

Cunninghame House,
Irvine.

11 February 2016

Cabinet

You are requested to attend a Meeting of the Cabinet of North Ayrshire Council to be held in the Council Chambers, Ground Floor, Cunninghame House, Irvine on **TUESDAY 16 FEBRUARY 2016** at **2.30 p.m.** to consider the undernoted business.

Yours faithfully

Elma Murray

Chief Executive

1. Declarations of Interest

Members are requested to give notice of any declaration of interest in respect of items of business on the agenda.

2. Minutes (Page 7)

The accuracy of the Minutes of the meeting held on 2 February 2016 will be confirmed and the Minutes signed in accordance with Paragraph 7 (1) of Schedule 7 of the Local Government (Scotland) Act 1973 (copy enclosed).

EDUCATION ITEMS FOR DECISION

3. Naming of the New School Campus and Leisure Development in the Garnock Valley (Page 9)

Submit report by the Executive Director (Education & Youth Employment) on the new School Campus and Leisure Development in the Garnock Valley (copy enclosed).

4. Curriculum for Excellence – Senior Phase (Page 13)

Submit report by the Executive Director (Education & Youth Employment) on the plans to refine and enhance the Senior Phase in North Ayrshire schools in order to maximise positive outcomes for all learners (copy enclosed).

5. Developing Nurture in North Ayrshire (Page 23)

Submit report by the Executive Director (Education & Youth Employment) on the progress of the Nurture Strategy within North Ayrshire Schools (copy enclosed).

6. Education and Youth Employment Physical Intervention Policy (Page 29)

Submit report by the Executive Director (Education & Youth Employment) on the development of Education and Youth Employment's Physical Intervention Policy, which is required to ensure the Council continues to receive, accreditation with Crisis and Aggression Limitation Management (CALM) (copy enclosed).

7. School Leaver Destinations 2014/2015 (Page 45)

Submit report by the Executive Director (Education & Youth Employment) on the latest statistical information about North Ayrshire school leavers from the School Leaver Destination Return and the ongoing monitoring and tracking of the destinations and participation of young people after leaving school (copy enclosed).

GENERAL BUSINESS FOR DECISION

Reports by the Executive Director (Economy and Communities)

8. Irvine Enterprise Area - Site Purchase and Investment Proposals (Page 53)

Submit report by the Executive Director (Economy and Communities) on the purchase of land and for subsequent investment within the Irvine Enterprise Area (copy enclosed).

9. Urgent Items

Any other items which the Chair considers to be urgent.

EXEMPT INFORMATION

10. Exclusion of the Public

Resolve in terms of Section 50(A)4 of the Local Government (Scotland) Act 1973, to exclude from the Meeting the press and the public for the following items of business on the grounds indicated in terms of Paragraph 9 of Part 1 of Schedule 7A of the Act.

Non Disclosure of Information

In terms of Standing Order 17 (Disclosure of Information) the information contained within the following reports is confidential information within the meaning of Section 50A of the 1973 Act and shall not be disclosed to any person by any Member or Officer.

10.1 Surplus Property, 43-45 Ardrossan Road, Saltcoats (Page 71)

Submit report by the Executive Director (Place) on the disposal of the Council's heritable interest in the former Registration Office at 43-45 Ardrossan Road, Saltcoats (copy enclosed).

Cabinet

Sederunt: **Elected Members**

Willie Gibson (Chair)
Alan Hill (Vice-Chair)
John Bruce
Marie Burns
Anthea Dickson
Tony Gurney
Ruth Maguire

Church Representatives

Very Reverend Matthew Canon McManus
Ms Elizabeth H. Higton
Mr Mark Fraser

Teaching Representative

Mr Gordon Smith

Youth Council Representatives

Erin McAuley
David Dunlop

Chair:

Attending:

Apologies:

Meeting Ended:

Cabinet
2 February 2016

IRVINE, 2 February 2016 - At a Meeting of the Cabinet of North Ayrshire Council at 2.30 p.m.

Present

Willie Gibson, Marie Burns, Anthea Dickson, Tony Gurney, Alan Hill and Ruth Maguire.

In Attendance

L. Friel, Executive Director and M. McTeague, Category Manager/Team Leader - Supplies and Services (Finance and Corporate Support); A. Sutton, Head of Service (Connected Communities) (Economy and Communities); and A. Fraser, Head of Democratic Services (Chief Executive's).

Chair

Councillor Gibson in the Chair.

Apologies for Absence

John Bruce.

1. Declarations of Interest

There were no declarations of interest by Members in terms of Standing Order 10 and Section 5 of the Code of Conduct for Councillors.

2. Minutes

The accuracy of the Minutes of the meeting held on 19 January 2016 was confirmed and the Minutes signed in accordance with Paragraph 7 (1) of Schedule 7 of the Local Government (Scotland) Act 1973.

3. Scottish Landfill Communities Fund

Submitted report by the Executive Director (Economy and Communities) on (a) the appointment of the Council's approved body to administer and distribute the Scottish Landfill Communities Fund (SLCF) and the application process; and (b) seeking approval for the process of making arrangements for the Elected Member/Senior Officer composition of the North Ayrshire Council Landfill Advisory Fund Panel.

