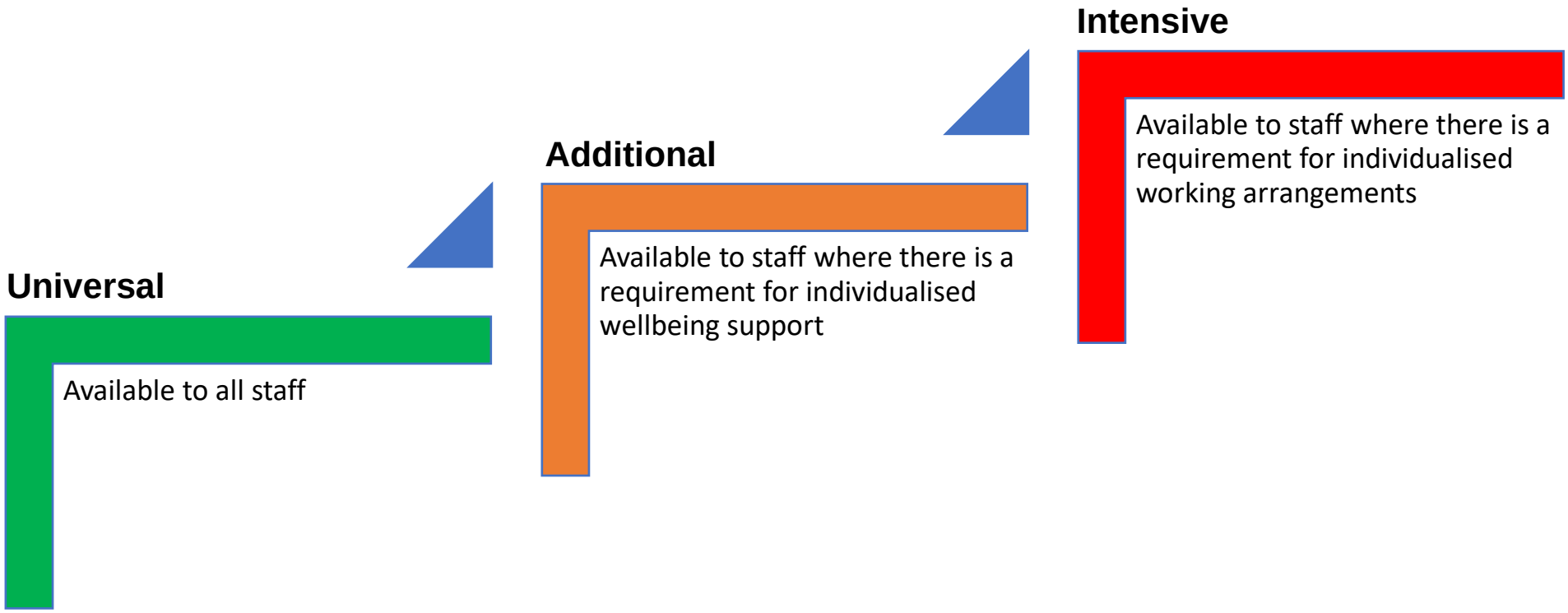
1.0: Continuum of Support – COVID Routemap

We are continuing to offer Directorate staff the opportunity to provide feedback on the resources and guidance that we have developed to support Wellbeing during COVID-19. We have listened to those who have shared their feelings and we have developed a range of offerings to meet the needs of staff across the Directorate. Please continue to share how you are coping with the current challenges and we will endeavour to produce workable proposals, or signpost appropriately, to support our staff in managing their own wellbeing.



2.0: Universal Support

Staff Wellbeing Websites

We have developed Staff Wellbeing sections on FISH and the Fife Council site where you will find information on our focuses and the key publications that we recently produced to help support your wellbeing. Please take the time to visit our sites and read through the information in each of the sections. Our resources offer practical advice and guidance to help support wellbeing and build resilience.

Additionally, the Fife Council Employee Health and Wellbeing page provides insightful information covering a range of health and wellbeing topics, including links to other credible sources of information.

Staff Wellbeing Questionnaire

Now that the First Minister has published the Scottish Government's COVID-19 Routemap, we are all beginning to think about our transition through the four phases of that briefing. In doing so, it is important to acknowledge that we will all feel differently about the changes that each of these phases will bring. We are encouraging you to share your feedback on our resources and to tell us how you are coping with the current challenges. If you have any comments you would like to make, please complete our anonymous Staff Wellbeing survey on FISH.

Guidance for Leaders and Managers

The Guidance for Leaders and Managers paper aims to provide some brief practical advice for Leaders (including all promoted staff who manage colleagues) at all levels of the E&CS Directorate about how to support and promote the wellbeing of our staff. Whilst leaders have specific responsibilities for their colleagues and therefore experience some unique demands, they are also adapting to different ways of working and living themselves. This paper should be read in conjunction with the *Looking after Ourselves and Others* guide for all staff.

Looking After Ourselves and Others guidance

The Looking After Ourselves and Others briefing offers some practical advice and guidance to help support our emotional wellbeing and resilience. As we are all adapting it is important to reflect on developing new routines and habits. The advice and suggestions in this briefing aims to encourage reflection and includes practical self-care strategies. Although self-care is a simple concept, it is often overlooked, and in times of change and stress it is more important than ever to have a focus on our own wellbeing.

Wellbeing Action Plan guidance

Research shows that behavioural change can be successfully achieved through a combination of knowledge, motivation and using simple and effective goal setting. Wellbeing

Action Plans are a practical way to support you to set some goals and targets focused on self-care. The planning formats may help you to identify and outline some practical steps, personal to you, that will help you to focus on maintaining and improving your physical and emotional wellbeing.

Five Ways to Wellbeing During COVID-19

The Five Ways to Wellbeing are a set of evidence-based public health messages aimed at improving mental health and wellbeing. The Education & Children's Services Directorate have developed a Five Ways to Wellbeing during COVID-19 which can be used as a resource to identify opportunities to practice self-care. Try to build these into your daily routine and think of them as your 'five a day' for positive mental wellbeing.

Wellbeing Conversations with managers and colleagues

We know that managers are the front line of support for their staff, and that they are making great efforts to support their staff during this challenging time. To support managers, we have produced a Wellbeing Conversations template that can be used as a guide. Although the information discussed in such conversations is confidential, we will be seeking feedback from managers across our Directorate to identify key themes and to help us identify what else we can do to support our staff.

Supervision

Some services within the Directorate, specifically Educational Psychology and Social Work, have a professional requirement to engage in supervision sessions at work on a regular basis. If you work in these services' supervision is an opportunity for you to seek support, and to promote reflection and learning about any issues that are impacting upon you.

Peer Support – An Emerging Offer

For those services and teams within our Directorate who do not have a supervision model in place we are in the process of developing models of peer support. The aims of such models are to initially provide managers with some brief training and guidance so that they can engage with a peer(s) within a structured model of support, using principles of mentoring, coaching and supervision. If this is an aspect of support that you are interested in finding out more about, please contact Murray McBain (Project Manager – Staff Wellbeing) Murray.McBain@Fife.gov.uk, or Malcolm McGovern (Depute Principal Psychologist) Malcolm.McGovern@Fife.gov.uk

Support from the Educational Psychology Service

The Educational Psychology Service provides a link Psychologist to each early years and school provision in Fife. Part of their role can be to offer school leaders with direct support during challenging times to reflect upon the impact of their work, to consider coping skills and problem solving approaches, and may also involve offering advice and support about

promoting the wellbeing of their staff. School leaders should feel able to approach their link Psychologist directly to discuss this.

eLearning Opportunities

There are courses that are available on Learning Nexus to help you manage your own Wellbeing and these remain relevant, during this time.