Councillor Gurney joined the meeting at this point.

The Cabinet agreed to (a) note that LandTrust has been appointed as Council's approved body; (b) note the proposed application process as detailed in this report; and (c) approve the proposed arrangements for the composition of the North Ayrshire Council Landfill Advisory Fund Panel, as set out by Para 3 to make project funding recommendations to LandTrust.

4. Award of Contract - Refurbishment of George Aitken Court Sheltered Housing Unit, Ardrossan

Submitted report by the Executive Director (Finance and Corporate Support) on the result of the tender exercise for the refurbishment of George Aitken Court Sheltered Housing Unit, Ardrossan

Members asked questions and were provided with further information in relation to plans for monitoring and reporting community benefits.

The Cabinet agreed to award the contract to James Frew Ltd. at a cost of £439,777.71.

The meeting ended at 2.35 p.m.

NORTH AYRSHIRE COUNCIL

Agenda Item 3

16 February 2016

Cabinet

Title: **Naming of the New School Campus and Leisure Development in the Garnock Valley.**

Purpose: To select a name for the new School Campus and Leisure Development in the Garnock Valley.

Recommendation: Agree to make a decision on the name of the new Educational and Leisure Campus in the Garnock Valley.

1. Executive Summary

- 1.1 North Ayrshire Council has made a significant investment to develop a new education and leisure campus in Kilbirnie. This campus will be the first of its kind in North Ayrshire and will deliver high quality education for young people between 2 and 18 years.
- 1.2 Pupils, parents and staff have been consulted and involved in the design process to ensure that the Council takes delivery of a state of the art educational and leisure facility.
- 1.3 Cabinet are asked to consider the names proposed for this unique facility and agree a name for the school and leisure facilities.

2. Background

- 2.1 In December 2010, the Council agreed to progress with a Campus which would replace Glengarnock Primary School, Garnock Academy and Garnock Swimming Pool.
- 2.2 The new development is scheduled for completion in December 2016. Throughout the course of session 2015/16, Garnock Academy and Glengarnock PS have been working together to ensure that by August 2016 they will operate as one school under a new name, but will remain on their existing sites. At this point, Alan Dick will become the overall Head Teacher of the Campus.

- 2.3 Planning for the new school has been a high priority for both staff and pupils at Garnock Academy and Glengarnock Primary School. In January 2014 the Vision, Values and Aims Improvement Team was created, which consisted of volunteers from within the schools to consider important aspects of the ethos of the new school.
- 2.4 In December 2014, a group of S2 pupils attended the Columba 1400 Leadership Academy on Skye in order to undertake the Ambassadors' Programme. Their programme was designed to focus on the new school and its vision, values and aims. On their return, the pupils became an integral part of the Vision, Values and Aims Improvement Team and together the staff and pupils began the consultation process to bring forward proposed names and values for the campus for consideration.
- 2.5 A consultation was undertaken with all cluster primary schools. The Columba 1400 Ambassadors led assemblies and classroom activities for primary 5 - 7 pupils. These allowed the pupils to discuss the meaning of values and the importance of a name. Teachers led classroom discussions focussed on local issues and history. This offered contextual background information for young people and a starting point for the generation of ideas for a name.
- 2.6 Each school provided a list of 5 names and a list of their most important values.
- 2.7 Following further consultation with all pupils across the cluster, the original list was short listed to eight possible names. This information formed the basis of an on-line survey, which all pupils, parents/carers and staff from across the cluster were invited to complete. This resulted in a short list of four names and five values.
- 2.8 The results of the survey for the name are noted below for consideration by Cabinet:
- Garnock Campus
 - Garnock Community Campus
 - Garnock Valley Campus
 - Lochshore Community Campus

The shortlisted names for the new school campus and leisure development are reflective of the local area and communities.

- 2.9 The Columba Ambassadors have gained a great deal of confidence from leading activities and presenting to assemblies in both the primaries and in Garnock Academy. Their communication and leadership skills have vastly improved and they are eager to begin the next phase of the process.
- 2.10 In October 2015, another group of S2 pupils undertook the Columba 1400 Ambassadors' Programme on Skye. It was agreed that on their return, this group would focus on other aspects of planning for the new school and that they would use the work on vision, values and aims to inform the next steps.
- 2.11 To support the pupils, a Planning for the New School Improvement Team has been created and they will work closely with the recent ambassadors on the values, uniform, badge and motto. Both sets of ambassadors will work closely together and the values and name for the new campus will be an integral part of creating and developing a uniform, badge and motto.
- 2.12 This part of the process will begin once Cabinet have decided on the new campus name and will also involve Primary 1 – Primary 4 pupils and Early Years children who will contribute to the design and colour schemes.
- 2.13 This project has been an exciting opportunity for all pupils across the cluster. Every young learner has approached the process with maturity, enthusiasm and determination and it is clear that they are very passionate about their new school.
- 2.14 Construction of the new campus and leisure development is well underway with a planned completion date of December 2016.

3. Proposals

- 3.1 Following the extensive work undertaken by the school communities, Cabinet is asked to consider the proposed names for the new educational and leisure campus in the Garnock Valley and make a decision.
- Garnock Campus
 - Garnock Community Campus
 - Garnock Valley Campus
 - Lochshore Community Campus

4. Implications

Financial:	There are no financial implications associated with this report.
Human Resources:	There are no human resource implications associated with this report.
Legal:	There are no legal issues arising from this report.
Equality:	There are no equality implications associated with this report.
Environmental & Sustainability:	There are no environmental or sustainability implications associated with this report.
Key Priorities:	The key priorities which will be addressed as a result of this report are: 11b – Partnership working between the public, community and voluntary sectors has improved.
Community Benefits:	

5. Consultation

- 5.1 Extensive consultation, led by pupils, has been carried out with stakeholders across all schools communities within the Garnock cluster.



JOHN BUTCHER
Executive Director (Education and Youth Employment)

Reference : JB/DR/JN

For further information please contact John Butcher, Executive Director on 01294 324411

Background Papers

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NORTH AYRSHIRE COUNCIL

Agenda Item 4

16 February 2016

Cabinet

Title:	Curriculum for Excellence – Senior Phase
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Purpose:	To inform Cabinet of plans to refine and enhance the Senior Phase in North Ayrshire schools in order to maximise positive outcomes for all learners.
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Recommendation:	Agree to support the continued development and implementation of the Senior Phase in North Ayrshire schools in order to maximise positive outcomes for all learners.
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1. Executive Summary

- 1.1 This paper outlines the broad plans for the further development of the Senior Phase (S4-S6) in secondary schools in North Ayrshire. In addition to Council priorities, there are a number of key national drivers which are guiding the proposals. The developments to the Senior Phase will build on the foundations laid through the Broad General Education and will focus on smooth transitions, creative learning programmes, strengthening partnerships, staff professional learning and using data to analyse performance. The principal aim is to create a Senior Phase which blends different types of learning and provides a range of appropriate learning pathways which will maximise the positive outcomes for all our learners.

2. Background

- 2.1 The Curriculum for Excellence (CfE) aims to promote a holistic understanding of what it means to be a young Scot growing up in today's world and to optimise the contribution of education to the wider vitality of Scotland's economy, society and culture. CfE provides a coherent framework for education from 3-18, which is characterised by flexibility and which is designed to be responsive to local needs. There are two main phases within the curriculum: the Broad General Education (age 3-15); and the Senior Phase (age 15-18).

- 2.2 The Senior Phase is intended to build on the experiences, skills, knowledge and understanding developed by each learner in the Broad General Education (BGE) and offer them the opportunity to extend and deepen their learning as they build a portfolio of qualifications which recognises their learning and offers pathways to positive destinations when they leave school.
- 2.3 The recent Organisation for Economic Cooperation and Development (OECD) report “Improving Schools in Scotland” was broadly positive about the impact of CfE on our learners so far. It found that our schools are inclusive environments, where significant efforts are being made to meet the needs of all learners. The OECD report describes CfE as being at a “watershed” moment, where we have an excellent opportunity to evaluate our implementation to date and make further enhancements. It calls for a strengthening of the professional leadership of CfE through further mutual support and learning across partnerships, networks, schools and local authorities. Our plans for the future development of the Senior Phase are consistent with this recommendation.
- 2.4 There are clear upward trends in levels of attainment and in positive destinations in North Ayrshire (as indicated in other reports to Cabinet: SQA Examination Results 2015 (October 2015) and School Leaver Destinations 2014-15 (February 2016)).
- 2.5 One of the key drivers for change in the Senior Phase is the publication of Scotland’s Youth Employment Strategy 2014, which focuses on implementing the recommendations of the Commission for Developing Scotland’s Young Workforce. This strategy sets out the key expectations in terms of deliverables with milestones of a range of partners including schools, colleges and employers. It gives us a clear focus on ensuring we work with others so that our young people experience a high quality work-relevant education which equips the future workforce with the relevant skills, attitude and motivation to lead them to success.
- 2.6 More of our young people are choosing to remain at school for longer. The three-year average rate for pupils staying on into S5 in North Ayrshire is now 84% compared to 72% five years ago. Furthermore, 64% of our S4 pupils are now staying on until the end of S6, compared to 52% five years ago. With this increased stay-on rate comes a need to examine our curriculum to ensure that the full range of educational pathways is being catered for.
- 2.7 There is an increased use of data to analyse what is going well in our schools and to identify areas for further development. The introduction of the national benchmarking tool *Insight* has provided schools with a broader range of national measures against which to benchmark their own performance.

There is an increasing focus not only on breadth of learning but also on depth of learning and *Insight* is increasingly recognising the achievements of our young people beyond what has been regarded as traditional school subjects. We are using this data from the Senior Phase, alongside data from the Broad General Education to contribute towards setting our priorities for improvement. Indeed, the increased use of progress data in our schools contributes directly to the principles and priorities of the new National Improvement Framework, published in January 2016.

2.8 North Ayrshire is one of the seven Challenge Authorities as part of the Scottish Attainment Challenge. The main objective of this work is closing the attainment gap between our most and least deprived learners while still raising attainment for all. The main focus of the Attainment Challenge in North Ayrshire is on improving outcomes through better learning and teaching, through identifying what works best and through better supporting our learners and their families as they move through the Broad General Education. While the Senior Phase is not the direct focus for this significant transformational work, there is a need to ensure that our Senior Phase approaches build on, complement and extend the improvements made to the BGE.