Coping with Stress and Uncertainty During Covid19

This course will focus on helping you to understand your thoughts and feelings during the period of Covid19. The course will help with a self-assessment and suggested coping strategies.

Working from Home in Extraordinary Circumstances

This course will introduce you to home working in extraordinary circumstances, covering common struggles, coping strategies and best practices

Mentally Healthy Workplaces

This training has been developed by the NHS and Healthy Working Lives to increase your awareness of mental health in the workplace. It can be completed on its own or as part of the One Day Mentally Healthy Workplace Training for managers.

Wellbeing eBytes

This course contains a number of short video ebytes that you might enjoy in relation to our mental wellbeing at work. The course is available to anyone who wants to view it and there is no completion or assessment.

CheckMates

CheckMates are Fife Council employees who have volunteered to help us have conversations about unwritten ground rules (UGR) and what we might do to improve them. UGRs are undocumented rules that are based on employees' perceptions of workplace practices. These often contradict our values and can therefore have a negative impact on our organisational culture.

Our CheckMates can help identify UGRs and facilitate conversations about how to start making them more positive. If this is an aspect of support that you are interested in finding out more about, please contact Murray McBain (Project Manager – Staff Wellbeing) Murray.McBain@Fife.gov.uk

3.0: Additional Support

Mental Health First Aid service

Fife Council has invested time in the training of a group of staff to become Mental Health First Aiders (MH First aiders). The MH First Aiders are employees of Fife Council who volunteered to train and take on this role to support other employees through offering a listening ear and by signposting to other service provisions

The MH First Aiders can offer support via telephone or voice/video calls through Microsoft Teams.

Time for Talking Service

As a Fife Council employee, the Time for Talking service is available to you. Time for Talking is an organisation which provides support to employees of organisations. The support offered is psychological, emotional and practical.

If you feel you would benefit from further advice and support through structured counselling sessions, this can be arranged confidentially through your line manager.

Workplace Chaplaincy Scotland

Workplace Chaplaincy Scotland have offered a listening ear to all Fife Council employees, regardless of faith. Virtual Chaplaincy Support can be accessed either by phone, email or video link.

Being Mindful: An opportunity to pause, rest and feel refreshed – An Emerging Offer

We will soon be offering you the opportunity to take part in mindfulness sessions, in the comfort of your own home or office. These sessions will introduce you to short mindful meditations to help you step out of your busy mind and become more present and grounded in your body, as a way to manage your health and wellbeing in these unique times.

You will also be offered some simple ideas on how to take a more mindful, self-caring approach into your daily life. The sessions will be led by health psychologist and mindfulness teacher, Wendy Simpson.

If this is an aspect of support that you are interested in finding out more about, please contact Murray McBain (Project Manager – Staff Wellbeing) Murray.McBain@Fife.gov.uk

Being Supported: An opportunity to be heard, feel valued and discover how to look after your own emotional wellbeing – An Emerging Offer

During these unprecedented times of change, we all need to ensure that we look after our own emotional wellbeing as a priority. We are offering the opportunity for small groups of staff who work together to engage in facilitated informal reflection. The purpose is to provide

a space for self-care through facilitated connection and support, starting and ending with a brief mindfulness practice. The sessions will last for 30 minutes and we are able to work with groups of up to maximum of 8 in a space that is suitable for social distancing. Wendy Simpson, Health Psychologist, NHS Fife CAMHS Early Intervention Service and Murray McBain, Project Manager - Staff Wellbeing, will facilitate these structured discussions.

If this is an aspect of support that you are interested in finding out more about, please contact Murray McBain (Project Manager – Staff Wellbeing) Murray.McBain@Fife.gov.uk

4.0: Intensive Support

It is assumed that for any employees who require an intensive level of support they will have been aware of, and had opportunities to engage with, the supports outlined in the universal and additional levels outlined above, as appropriate to their particular needs.

It is also anticipated that where there is a requirement for individualised working arrangements, these will be discussed between employees and their line manager.

Fife Council have produced an Employee Wellbeing Handbook where you will find a directory of useful organisations and services, over a range of topics, to support wellbeing.

Fife Council employees have the right to access the mechanisms under each level of support and at times this may require undertaking an avoiding stress risk assessment, the employee counselling service and / or our occupational health service.

For further information and advice, you should contact your line manager or HR Direct on VOIP 2000 or 01592 583200. You can also submit an HR or Health and Safety enquiry through First Contact.

5:0: Related Publications

Supporting Mental Wellbeing at Work Policy

The Supporting Mental Health at Work Policy provides information on the Councils objectives to support all employees, responsibilities of line managers and expectation of all Fife Council staff.

Supporting Mental Wellbeing at Work - Manager Guide

The Supporting Mental Wellbeing at Work – Manager Guide provides advice and recommendations for managers and should be read in conjunction with The Supporting Mental Health at Work Policy.

21 March 2023

Agenda Item No. 6

Relationships & Behaviour – Support for Young People

Report by:	Shelagh McLean, Head of Education and Children's Services
Wards Affected:	All

Purpose

To provide members with information requested at the Education Scrutiny Committee of 24 January, 2023, with regards to behaviour in Fife Schools, and to provide details of the approaches in place to support our young people.

Recommendation

Members are asked to examine the information regarding pupil behaviour and comment on the supports available.

Resource Implications

Officer and staff time is required to provide support. However, there are no direct resource implications from this report relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, if Fife does not provide appropriate support, there could be Education, Health & Safety and risk management impacts associated with this area.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose a change to existing policies.

Consultation

Regular consultation with young people, families, headteachers, Trade Unions and other stakeholders takes place to assess the impact and effectiveness of the approaches embedded within the Relationships and Behaviour and Wellbeing strategies.

Meetings and working groups have been held, to support development of best practice processes.

1.0 Background

1.1 The main principles that underpin promoting positive relationships and behaviour in our schools are to:

- promote effective and high-quality learning and teaching
- develop positive relationships between staff and between staff and learners
- create a culture of exceptionally positive relationships, for learning, for community, for life
- ensure that all learners are treated fairly, shown respect and to promote positive relationships
- support learners to take control of their responses and be responsible for the consequences
- build a community that values kindness and empathy
- promote community cohesion through improved relationships
- establish a clear and consistent approach to behaviour management
- promote the safety of staff and learners, enabling all to work and live without fear
- differentiate between the need for effective school discipline / staff and learner self-regulation and supporting wellbeing needs (which are distinct, but complementary)
- manage behaviour successfully, through implementing a positive whole-school approach to improving ethos and culture
- develop appropriate access to training and support for all staff on strategies for promoting positive behaviour
- work together with partners and agencies, responding to the needs of learners early and effectively, with the least intrusive level of intervention, in line with the principles within the Children and Young People (Scotland) Act (2014)
- develop effective overall management and leadership of the school and its Community
- work in partnership with all staff, including trade unions, parents/carers and learners to develop, implement and review their relationships and behaviour policy
- implement systems to identify and meet the needs of children who are at the greatest risk, including 'Care Experienced' children.

2.0 Managing Violence and Aggression in schools

2.1 We know that the nature of the services we provide may occasionally place employees at increased risk from verbal abuse, intimidating behaviour or physical violence. The Directorate regards all forms of violence towards employees as unacceptable and is committed to acting to eliminate or reduce risk via safe work practices and (in our buildings) by safe workplace design.

2.2 There can be a perception that violence cannot be prevented or is something that just has to be endured. The notion that any form of violence is acceptable is challenged organisationally, whether it is held by employees, managers or our school communities.

2.3 However, most distressed and dangerous behaviours can be mediated and often prevented. Ensuring and implementing high quality learning and teaching, effective behaviour management systems and positive relationships in schools are the essential foundations on which to build more specialised approaches to managing extreme behavioural challenges.

2.4 Our working group of experienced practitioners has reviewed the current Scottish Government guidance, which identifies the next steps, outcomes and priority actions to improve the ethos and culture, and relationships and behaviour in Scottish schools (Appendix 2), whilst also identifying examples of effective practice from existing local Relationships and Behaviour policies. We have also sought feedback from our schools, on our guidance, to support the process of planning, developing and implementing school policy on promoting positive relationships and behaviour.

2.5 Behaviour management strategies and policies are a crucial element of a school's culture. Having a clear set of guidelines that are followed and implemented effectively makes a significant difference to the work of all staff in the classroom. It also ensures a better learning environment for pupils and reduces lost teaching hours spent on dealing with poor and disruptive behaviour.

2.6 Additionally, through the curriculum, schools can be ideal places for activities aimed at preventing violence. They can involve many young people at one time, influencing them early in life. Skilled teachers can deliver violence prevention programmes and act as significant role models outside of family or community life.

2.7 Working with partners such as Police Scotland, Fife Council Safer Communities, Mentors in Violence Prevention (MVP) schools offer learning opportunities for groups of children and young people

3.0 Reporting of incidents

3.1 To help us secure our policy objectives of reducing work-related violence, our staff are asked to report all incidents of work-related violence, aggression or threat.

3.2 Incidents should be recorded on First Contact and individuals do not require permission from their line manager to report incidents of violence and aggression. The reporting mechanism is designed around direct input so staff can do it themselves.

3.3 However, reporting incidents on First Contact does not replace the behaviour management procedures or discipline policy of the school. The process of reporting incidents should be carried out in conjunction with these.

3.4 The Headteacher should record the actions taken on SEEMIS, or other systems as appropriate, to provide evidence of the incident being concluded. Records should be consistent with school procedures e.g. in accordance with the behaviour management policy or discipline policy. Affected staff should be made aware that this is where such matters are recorded.

4.0 No. of Incidents over last 5 years

4.1 Only the number of pupil-to-pupil fights in Secondary Schools, on school property, where the fights resulted in exclusion, is held as recorded information. From 2017 to the last academic year the details are as follows:

2017/18	2018/19	2019/20	2020/21	2021/22
58	47	32	33	40

4.2 Only the total number of assaults against teachers in Secondary Schools, on school property, where the assault resulted in exclusion, is held as recorded information. From 2017 to the last academic year, the details are as follows:

2017/18	2018/19	2019/20	2020/21	2021/22
26	18	27	7	26

4.3 Over this time, the total number of pupils in Secondary Schools that have been recorded as being charged by Police Scotland following an assault on a teacher or pupil is 10.

4.4 The total number of incidents of violence against pupils, recorded by schools, for each of the last 5 academic years is as follows:

2018/19	2019/20	2020/21	2021/22	2022/23
190	142	89	179	261

4.5 The total number of incidents of violence against staff, recorded by schools, for each of the last 5 academic years is as follows:

2018/19	2019/20	2020/21	2021/22	2022/23
1023	1105	804	1362	1429

4.6 The reported instances of bullying amongst pupils are as follows:

Primary	2017/18	2018/19	2019/20	2020/21	2021/22
	144	164	136	212	149
Secondary	2017/18	2018/19	2019/20	2020/21	2021/22
	284	438	349	223	304

5.0 Protocols for staff dealing with violence and aggression

5.1 Over recent years work with schools to develop trauma informed practice, de-escalation, self-regulation and restorative approaches has been a priority. All schools are encouraged to take advantage of the professional learning opportunities made available by the Directorate with respect to these initiatives.

5.2 Effective professional development for school staff, in managing behaviour, is best understood within a framework comprising structures, procedures and strategies aimed at supporting students and managing behaviour in a planned and systematic way.

5.3 Our De-Escalation professional development pack explicitly recognises established practices and procedures which enable schools and other establishments to make provision for managing students' behaviour effectively. The most effective methods are preventive and proactive and employ whole school strategies and approaches. These include: whole-school nurturing approaches, positive behaviour management, self-regulation techniques, restorative approaches, Rights Respecting Schools and many other generic strategies which minimise conflict and support calm, high quality learning environments.

5.4 The aims of the de-escalation professional development pack are:

- to support senior management in schools and organisations to ensure all appropriate proactive procedures regarding positive behaviour management and staff support are in place and functioning effectively.
- to provide customised training for staff and managers which is context specific and supported by their link educational psychologist.
- to provide training in keeping with Fife Council Education and Children's Service's inclusion principles.
- to support schools and organisations to develop strategies to defuse challenging situations and avoid such situations in future.
- to support schools and organisations senior management teams to identify appropriate staff training needs.

- to support schools to promote positive relationships between staff and between staff and students to enhance and improve outcomes for children and young people
- to improve learning and teaching.

5.5 With regard to any form of physical intervention, the approach explicitly advises against this except where a child is placing themself or others at major risk of harm.

5.6 Additionally, the pupil Risk Assessment policy sits alongside the Fife Council policy for reduction of workplace violence and should be implemented in the context of the range of policies developed by Fife Council Education and Children's services, legislation from the Scottish Government and the Health and Safety Executive, relating to health and safety, violent incidents, pupil exclusion, personalised planning and of current Health and Safety legislation.

5.7 This policy supports the number of health and safety procedures detailed in Standard Circulars which deal with risk management e.g. Excursions; Violence at Work; Exclusions; Administration of Medication etc. This risk assessment policy relates to the management of pupil behaviour which is likely to pose risk to pupils or staff in schools.

5.8 Successful use of this risk assessment and management guidance depends upon there being a range of strategies already in place to address issues including a recent 'Promoting Positive Relationship and Behaviour' policy. Other initiatives are 'whole school nurture,' restorative practice, Trauma Informed Practice, GIRFEC, parent and pupil participation, record keeping and planning systems for additional support needs.

5.9 The risk assessment and management procedure is a means of formalising good practice which should already be ongoing in schools.

5.10 The procedure should be used where it is identified that a risk assessment and management approach would be helpful to support school staff manage exceptional situations through detailed assessment, planning and intervention. The purpose of risk management and planning is to minimise risk through a proactive approach and effective planning. The use of risk assessment and the range of support strategies developed around an individual pupil's needs should be considered separately from the discipline policy in a school.

6.0 Support for pupils, witnesses and families

6.1 The school behaviour policy is most effective when there is a genuine sense of ownership of the policy.

6.2 Pupils and parents are encouraged to support their school to maintain high standards and the school will liaise with parents in relation to issues that may be affecting their child's behaviour.

6.3 The school behaviour policy should protect both pupils and staff and schools monitor incidents to ensure that pupils and/or staff who share a protected characteristic are not experiencing particular difficulties.

6.4 Proactive management planning processes will be used where this approach would be helpful to support school staff manage exceptional situations through detailed assessment, planning and intervention.

6.5 Robust communication, guidance and specialist services e.g. Educational Psychology, are in place to support our children and young people.

7.0 Social Media Policy

7.1 Mobile technology is an integral part of the lives of children and young people across Fife, with many bringing their own mobile devices into school.

7.2 Used responsibly, mobile devices such as phones and tablets can enhance learning and teaching, communication and social experiences and can bring a sense of security to parents as their children enjoy more independent activities, such as walking to and from school unsupervised. Such devices can also be powerful tools when utilised by teachers to enhance learning and teaching.