2.9 The Senior Phase in our schools has not been developed in isolation. A range of partnerships have been developed with Connected Communities, Ayrshire College, Skills Development Scotland, Ayrshire Chamber of Commerce and a variety of local businesses and employers.

2.10 In North Ayrshire, the broad aims of our Senior Phase are:

- To ensure that the senior phase of CfE curriculum meets the needs of all learners and enables them to obtain qualifications whilst continuing to develop the four capacities.
- To provide a breadth and depth of learning, spread across the three years of the Senior Phase.
- To improve attainment and achievement in North Ayrshire for all young people.
- To provide a wide range of experiences to enhance skills for learning, life and work.
- To design learning programmes which will capture and recognise through accreditation and other means a wide range of personal achievements which will enhance learners' overall portfolio of qualifications.

- To raise aspirations and increase the ambitions of the young people of North Ayrshire fostering resilience and independence in preparation for adult life.
- To work in partnership with others to provide high quality vocational education experiences for young people that increase their preparedness for the future whether it be in further education, higher education, employment or training.
- To increase the scale and quality of work-related learning, including strengthening partnerships with local employers, enhancing work experience opportunities and integrating these programmes more effectively into the curriculum.
- To increase the percentage of young people moving into positive and sustained destinations.

3. Proposals

3.1 Review of Broad General Education

The Senior Phase must build on the foundations of effective learning developed throughout the Broad General Education. In addition, learning must be seen as a smooth continuum and the transition from the BGE into the Senior Phase must include a range of well-articulated progression routes. A full review of learning and teaching will take place in the Broad General Education and the current Senior Phase across all schools in North Ayrshire. This review will recognise highly effective practice and make recommendations for improvements. A key focus will be on the articulation between the BGE and Senior Phase.

3.2 New Senior Phase Structure

A new model of delivery for the Senior Phase has been developed with our Head Teachers for the last year. This is designed to combine increased opportunities for depth of learning from the very start of the Senior Phase with greater flexibility in the learning pathways on offer to our young people. We will work towards combining S4-S6 as a single cohort over the next two years. The Senior Phase will operate under a six column structure across North Ayrshire. Learners will be supported to plan their learning pathways over the three years of the Senior Phase, to ensure their learning choices are tailored both to their needs and future aspirations. One of the key benefits of this curriculum model will be its flexibility. There will be opportunities to personalise the number and level of qualifications, allowing young people to progress through the Senior Phase at a pace that better meets their individual learning needs.

Central to the development of the new delivery model is the integration of a broader range of qualifications, personal achievement awards and other accredited learning experiences at a number of levels for all learners throughout the Senior Phase.

3.3 Informing Practice Through Benchmarking our Performance

The national benchmarking tool *Insight* will develop a fifth national measure to complement the four existing measures: improving attainment in literacy and numeracy; improving attainment for all; attainment versus deprivation; and improving post-school participation. It is proposed that the fifth national measure will be based on an average of a learner's best attainment (by subject) based on 120 SCQF credit points. This measure is intended to support equity of measurement regardless of number of presentations in S4 etc. This calculation, when developed, will provide schools and local authorities with more evidence about the effectiveness of curricular design and will support establishments to focus on adding value to the attainment and achievements of their young people.

3.4 School-College Partnership

The existing school-college partnership arrangements will continue to be strengthened. This will be complemented by continued consortium arrangements between our schools, where there will be some agreed alignment of timetables to enable some courses to be undertaken simultaneously by learners from a number of different schools. A strengthened school-college partnership will lead to the creation of a range of vocational learning pathways which can be tailored to the needs of the consortium or individual schools. Importantly, through close partnership working, the agreed curriculum choices offered between schools and college will lead to less duplication and more flexible routes to qualifications.

3.5 Wider Achievement

The Senior Phase curriculum will continue to be broadened through formally integrating opportunities for wider/personal achievement into programmes of study. The value added to a learner's portfolio of qualifications through these achievements will be recognised wherever appropriate through accreditation. Schools will be supported to tailor their learning programmes to their individual contexts.

3.6 Planning for Subject Choice in the Senior Phase

Learners will be supported to plan their Senior Phase over the three years (including any planned exit point from school education). This planning will begin during the Broad General Education.

The quality of support for learners about their subject choices and possible future career pathways is vital. This will necessitate a programme of professional learning for staff to ensure that planning for choices is as effective as possible. This professional learning will fully incorporate the expectations of practitioners as laid out in the new Career Education Standard, published in September 2015. North Ayrshire Council will continue to work in close partnership with Skills Development Scotland, employers and parents/carers in order to ensure that guidance, support and planning for our learners is of the highest quality.

3.7 New Approach to Work Placements

The traditional interpretation of “work experience” in the Senior Phase in schools will be replaced by a new approach to work placements, in line with the requirements of the new Work Placement Standard, published in September 2015. The new approach will be more personalised and flexible and will have a greater focus on project based learning while in a workplace setting. This will ensure that our young people are more consistently gaining a meaningful experience of work. Schools will be supported to develop a model of managing work placements which fits their own context and grows from their partnerships with local employers. Improving the depth and quality of our partnerships with local business and industry will be an essential key to the success of these approaches.