7.3 There are risks associated with children and young people bringing their own personal mobile devices into schools. The Behaviour in Scottish Schools Research highlighted cases of misuse, both in terms of low-level disruption in classes and more serious misuse such as bullying and harassment of children, young people and staff. Such behaviour is unacceptable in any context. The inappropriate use of this technology can also detract from their appropriate use in learning and can involve teaching staff, children and young people, and parents in investigations which require disproportionate amounts of time and can cause significant disruption to the school and wider community.

7.4 Stories relating to misuse of mobile technology are frequently reported in the media with many demonstrating the potentially devastating impact of such misuse on individuals and their families.

7.5 Fife Council has implemented a programme of training anti-bullying Single Points of Contact or SPoCs across the school estate. Each SPoC will be trained using the Respectme T4T training programme, which includes best practice in dealing with issues of cyberbullying and the misuse of mobile technology.

7.6 Considering both the potential benefits for learning and teaching from the existing context of increased ownership and usage, whilst considering the risk factors, it is unreasonable and impractical to attempt to impose a ban on mobile devices in schools.

7.7 A different approach is required which promotes the safe and responsible use of mobile devices while encouraging schools to adopt a robust but measured response to the consequences of their inappropriate use. This will help staff, children and young people, and parents to enjoy the flexibility that mobile devices can provide, whilst helping them to feel safe and protected from harm, and reducing the likelihood of accessing inappropriate content.

7.8 The two key national drivers, Curriculum for Excellence and Getting it Right for Every Child recognise that developing the wellbeing of staff and children and young people is essential for creating the right environment for effective learning and teaching through the Curriculum. Additionally, Scottish Ministers have made a clear commitment to recognising, respecting and promoting children's rights in Scotland. The Children and Young People (Scotland) Act 2014 will ensure that children's rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC), properly influence the design and delivery of policies and services by placing new duties on Scottish Ministers, public sector organisations and practitioners.

7.9 What do we mean by 'safe and responsible use of mobile technology'?

7.9.1 For children and young people, the internet is a place, not a thing. It is a social space where they can spend time together and meet friends. Like any place that children and young people go, there are benefits and risks. We would not expect children and young people to behave appropriately without guidance from adults in any other context.

7.9.2 Children and young people need to understand that unacceptable behaviour remains unacceptable whether it occurs in an online environment, the playground, the classroom or anywhere else. Expectations for responsible conduct remain consistent, regardless of

the context, and any breach of expectations in relation to mobile technology should be treated in accordance with the school's anti-bullying policy. It is expected that staff will respond consistently to any irresponsible use of mobile technology and will explain to children why certain behaviours are unacceptable, and what the potential impact of such behaviours might be.

7.9.3 In line with this, guidance on the use of mobile technology must be rooted within existing positive relationships and behaviour policies, which set out how incidents will be dealt with.

7.9.4 In order to promote digital citizenship, schools should consider how they will deliver learning and teaching about online behaviour and relationships. The key principles of digital citizenship that have an impact on use of mobile devices in schools include:

- Digital etiquette (standards of conduct when using mobile devices);
- Digital rights and responsibilities (what people can do if they feel uncomfortable with digital communication and how they can report misuse); and
- Digital security (precautions that can be taken to ensure digital safety).

7.10 This learning links well to work going on in schools in developing responsible and global citizens, recognising and respecting children's rights, creating an anti-bullying culture and raising awareness of digital and online safety. This learning can be delivered through the Curriculum for Excellence and, in particular, through the Health and Wellbeing experiences and outcomes: "The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect." (Curriculum for Excellence: Health and Wellbeing. Experiences and Outcomes)

7.11 School policies should be regularly reviewed to ensure the commitment of new staff, children and young people and parents to the guidance and to take account of new developments in technology. Key themes that may form a framework for whole school community discussion and ultimate inclusion in such a policy include:

- Guidance regarding any restrictions on personal mobile device use within school grounds within the school day, at social events and on school outings. For example, it may be agreed that, unless they are being used in a lesson, mobile phones should be switched off and out of sight during lesson times.
- Clear guidelines on the appropriate use of mobile technology for learning and teaching purposes.
- Emphasis on the need for safe and responsible use of mobile technology by children and young people and staff outwith formal learning and teaching purposes.
- Clear guidelines on the need to respect privacy, which should include instructions that camera and filming functions must not be used without prior consent of subjects (children and young people or staff) and permission of the school management.
- Clear guidelines that images or recordings obtained by use of mobile phones should not be uploaded on social networking or other websites without the express permission of the subjects.
- Agreed consequences and sanctions for the misuse of mobile phones that are integrated with each school's existing policies and approaches to managing relationships and behaviour.
- Clear procedures for confiscation and return of mobile devices.
- Clear protocols on reporting of misuse within the school, and the support available in school for staff and for children and young people who are the subject of harassment and bullying using mobile phones.

7.12 Regardless of specific legal aspects, staff, children and young people need to feel safe and protected. The school's policies on promoting positive relationships and behaviour and anti-bullying will provide a framework which should underpin responses to cases where mobile technologies have been, or are perceived to have been, misused.

7.13 In cases of extreme misuse where criminal events have been recorded using a mobile device, Police Scotland should immediately be informed.

7.14 Taking photographs or film/audio recordings of anyone without their permission can be regarded as a breach of a person's rights, and can be regarded in some instances by the Police as a breach of the peace.

7.15 Should anyone choose to record images and then upload them onto social networks without the permission of the person being recorded, the individual should be asked to remove this as part of the normal behaviour policy of the school. Schools may also approach social networks to request removal of inappropriate materials but the decision to do so lies with the social network company.

8.0 Impact of violence on the education and wellbeing of other children and young people

8.1 The effects of violence and aggression on pupils can be significant. Pupils exposed to violence at school can suffer both physically and psychologically.

8.2 The physical effects can range from small scrapes and cuts to severe or debilitating injuries that require hospitalisation. There can be a psychological impact that is not as easily seen. School violence that is not physical in nature, but that may involve bullying or cyberbullying, can leave emotional scars.

8.3 Pupils who are survivors of, or witness to, incidents of violence in their schools may also:

- miss school because they do not believe the school environment is safe.
- leave school prematurely because they fear going to school.
- develop irrational fears of attending school.
- become aggressive themselves.

8.4 Therefore, incidents of school violence can impact learning. It can be challenging for children and young people who experience or see school violence on a regular basis to concentrate on their education and learning.

8.5 The primary purpose of the behaviour policy and procedures is to create and maintain a learning environment where all pupils and staff are respected, all pupils can achieve and succeed and all teachers can teach effectively.

8.6 The behaviour policy complements a curriculum that is appropriate for, and meets the needs, of all pupils.

8.7 These aim to ensure that all pupils and staff are kept safe. They should be able to study, work and live without fear of violence, intimidation, harassment, abuse or disruption. Therefore, our Schools make it clear that violent and aggressive behaviour, harassment, bullying and making false allegations are unacceptable and will never be tolerated.

8.8 Schools establish clear and consistent approaches to behaviour management ensuring that staff, pupils, and parents/carers are aware of the policy and related procedures and understand their role and responsibilities in relation to these.

9.0 Exclusions Policy

9.1 The legislative basis for exclusion from school has not changed. The power to exclude rests with education authorities under regulation 4 of the Schools General (Scotland) Regulations 1975 as amended. The Education (Scotland) Act 1980 also places a duty on education authorities to make appropriate education provision when a child or young person is excluded

9.2 However, a number of significant changes in policy and practice have taken place in Scotland, and in Fife, with respect to inclusion, wellbeing, anti-bullying, and Getting It Right For Every Child.

9.3 The Scottish Government 'Included, engaged and involved part 2 guidance' (Appendix 3) gives a stronger focus on approaches that can be used to prevent the need for exclusion, ensuring all children and young people are Included, Engaged and Involved in their education.

9.4 Over recent years the Directorate has worked with schools to develop approaches to de-escalation, self-regulation and restorative approach. These developments influenced the revised exclusions policy for schools (Appendix 1) which reflects and takes account of the national policy changes in its advice and recommendations.

9.5 It is not the purpose of this document to simply restate national guidance or legislation, but rather to outline the Fife Council and Directorate policy with respect to preventing exclusion from school and where exclusion is absolutely the last resort, managing those exclusions to ensure minimal impact on the child or young person's life chances.

9.6 Schools are asked to take note of each of the following with respect to the revised policy:

- Getting It Right For Every Child;
- Additional Support for Learning (Scotland) Act 2004, as amended 2009
- The Children and Young People (Scotland) Act 2014, (the "2014 Act");
- The Children and Young People (Information Sharing) (Scotland) Bill 2016 (the "information sharing Bill");
- The General Data Protection Regulation (the "GDPR");
- The Data Protection Act 2018 (the "2018 Act");
- Equality Act 2010, (the "2010 Act");
- Curriculum for Excellence ("CfE");
- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017, (the "RfA-2017");
- Fife Education Service Child Protection Guidance, 2016;
- Fife Strategy for Relationships and Behaviour, 2018;
- Fife Council Children's Services Plan, 2016-2020;
- Fife Council Child Sexual Exploitation Guidance, 2017;
- How Good Is Our School? Version 4.

9.7 The Directorate is committed to providing all children and young people with an education which is appropriate to their needs and which prepares them effectively for a sustained positive destination beyond school. To do this we recognise that all our pupils must be involved and engaged in education, and that exclusion is, by definition, an indicator that we have failed to achieve that goal.

9.8 Fundamental to the exclusion policy is a belief that we should have support structures, processes and pro-active planning in place, based on the key GIRFEC principles and underpinned by effective multi-agency working, through the effective use of the revised Child Wellbeing Pathway, which prevents exclusion and addresses the issues if a child or young person must be excluded from school.

9.9 It is well established from national data that exclusion from school is associated with poor educational outcomes, which in turn impact directly on a child or young person's life chances.

9.10 It is not difficult to understand the impact of repeated, interrupted education and alienation, from or disaffection with, the educational system. Fife has developed systems of robust proactive planning and risk assessment ("Risk Assessment and Management of Pupil behaviour") which schools use to help prevent exclusion of a child or young person.

9.11 Appropriate proactive risk management plans are created for those most likely to be at risk of exclusion; reducing the need to use exclusion as far as is practicable, and working with partners to provide alternatives to exclusion, which are effective and produce good outcomes for the young people involved.

10.0 Conclusions and Next Steps

10.1 This report provided the information requested at the Education Scrutiny Committee of 24 January 2023, with regards to behaviour in Fife Schools, and provides details of the approaches in place to support our young people and families.

10.2 A model of having a social worker based in a secondary school is about to be piloted in 4 of our secondary schools. Our partners are keen to support community and school challenges and we now have 6 schools that have community police play a role in their school staffing.

10.3 Policies and procedures locally and in schools are being reviewed to ensure that the most up to date and relevant strategies are in place. These policies cover anti-bullying, equalities, mobile phone use and responses to violent incidents.

10.4 We are also currently undertaking a review of PSE in secondary schools to help provide guidance on areas that require further input or perhaps input from external organisations.

10.5 In addition, the Fife Young People Health & Wellbeing survey is underway so that we can hear directly about their wellbeing needs. This information will help Fife Council, and our partners, to plan and deliver any changes to policies for the benefit of Fife's children and families, or specific groups.

List of Appendices

1. Fife School Exclusions Policy - Exclusions Policy and Procedural Guidance [Final August 2018]update.doc (sharepoint.com)
2. Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (www.gov.scot)
3. https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973: -

None.

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21st March 2023
Agenda Item No 7

Education Service
Revenue Budget 2022-23 Projected Outturn

Report by:

Carrie Lindsay, Executive Director Education and Children's Services
Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on the forecast financial position for the 2022-23 financial year, for the areas in scope of the Education Scrutiny Committee.

Recommendation(s)

Members are asked to:

a. consider the current financial performance and activity as detailed in this report;

b. note the projected outturn position and the relevant areas of projected over and under spend within the service.

Resource Implications

The Service is committed to managing the service spend within the overall level of resource available.

Legal & Risk Implications

There are no direct legal implications arising from this report.

Impact Assessment

An EqIA has not been completed and is not necessary as no change or revision to existing policies and practices is proposed.

Consultation

None.

1.0 Background

1.1 The purpose of this report is to advise Members of the projected outturn for the Education Service, for the 2022-23 Revenue Budget, and to highlight the major variances as at 31 December 2022. This is the third monitoring report to the Scrutiny Committee for the 2022-23 financial year.

1.2 Section 4 of the report summarises the progress on delivery of approved budget savings and, if required, provides an explanation of any variances to the delivery of the savings target.

2.0 Issues

2.1 **Projected Outturn - Education Service**

2.1.1 The projected underspend, for this financial year, for Education Service is £12.452m. A summary of the 2022-23 projected outturn is detailed in Appendices 1-2. This shows projected expenditure against budget across the service headings within the Service. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.

3.0 Major Variances

3.1 DSM Budget :- projected outturn - £ 7.600m underspend, movement (£0.525m)

3.1.1 Under the DSM scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. Updated projections from all schools have now been provided for the period to December 2022. The variance above is in part due to a projected net underspend of £2.600m across all school sectors, which is mainly due to an underspend on employee costs as a result of vacant teaching posts of £4.249m, partly offset by a projected overspend on supplies and services across schools of £1.646m.

3.1.2 Additional costs due to Covid are included within the projections for the DSM in relation to additional teaching staffing for Covid recovery, and to cover for staff requiring to isolate. These costs will be funded from Covid funding for additional teachers from Scottish Government and have no impact on the variance.

3.1.3 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) has also been included in their devolved budgets. Any unspent PEF at 31 March was carried forward for schools, and in addition schools' allocations for 2022-23 have been applied to their devolved budgets. These amounts are £5.960m, and £10.456m respectively. A projected underspend of £5.0m is included as an estimate of schools' unspent PEF at the end of 2022-23, which will be carried forward, reflecting the nature of PEF as a ring-fenced funding source.

3.2 Non-DSM/Childcare: - projected outturn - £4.852m underspend, movement (£1.881m)

3.2.1 The projected underspend in the service mainly relates to Early Years of £5.546m, due to an underspend on the specific grant funding from Scottish Government for Early Years provision, non-domestic rates relief to nurseries due to Scottish Government granting temporary rates relief to nurseries, and also some underspends in staffing. Scottish Government are currently reviewing the quantum of funding to be included in future local government settlements for Early Years which will, once agreed, impact the level of resource available in future.

3.2.2 Within General Education the projected underspend of £4.061m is due to the estimated strike saving arising from teachers' industrial action in November and December of £1.500m. Also contributing to the underspend is the impact of adjusting schools' budgets for the movement in school rolls. These adjustments reflect the reduction in the number of classes in Primary and a lower than projected roll in Secondary schools.