3.8 Appointment of Temporary Principal Teacher (Developing the Young Workforce)

The details of Scotland’s Youth Employment Strategy 2014 will be taken forward by all schools. In our secondary (and ASN) schools, we will appoint a temporary Principal Teacher with responsibility for leading and co-ordinating the planning and implementation of the developments arising from this strategy. Their remit will also include a continued focus on supporting ongoing participation and achieving positive sustained destinations for our learners. A key consideration for schools will be developing approaches to Developing the Young Workforce which are both effective and sustainable and which become embedded into practice. Schools will continue to receive further support from central staff to ensure that standards and quality are consistently high and that best practice is shared across establishments.

3.9 Improved Analysis of Data Leading to Improved Planning

Schools are already well-versed in the analysis of high level messages from annual examination performance statistics in the Senior Phase.

However, approaches to data gathering and analysis will be extended to ensure that all teachers are able to analyse and interpret data which is relevant to their learners.

A programme of professional learning will be designed in order to support colleagues to identify what the data is telling us and how this can be translated into next steps to improve learning and teaching in the classroom. This will complement existing approaches to the strategic analysis of data and resultant planning at school and authority level. Schools will continue to be challenged and supported to make improvements to their learner outcomes in terms of the national measures (outlined in 3.3).

3.10 The Evaluation of Impact of Proposed Changes

As with any significant change or development, the key to success will be in the rigorous and systematic evaluation of the impact of these changes. We will use data annually and throughout the year to scrutinise the impact of our developments not only on all learners as a whole, but also on individual groups of learners to ensure that we are getting it right for every child. Any unintended consequences of these developments will be highlighted through our analysis and evaluation, which will enable steps to be taken to make further improvements.

4. Implications

Financial:	DYW funding will cover the cost of the responsibility payment to the temporary Principal Teacher.
Human Resources:	A temporary Principal Teacher (DYW) will be appointed in each secondary school from within existing staff.
Legal:	There are no legal implications.
Equality:	There are no equality implications.
Environmental & Sustainability:	There are no environmental and sustainability implications.
Key Priorities:	<ul style="list-style-type: none"> ● NAC Council Plan 2015-2020: Priority 3 – “Ensuring people have the right skills for learning, life and work” ● Education and Youth Employment Directorate Plan 2015-2018 : Priorities – ● Priority 1 – We are reducing inequalities and delivering improved outcomes for children and young people ● Priority 2 – High quality learning and teaching is taking place in all our schools. ● Priority 3 – Self-evaluation and performance improvement are embedded throughout our schools and central support teams ● Priority 4 – Levels of attainment and achievement are improving for all learners. ● Priority 5 – High numbers of our young people are entering positive and sustainable post-school destinations.
Community Benefits:	Benefits to our community include developing a more highly skilled, qualified and economically active young population.

5. Consultation

- 5.1 There has been consultation between Head Teachers and the Directorate Team regarding the direction and delivery models of the Senior Phase. Head Teachers have been engaging with their staff teams, parents/carers and young people to shape these plans and develop them operationally to fit their local context.

- 5.2 There is ongoing consultation with our partners, both internal and external, to ensure that our evolving approaches to the Senior Phase are well-planned, tailored to need, at the same time as meeting the requirements of legislation and local and national policy.

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JOHN BUTCHER
Executive Director (Education and Youth Employment)

Reference : JT/SQ/AMcC

For further information please contact Steven Quinn, Head of Service (Schools), on 01294 324413.

Background Papers

None

NORTH AYRSHIRE COUNCIL

Agenda Item 5

16 February 2016

Cabinet

Title: Developing Nurture in North Ayrshire

Purpose: To inform Cabinet of the progress of the Nurture Strategy within North Ayrshire Schools.

Recommendation: That the Cabinet agrees to (a) note the progress; (b) endorse the continuation of the implementation of the Nurture Strategy; and c) receive a further progress report in June 2016.

1. Executive Summary

- 1.1 The Authority's vision is that North Ayrshire becomes a nurturing authority where all schools and early years centres promote and support inclusion. The vision is that all children and young people will have access to high quality teaching and learning within innovative, flexible and nurturing environments.
- 1.2 Education and Youth employment aim to embed a nurturing approach across all schools and early years centres to enhance the delivery of high quality learning across North Ayrshire. This inclusive approach will develop the emotional health of all our learners; support staff to meet the needs of young people; raise attainment and reduce inequality.
- 1.3 Education and Youth Employment have utilised funding from Scotland's Attainment Challenge and plan to establish Nurture Groups in 15 identified schools in North Ayrshire. The implementation of this has begun and will be completed by August 2016.