3.2.3 These underspends are offset by projected overspends related to maternity/paternity pay and long-term absence of £3.015m and £0.300m respectively. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. Overspends are also projected on transportation costs of £0.863m mainly within Special Education, and on PPP charges of £0.813m which have both arisen due to inflationary increases relating to RPI, which are in excess of the inflationary provision in the budget. The movement in projection since the last report is mainly due to the impact of updating schools' budgets to reflect updated rolls and the impact of funding for probationers, and also reflecting the cost savings from industrial action.

3.2.4 In relation to Covid, the main additional net costs included within Non Devolved Education are in relation to school transport, cleaning and catering, waste collection and PPE of £0.500m.

4.0 Progress on Budget Savings

4.1 This section of the report details the revenue budget savings for the areas falling under the scope of the Education Scrutiny Committee, detailing achievements against the current year approved budget savings as at Quarter 1.

4.2 The combined savings target, as approved in the 2021-24 budget process and earlier budget processes for the Service for this financial year is £0.350m. An indication of the forecast achievement of this saving is attached at Appendix 3, and all savings are flagged as being achieved.

5.0 Conclusions

5.1 The projected outturn for the Education Service Revenue Budget for 2022-23 is a projected underspend of £12.452m.

List of Appendices

1. Educational Services - Devolved Revenue Monitor 2022-23
2. Educational Services – Non-Devolved Revenue Monitor 2022-23
3. Savings Tracker 2022-23

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BUDGET MONITORING REPORT SUMMARY
2022-23 to 31st Dec 2022
EDUCATION - DEVOLVED

Appendix 1

	CURRENT BUDGET 2022-23 £m	COVID PROJECTION 2022-23 £m	NON-COVID PROJECTION 2022-23 £m	FORECAST 2022-23 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
TOTAL COST OF SERVICES	**228.530**	**1.309**	**219.622**	**220.930**	**(7.600)**	**-3.33%**	**(7.075)**	**(0.525)**
LESS: CORPORATELY MANAGED ITEMS	**0.013**	**0.000**	**0.013**	**0.013**	**0.000**	**0.00%**	**0.000**	**0.000**
SERVICE MANAGED NET BUDGET	**228.517**	**1.309**	**219.609**	**220.917**	**(7.600)**	**-3.33%**	**(7.075)**	**(0.525)**
ANALYSIS OF SERVICE MANAGED BUDGET								
PRIMARY EDUCATION	110.154	1.003	104.371	105.373	(4.780)	-4.34%	(4.208)	(0.573)
SECONDARY EDUCATION	110.857	0.261	108.000	108.261	(2.597)	-2.34%	(2.689)	0.092
NURSERY EDUCATION	2.688	0.045	2.582	2.627	(0.061)	-2.27%	(0.034)	(0.027)
SPECIAL EDUCATION	4.804	0.001	4.642	4.643	(0.162)	-3.36%	(0.144)	(0.017)
AREA GROUPS	0.014	0.000	0.014	0.014	0.000	0.00%	0.000	0.000
	228.517	**1.309**	**219.609**	**220.917**	**(7.600)**	**-3.33%**	**(7.075)**	**(0.525)**

SUBJECTIVE GROUPING	CURRENT BUDGET 2022-23 £m	COVID PROJECTION 2022-23 £m	NON-COVID PROJECTION 2022-23 £m	FORECAST 2022-23 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	**228.517**	**1.309**	**219.609**	**220.917**	**(7.600)**	**-3.33%**	**(7.075)**	**(0.525)**
INCOME	**(10.467)**	**0.000**	**(10.825)**	**(10.825)**	**(0.358)**	**3.42%**	**(0.239)**	**(0.119)**
EXPENDITURE								
EMPLOYEE COSTS	230.785	1.309	220.227	221.536	(9.249)	-4.01%	(8.451)	(0.798)
PREMISES RELATED EXPENDITURE	0.030	0.000	0.259	0.259	0.229	765.49%	0.146	0.083
TRANSPORT RELATED EXPENDITURE	0.162	0.000	0.188	0.188	0.026	16.07%	0.024	0.002
SUPPLIES & SERVICES	6.300	0.000	7.946	7.946	1.646	26.13%	1.397	0.250
THIRD PARTY PAYMENTS	1.707	0.000	1.814	1.814	0.107	6.27%	0.047	0.060
TRANSFER PAYMENTS	0.000	0.000	0.000	0.000	0.000	0.00%	0.000	0.000
SUPPORT SERVICES CHARGES	0.000	0.000	(0.001)	(0.001)	(0.001)	0.00%	0.002	(0.003)
	238.984	**1.309**	**230.433**	**231.742**	**(7.242)**	**-3.03%**	**(6.836)**	**(0.406)**
	228.517	**1.309**	**219.609**	**220.917**	**(7.600)**	**-3.33%**	**(7.075)**	**(0.525)**

BUDGET MONITORING REPORT SUMMARY
2022-23 to 31st Dec 2022
EDUCATION - NON DEVOLVED

Appendix 2

	CURRENT BUDGET 2022-23 £m	COVID PROJECTION 2022-23 £m	NON-COVID PROJECTION 2022-23 £m	FORECAST 2022-23 £m	FORECAST VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
TOTAL COST OF SERVICES	**191.487**	**0.903**	**185.732**	**186.634**	**(4.852)**	**-2.53%**	**(2.622)**	**(2.230)**
LESS: CORPORATELY MANAGED ITEMS	**65.266**	**0.000**	**65.266**	**65.266**	**0.000**	**0.00%**	**0.000**	**0.000**
SERVICE MANAGED NET BUDGET	**126.221**	**0.903**	**120.466**	**121.369**	**(4.852)**	**-3.84%**	**(2.622)**	**(2.230)**
ANALYSIS OF SERVICE MANAGED BUDGET								
PRIMARY EDUCATION	23.643	0.000	26.539	26.539	2.896	12.25%	2.869	0.027
SECONDARY EDUCATION	22.770	0.000	24.788	24.788	2.018	8.86%	2.084	(0.066)
NURSERY EDUCATION	25.009	0.000	19.463	19.463	(5.546)	-22.18%	(5.617)	0.071
SPECIAL EDUCATION	34.981	0.125	34.772	34.897	(0.084)	-0.24%	(0.157)	0.073
AREA GROUPS	0.551	0.000	0.551	0.551	0.000	0.00%	0.000	0.000
EDUCATION ADMINISTRATION	4.437	0.500	4.380	4.880	0.443	9.99%	0.425	0.018
STAFF DEVELOPMENT	0.000	0.000	0.000	0.000	0.000	0.00%	0.000	0.000
FIFE MUSIC SERVICE	2.403	0.000	2.303	2.303	(0.100)	-4.16%	0.000	(0.100)
SUPPORT SERVICES	2.851	0.000	2.625	2.625	(0.226)	-7.93%	(0.192)	(0.034)
GENERAL EDUCATION	6.708	0.277	2.370	2.647	(4.061)	-60.54%	(1.676)	(2.386)
CHILDCARE	2.868	0.000	2.676	2.676	(0.192)	-6.70%	(0.359)	0.166
	126.221	**0.903**	**120.466**	**121.369**	**(4.852)**	**-3.84%**	**(2.622)**	**(2.230)**