Nurture Group Schools:

- Blacklands PS
- Castlepark PS
- Corsehill PS
- Cumbrae PS
- Elderbank PS
- Glencairn PS
- Hayocks PS
- Loudoun-Montgomery PS
- Pennyburn PS

- Springside PS
- Stanley PS
- St. Bridget's PS
- St. John Ogilvie PS
- Winton PS
- Woodlands PS

2. Background

- 2.1 The interactions between staff, pupils and their parents should be positive and based on mutual respect in order to create a safe, caring and inclusive environment.
- 2.2 The emotional health of children and young people impacts on their ability to learn as do the relationships they have with those around them. Positive relationships and wellbeing are vital to ensure children and young people achieve the best outcomes.
- 2.3 Meeting wellbeing needs by using a nurturing approach, is the responsibility of all staff in North Ayrshire. This vision will be supported through understanding and implementation of the extended nurturing principles:
 - **Children's learning is understood developmentally** with staff taking a holistic view of the child's learning and responding appropriately
 - **The school /setting offers a safe base.** NAC schools and classrooms provide a caring, inclusive and warm, welcoming environment where boundaries and routines are explicit and fair.
 - **The Importance of nurture for the development of wellbeing and raising self-esteem.** All staff in NAC use effective approaches to support the wellbeing and resilience of children and young people
 - **Language is a vital means of communication.** All NAC staff use language that supports children and young people and develop the language of emotions and relationships.
 - **All behaviour is communication.** Staff will be attentive to children's verbal and non-verbal communication and will make every effort to understand what a child is communicating through their behaviour and respond accordingly.

- **The importance of transition in children's lives.** All staff will support children as they move through the routines of the day and schools will ensure there are clear welcome routines at transition points through the day.
- 2.4 As part of the Attainment Challenge 15 schools have been identified and key staff trained. It is anticipated that all 15 will be operational by August 2016. Currently, because of recruitment issues, only three are operational. Steps are being taken to recruit additional teachers during March 2016, which will allow full implementation in at the start of the new session in August 2016.
 - 2.5 Accommodation has been found in each of the 15 schools to develop nurture rooms. Additional funding (£5,000 per Group) has been secured in order to fund start up costs for each of the 15 nurture rooms.
 - 2.6 A four day nurture training course has been completed by the recruited Nurture Teachers and Nurture Assistants. In addition, a Principal Teacher in Nurture has been appointed and trained. The Head Teachers of the 15 identified schools have also undertaken single day training in nurture theory.
 - 2.7 A Nurture Steering Group has been established and is chaired by the Head of Service (Inclusion). The Nurture Strategy will develop in light of this.
 - 2.8 Education Scotland delivered four day training in Nurture to teams from all Secondary Schools and the Pupil Outreach Service. A number of Educational Psychologists have also been trained by Education Scotland in order to become authority nurture trainers. This ensures that future training and staff development is sustainable. All secondary schools have been asked to produce an action plan for implementation of Nurture, which will be included in their school improvement plans, for session 2016/17.

3. Proposals

- 3.1 Training packages will continue to be developed by our local nurture trainers and delivered to staff across our schools and early years centres. This will be delivered in partnership with the Professional Learning Academy.
- 3.2 A process of quality assurance will be established to ensure consistency in approach across all schools and early years centres. The Education Psychology Service will support this.

- 3.3 It is proposed that the Cabinet notes the progress made towards the previously published proposals, endorses the continuation of the implementation of the Nurture Strategy and agrees to receive a further progress report in June 2016.

4. Implications

Financial:	All costs will be funded from Scotland's Attainment Challenge.
Human Resources:	This initiative relies on recruiting quality teachers to fill the Nurture Teacher posts and to fill any vacancies arising. This is extremely challenging in the current climate and has resulted in a delay to the start of nurture groups.
Legal:	There are no legal implications arising from this report.
Equality:	There are no equality implications arising from this report.
Environmental & Sustainability:	There are no environmental and sustainability issues arising from this report.
Key Priorities:	<p>The establishment of Nurture supports the following key priorities.</p> <p>North Ayrshire Council Plan 2015-20 "Priority 3 Ensuring People have the right skills for learning life and work" "Priority 4 Supporting all of our people to stay safe, healthy, and active"</p> <p>Education and Youth Employment Directorate Plan – 2015-18 "Priority 1 We are reducing inequalities and delivering improved outcomes for children and young people"</p>
Community Benefits:	<p>Nurture groups can be successful at developing a range of life skills which enable children to make more effective contributions within the group as well as other settings. Nurture groups encourage children to develop key skills and capacities including:</p> <ul style="list-style-type: none"> ● Self Awareness and social confidence. ● Self reflection and the ability to communicate in social and different learning situations. ● Resilience- children learn to resolve conflict in positive ways. ● Independence in coping with a variety of social and learning situations.

5. Consultation

- 5.1 Consultation will take place with Head Teachers, Psychological Services, other Local Authorities, Identified Training Providers, Children and their parents.

A handwritten signature in black ink, appearing to read 'JB', with a long horizontal stroke extending to the right.

JOHN BUTCHER
Executive Director (Education and Youth Employment)

Reference : JB/CA/JN

For further information please contact Caroline Amos, Head of Service on 01294 324416.

Background Papers

None

NORTH AYRSHIRE COUNCIL

Agenda Item 6

16 February 2016

Cabinet

Title: **Education and Youth Employment Physical Intervention Policy**

Purpose: To inform and update Cabinet on the development of Education and Youth Employment's Physical Intervention Policy, which is required to ensure the Council continues to receive, accreditation with Crisis and Aggression Limitation Management (CALM).