SUBJECTIVE GROUPING	CURRENT BUDGET 2022-23 £m	COVID PROJECTION 2021-22 £m	NON-COVID PROJECTION 2021-22 £m	FORECAST 2022-23 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	**126.221**	**0.903**	**120.466**	**121.369**	**(4.852)**	**-3.84%**	**(2.622)**	**(2.230)**
INCOME	**(48.215)**	**0.000**	**(47.338)**	**(47.338)**	**0.878**	**-1.82%**	**0.671**	**0.206**
EXPENDITURE								
EMPLOYEE COSTS	102.358	(0.807)	96.366	95.559	(6.800)	-6.64%	(3.961)	(2.839)
PREMISES RELATED EXPENDITURE	26.481	0.000	26.795	26.795	0.313	1.18%	0.171	0.143
TRANSPORT RELATED EXPENDITURE	15.652	0.000	16.660	16.660	1.008	6.44%	0.892	0.116
SUPPLIES & SERVICES	16.434	1.710	15.324	17.034	0.600	3.65%	0.489	0.111
THIRD PARTY PAYMENTS	13.492	0.000	12.590	12.590	(0.903)	-6.69%	(0.937)	0.034
TRANSFER PAYMENTS	0.018	0.000	0.022	0.022	0.004	24.45%	0.006	(0.001)
SUPPORT SERVICES CHARGES	0.000	0.000	0.047	0.047	0.047	0.00%	0.047	0.000
	174.436	**0.903**	**167.804**	**168.707**	**(5.730)**	**-3.28%**	**(3.293)**	**(2.437)**
	126.221	**0.903**	**120.466**	**121.369**	**(4.852)**	**-3.84%**	**(2.622)**	**(2.230)**

Appendix 3

FIFE COUNCIL
TRACKING APPROVED 2022-23 SAVINGS
EDUCATION AND CHILDREN SERVICES COMMITTEE
DECEMBER 2022

Area	Approved Budget Year	Savings Reference	Title of Savings Proposal	Savings Target £m	Forecast £m	(Under)/Over £m	Rag Status
Educational Services	2021-24	2021-EC-03	Review the financial model of Headteacher allocation	0.150	0.150	0.000	Green
Educational Services	2021-24	2021-EC-08	Review of the Devolved School Management (DSM), to include a review of the secondary school week	0.200	0.200	0.000	Green
Grand Total				**0.350**	**0.350**	**0.000**	

Rag Status Key:-

Green - No issues and saving is on track to be delivered

Amber - There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed

Red - Major issues should be addressed before any saving can be realised

Summary			
Rag Status	Savings Target £m	Forecast £m	(Under)/ Over £m
Green	0.350	0.350	0.000
Amber	0.000	0.000	0.000
Red	0.000	0.000	0.000
Total	**0.350**	**0.350**	**0.000**

21st March 2023

Agenda Item No 8

Education Service

Capital Investment Plan 2022-2023: Progress Report

Report by: Carrie Lindsay, Executive Director, Education and Children's Services

Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with information on the overall progress of the Education Service capital programme, for the current financial year, 2022-23, as well as informs members of progress on our major projects.

Recommendation(s)

It is recommended that members:

i) note the financial position as detailed in this report, and

ii) note that the budget has been revised to reflect the outcome of the Capital Plan review undertaken in February 2021 and the subsequent re-phasing exercise carried out in May 2022.

Resource Implications

There are no direct resource implications. At the present time the Directorate is projecting a final outturn of £42.363m. The plan is showing slippage of £4.888m in the current year, as at December 2022.

Legal & Risk Implications

There are no legal implications arising from this report. However, there is a risk that the actual outturn will vary from the projection contained in the report. Any potential over or under spend will be managed within the capital programme in 2022-2023 and the programme re-profiled over future years.

Impact Assessment

An EqIA has not been completed, and is not necessary, as no change or revision to existing policies is proposed.

Consultation

Not Applicable.

1.0 Background

1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year, as well as provide an update on projects under individual headings within the capital plan.

1.2 The projected outturn is currently £42.363m, with slippage of £4.888m, however this may change as projects develop throughout the financial year.

1.3 Appendix 1 provides the cost detail on major projects and programmes within the capital plan, where expenditure exceeds £1m.

1.4 Appendix 2 provides the projected final outturn for Education Service for the year 2022-2023.

2.0 Issues and Options

Key Issues / Risks

2.1 There is a risk across the Capital Investment Plan that both the timing and cost of projects continue to be adversely affected as a result of the current economic climate following the response to COVID-19, EU-Exit and current geo-political risks in Europe. Throughout the programme issues are continuing to be identified in relation to the supply of construction materials which are resulting in delays to projects, and could in turn lead to increased slippage and increased costs. However, the overall future impact of this is difficult to predict with any degree of certainty and the projected outturn in this report for 2022-23 relates to projects that are currently in progress. That said, monitoring of the impact of any additional costs, impact on timescales and associated risks is ongoing. The known impact on timing of delivery of projects has been built in to the rephased plan and the overall scale of any additional costs or further delays will be kept under review in future reports and also through the upcoming review of the Capital Investment Plan.

2.2 Whilst COVID-19 restrictions have eased, there remains a risk that new variants could emerge which may impact on project delivery in future years. These potential risks cover all aspects of the capital plan and will be included as part of the ongoing monitoring.

Major Projects

2.3 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education Service Capital Plan. Work is underway on the new Dunfermline Learning Campus, replacing Woodmill and St Columba's RC High Schools. This project is expected to spend £36.0m in the current financial year, with the schools opening in August 2024.

2.4 Other significant programmes of work detailed within Appendix 2 include the Early Learning and Childcare Programme, which shows mainly the remaining capital spend across nurseries to accommodate the expansion of services to 1140 hours.

Potential Risks and Actions

2.5 The Council's approved Capital Plan includes £213m investment in respect of Secondary Schools in West Fife, which includes Dunfermline Learning Campus (DLC) and the Inverkeithing High School replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Programme (LEIP), which requires the Council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. The potential risks associated with the DLC project significantly reduced following financial close in July 2022 (award of the construction contract), which now limits the impact of inflation on the project. The project is progressing in line with the required timeline with the campus due to open in August 2024. The Council has approval through LEIP Phase 2 for a replacement Inverkeithing High School and a decision on LEIP Phase 3 is yet to made, with the Council having bid for a replacement High School in Glenrothes in the later year of the plan.

2.6 Within Early Learning and Childcare (ELC), there are 2 projects due to be completed and contingency arrangements are in place until these facilities are complete and operational.

Financial Performance – 2022-2023 projected spend

2.7 Appendix 2 details the projected outturn for 2022-2023 against the main projects and Investment Themes.

2.8 There has been slippage of £0.924m under Early Learning & Childcare is a result of the remaining projects due to be completed next financial year. Slippage of £1.189m for Nursery Refurbishment projects has occurred as projects are now planned for future financial years. Slippage of £2.059m for Free School Meal Expansion has occurred as funding was announced late in the financial year by Scottish Government, in November 2022. The relevant services are working collaboratively to spend this funding next financial year, in line with the plans for additional equipment and building adjustments identified as required to deliver free school meal expansion in the Primary sector.

2.9 Slippage on Rolling Programme of £0.650m is around a small number of projects that had initially been planned for 2023-24 now being delayed until next financial year.

3.0 Conclusions

3.1 The projected outturn position for the capital programme for Education Service Directorate is £42.363m. There is slippage of £4.888m being projected at December 2022.