Recommendation: It is recommended that Cabinet note and approve the content of the draft Physical Intervention Policy.

1. Executive Summary

- 1.1 Mutual respect and positive relationships between staff and children and young people are essential pre-requisites for an effective learning environment and behaviour that challenges good order can be a barrier to learning and teaching.
- 1.2 Staff and children and young people have a right to an environment which is not subject to disruption or aggression. It is therefore important that staff know how to de-escalate difficult situations to:
 - minimise severity;
 - prevent disruption to learning;
 - protect children and young people, and others, from harm; and
 - avoid physical interventions becoming necessary.
- 1.3 In 2012, Education and Youth Employment entered into a partnership with Social Services for the coordination and delivery of Crisis and Aggression Limitation Management (CALM) training to staff members where it was identified that this training was required. Training for staff across all sectors, with the focus on ASN schools and establishments, will take place following an assessment of individual pupil needs.

2. Background

- 2.1 Education and Youth Employment continue to work in collaboration with the CALM Coordinators in the Health and Social Care Partnership to deliver CALM training to identified staff.
The training provides staff with the necessary skill to assist them to prevent, minimise and manage potentially problematic situations.
- 2.2 Staff will only be considered for CALM training following a full risk assessment by the Head Teacher and the CALM Coordinator.
- 2.3 The justification for utilising and implementing CALM intervention techniques is as follows:
 - The training is coordinated and delivered consistently across the Council;
 - The Council recognises CALM as part of an approach to promoting positive relationships;
 - CALM has a comprehensive Quality Assurance procedure
- 2.4 To ensure that the Council remains compliant and accredited to CALM, there was a need to produce a Physical Intervention Policy. Appendix 1.

3. Proposals

- 3.1 It is proposed that Cabinet (a) note and approves the content of Education and Youth Employment's Physical Intervention Policy which is required to ensure the Council's accreditation with Crisis and Aggression Limitation Management (CALM).

4. Implications

Financial:	There are financial implications for the Council in the ongoing delivery of this training.
Human Resources:	There are no human resource implications arising directly from this report.
Legal:	The coordination and on-going training of CALM techniques will ensure that the Council meets the requirements of: <ul style="list-style-type: none"> ▪ The Standards in Scotland's Schools etc Act 2000 ▪ Human Rights Act 1998
Equality:	There are no equality implications arising directly from this report
Environmental & Sustainability:	There are no environmental implications arising directly from this report
Key Priorities:	The key priorities which will be addressed by this report are: <ul style="list-style-type: none"> ▪ 4 – Our young people are successful learners, confident individuals, effective contributors and responsible citizens; ▪ 5 – Our children have the best in life and are ready to succeed; ▪ 6c – More vulnerable people are supported within the community; ▪ 8 – We have improved the life chances for children, young people and families at risk
Community Benefits:	There are no community benefit implications arising directly from this report.

5. Consultation

- 5.1 The multi- agency Accessibility Strategy Steering Group and colleagues in the Health and Social Care Partnership have been consulted.

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JOHN BUTCHER
Executive Director (Education and Youth Employment)

Reference : JT/DR

For further information please contact John Butcher, Executive Director on
01294 324411

Background Papers

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North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

**NORTH AYRSHIRE COUNCIL
EDUCATION AND YOUTH EMPLOYMENT**

THE USE OF PHYSICAL INTERVENTION IN EDUCATIONAL ESTABLISHMENTS

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The Use of Physical Intervention in Educational Establishments

1. Introduction

1.1 Purpose of this Policy

This policy deals with situations where physical intervention or physical restraint may be required and used. These situations include not only those pupils for whom risks have been assessed and protocols agreed for the use of physical restraint or physical intervention, but also those whose behaviour is unforeseeable and unpredictable e.g. a pupil who for no anticipated reason displays behaviour which could endanger the pupil him/herself, a member of staff or other pupils.

It is anticipated that this policy will assist staff to be aware of the type of situation where they may or may not be required to provide physical intervention. North Ayrshire Council accepts that there are situations where as an act of care to prevent injury to staff and other pupils, physical intervention or physical restraint may be necessary. All educational establishments should formulate their own policies and procedures on promoting positive relationships and where appropriate, on dealing with physical intervention in line with this guidance.

1.2 Rationale

Mutual respect, positive relationships from both staff and pupils are essential pre-requisites for an effective learning environment. Behaviour which challenges good order is a barrier to learning and teaching.

Every child has a right to the best education which can be provided in a partnership between school, parents/carers, the Authority and the community.

Staff and pupils have a right to teach and learn in an environment which is not subject to disruption or aggression.

Pupils may find it difficult to attain the highest possible levels of achievement unless they can learn in a calm and safe environment. Praise, recognition of effort and celebration of achievements are also vital to maintaining motivation and a desire to learn. However, there can sometimes be occasions in any school when pupils' behaviours challenge the ability of staff to maintain good order. A pupil's behaviour may:

- disturb other pupils;
- risk damaging property; or
- place that pupil or others at risk of harm.

Staff need to know how to de-escalate situations to minimise their severity and to avoid physical intervention becoming necessary.

1.3 Protocols, Plans and Programmes

Staff must strive to prevent confrontation or awkward situations developing in order to maintain good working arrangements for all pupils within the teaching environment. This can be achieved through a positive relations, restorative practice and nurturing approach.