3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of

the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

List of Appendices

1. Project Cost Monitor
2. Capital Plan 2022-2023 Forecast Expenditure

Background Papers

Not applicable

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FIFE COUNCIL
EDUCATION SCRUTINY COMMITTEE
EDUCATION AND CHILDRENS SERVICES
CAPITAL INVESTMENT PLAN 2021-31
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Projected Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College - Langlands	Opportunities for All	50.170	56.302	56.302	-	0.00%	Completed Project	2021-22
Madras College Extension	Opportunities for All		5.709	5.709	-	0.00%	Future Project	2026-27
Dunfermline Learning Campus	Opportunities for All		122.025	122.025	-	0.00%	Current Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5.989	6.335	6.969	0.634	10.01%	Future Project	2030-31
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27.532	78.937	78.937	-	0.00%	Future Project	2028-29
Balwearie High School	Maintaining Our Assets	8.300	8.300	8.300	-	0.00%	Future Project	2026-27
Queen Anne High School Extension	Opportunities for All		6.626	6.626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		85.000	85.000	-	0.00%	Future Project	2026-27
Primary School Development Future Projects	Opportunities for All		79.357	79.357	-	0.00%	Future Project	2029-30
Total Major Projects over £5.000m		**91.991**	**448.591**	**449.225**	**0.634**	**0.14%**		
Extension Secondary School - Auchmuty	Opportunities for All	9.62	3.469	3.816	0.347	10.00%	Future Project	2025-26
Pitteuchar East Nursery Expansion	Opportunities for All		2.890	2.890	-	0.00%	Completed Project	2021-22
Camdean Nursery Expansion	Opportunities for All		1.954	1.954	-	0.00%	Completed Project	2021-22
Touch Primary School Extension	Opportunities for All		2.998	2.998	-	0.00%	Completed Project	2021-22
Halbeath Nursery Expansion	Opportunities for All		3.643	3.643	-	0.00%	Completed Project	2021-22
Pitcorthie Nursery Expansion	Opportunities for All		3.461	3.461	-	0.00%	Completed Project	2021-22
Lochgelly North Nursery Expansion	Opportunities for All		2.694	2.694	-	0.00%	Completed Project	2021-22
Guardbridge Primary School Extension	Opportunities for All		1.855	1.855	-	0.00%	Completed Project	2021-22
New Templehall Nursery	Opportunities for All		3.532	3.530	(0.002)	-0.05%	Current Project	2021-22
New Methilhaven Nursery	Opportunities for All		2.021	1.421	(0.600)	-29.68%	Current Project	2022-23
Primary School Development Future Projects	Opportunities for All		19.553	19.553	-	0.00%	Future Project	2030-31
Total Major Projects over £1.000m		**9.620**	**48.070**	**47.815**	**(0.255)**	**-0.53%**		
Total Major Projects		**101.611**	**496.661**	**497.041**	**0.379**	**0.08%**		

FIFE COUNCIL
EDUCATION SCRUTINY COMMITTEE
EDUCATION AND CHILDRENS SERVICES
CAPITAL INVESTMENT PLAN 2021-31
MONITORING REPORT 2022-23

Appendix 2

Expenditure	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
Building Fife's Future	0.150	0.020	0.150	(0.000)	100%
Early Learning and Childcare	2.619	0.614	1.696	(0.924)	65%
Nurseries and Primary Pressures	0.010	0.017	0.017	0.007	169%
Primary School Development	0.780	0.691	0.707	(0.073)	91%
Secondary School Development	36.000	20.036	36.000	-	100%
Education Rolling Programme	3.860	2.266	3.210	(0.650)	83%
Nursery Refurbishment	1.773	0.223	0.584	(1.189)	33%
Free School Meals Expansion	2.059	-	-	(2.059)	0%
TOTAL EDUCATION SERVICES	**47.251**	**23.868**	**42.363**	**(4.888)**	**90%**
TOTAL EXPENDITURE	**47.251**	**23.868**	**42.363**	**(4.888)**	**90%**

Income	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
Building Fife's Future	-	-	-	-	0%
Developers Contributions	-	-	-	-	0%
Early Learning and Childcare	-	-	-	-	0%
Nurseries and Primary Pressures	-	(0.312)	-	-	0%
Primary School Development	(0.743)	(0.412)	(0.743)	-	100%
Secondary School Development	-	-	-	-	0%
Education Rolling Programme	-	(0.335)	-	-	0%
Nursery Refurbishment	-	-	-	-	0%
Free School Meals Expansion	-	-	-	-	0%
TOTAL INCOME	**(0.743)**	**(1.058)**	**(0.743)**	**-**	**100%**

21 March 2023

Agenda Item No. 9

Education Scrutiny Committee Workplan

Report by: Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

This report supports the Committee's consideration of the workplan for future meetings of the Committee.

Recommendation(s)

It is recommended that the Committee review the workplan and that members come forward with suggestions for areas of scrutiny.

Resource Implications

Committee should consider the resource implication for Council staff of any request for future reports.

Legal & Risk Implications

Committee should consider seeking inclusion of future items on the workplan by prioritising those which have the biggest impact and those which seek to deal with the highest level of risk.

Impact Assessment

None required for this paper.

Consultation

The purpose of the paper is to support the Committee's discussion and therefore no consultation is necessary.

1.0 Background

1.1 Each Scrutiny Committee operates a workplan which contains items which fall under three broad headings: performance reporting, planning; and improvement work. These items will often lead to reactive rather than proactive scrutiny. Discussion on the workplan agenda item will afford members the opportunity to shape, as a committee, the agenda with future items of business it wishes to review in more detail.

2.0 Conclusions

2.1 The current workplan is included as Appendix one and should be reviewed by the committee to help inform scrutiny activity.

List of Appendices

1. Workplan

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:-

None

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Education Scrutiny Committee of 23 May 2023			
Title	**Service(s)**	**Contact(s)**	**Comments**
School Leaver Outcomes & Destinations	Education and Children's Services	Maria Lloyd, Stuart Booker, Karen Lees	
Senior Phase Stage-Based Outcomes - Six Month Tracking/Monitoring Report	Education and Children's Services	Maria Lloyd, Stuart Booker	Previously considered 15.11.22. Update report after 6 months.
DRAFT Directorate Improvement Plan 2023-2026	Education and Children's Services	Angela Logue, Stuart Booker	
Staff Wellbeing Strategy	Education and Children's Services	Murray McBain	Previously considered 15.11.22. Progress report after 6 months.
1-1 Device Approach	Education and Children's Services	Steven Eagleson	Angela Logue to present at Committee.
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 22 August 2023			
Title	**Service(s)**	**Contact(s)**	**Comments**
Update/Progress re Implementation of the Neurodevelopmental Pathway	Education and Children's Services	Deborah Davidson, Adam Brown	Previous report 24.01.23, para 26.(3) refers.
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 14 November 2023			
Title	**Service(s)**	**Contact(s)**	**Comments**
Early Learning and Childcare – Scottish Government Deferral Pilot: Update	Education and Children's Services	Shelagh McLean	Previous report 24.01.23, Para. 27 (2) refers - uptake of scheme.

Education Scrutiny Committee of 14 November 2023			
Title	**Service(s)**	**Contact(s)**	**Comments**
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 9 January 2024			
Title	**Service(s)**	**Contact(s)**	**Comments**
Inspection Outcomes - Academic Year 2022/23	Education and Children's Services	Jackie Funnell	Previously considered 21.03.23.
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 5 March 2024			
Title	**Service(s)**	**Contact(s)**	**Comments**
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 7 May 2024			
Title	**Service(s)**	**Contact(s)**	**Comments**
Education Scrutiny Committee Forward Work Programme			

Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
Attainment Scotland Fund 2021-22 Update	Education and Children's Services	Angela Logue, Zoe Thomson	Previously considered 15.11.22, Para 19 (4) refers.
Working Group - Attainment Gap (early years, nursery and P1): Findings/Update	Education and Children's Services	Angela Logue	Agreed on 24.01.23, Para 32 (5) refers.