In most situations, a pupil's behaviour can be predicted. Staff who work with pupils on a regular basis may be able to determine the type of situation which could cause that pupil stress, frustration or upset, resulting in an outburst of unacceptable behaviour.

All staff should be aware of pupil behaviour, especially if they are prone to volatile outbursts or those with additional support needs which may lead to them exhibiting challenging behaviours. Behaviour management protocols including risk assessments (i.e. agreements between parents/carers, the pupil and school staff about how to prevent, minimise and manage specific, potentially problematic situations) must be agreed and established for situations in which a pupil's behaviour may be problematic.

Where appropriate these protocols should link clearly to targets included in the pupil's plan. In all cases parents/carers and the pupil must be involved and consulted in the development process.

1.4 Terminology

Physical intervention refers to the actions by which one or more people restrict the actions of another.

Physical restraint is the positive application of force with the intention of holding a pupil. Both are acts of care and control aimed at ensuring safety of the pupil and of others and should not be used to coerce or force. However this should only be used as a last resort unless the intervention is required to prevent injury to pupils or others.

2. Background

This policy is set within the context of good practice in Promoting Positive Relationships and takes account of the legal framework. No single statute covers the issue of 'challenging behaviour' and Physical Intervention. The obligations of support agencies towards children, staff and members of the public are outlined in a range of statutes, guidance, core standards, and best practice frameworks.

2.1 Health and Safety

North Ayrshire Council has a legal obligation to ensure the health, safety and welfare of its staff and of service users. These obligations include:

- Providing a safe workplace;
- Carrying out risk assessments and taking appropriate action to eliminate or control foreseeable risks;
- Providing appropriate information, instruction, training and supervision for staff.

Each Head Teacher is responsible for all health and safety matters as they relate to his/her establishment.

All employees are expected to co-operate in the implementation of the Council's health and safety policy by:

- acting in the course of their employment with due care for their own safety and that of others, who may be affected by their acts or omissions at work;
- co-operating, so far as is necessary, to enable the Council to perform any duty or to comply with any requirements, as a result of any health and safety legislation which may be in force;
- using all work items provided by the Council in accordance with the training and the instructions they receive to enable them to use the items safely and appropriately.

2.2 The Standards in Scotland's Schools etc. Act 2000

Section 16 of the Standards in Scotland's Schools etc. Act 2000, states that action taken to avert "an immediate danger of personal injury to, or an immediate danger to the property

of, any person (including the pupil concerned)" would not be taken as corporal punishment. Physical intervention or physical restraint can only be justified if all other intervention strategies and non-physical methods have proved ineffective and there is an immediate danger of physical harm to individuals.

No member of staff is obliged to undertake physical intervention where doing so would place that member of staff in immediate danger of physical harm.

In no other circumstances can physical intervention or restraint against a pupil be justified.

It should be remembered that all staff have a duty of care and will need to use their professional judgement as to whether or not to use reasonable force to avoid a situation escalating out of hand. Members of staff may, if acting in accordance with this document of guidance, intervene to avert such immediate dangers.

Unreasonable or excessive use of force may result in criminal proceedings for assault, or in civil proceedings for damages. In addition, disciplinary proceedings may be taken against a member of staff if there is evidence that force was excessive or unreasonable.

2.3 The Human Rights Act 1998

The European Convention on Human Rights (Article 3) deals with the prohibition of inhumane or degrading treatment or punishment. Physical intervention may be open to challenge but should be used in appropriate circumstances.

The legislative framework attempts to balance the rights of all people involved in the support of individuals where behaviour may present an element of 'Foreseeable' risk to themselves or others. In summary, managers and staff must:

- develop safe systems of work;
- provide a pro-active and systematic approach to foreseeable risk;
- ensure minimum intervention; where physical interventions are employed they must be based on the principle of least restriction – the least restriction for the shortest time.
- only use these actions for the benefit of the vulnerable individuals;
- take into account the age and developmental stage of the individuals;
- consult with relevant others including parents and multi-agency partners;
- consider appropriate training and capacity building to enhance the skill levels of the individuals (both pupils and staff).

3. Duty of Care

North Ayrshire Council staff, working in a school environment, have a duty of care in relation to the emotional and physical wellbeing of pupils and colleagues. Failure to act when there is evidence that a greater and significant harm may occur could result in allegations of negligence and consequent civil litigation.

When the action taken is in line with this policy then North Ayrshire Council, as part of its duty of care to staff, will support its employees.

4. Implications for Head Teachers

All education establishments must adopt this policy.

The senior management team of each school must ensure that:

- an ethos is created where positive relationships are nurtured, supported and valued;

- behaviour protocols are developed and agreed for pupils where challenging behaviour is foreseeable or predictable; (see Paragraph 1.3)
- risk assessments are carried out where necessary for the purpose of establishing appropriate protocols and to help in the planning process for pupils;
- Staff have access to appropriate training opportunities to enhance their own skills in this area and to increase their own levels of emotional literacy to support the development of positive relationships;
- Staff, where appropriate, are offered training in approved methods of physical intervention, including CALM which is the Council's preferred method; and
- Any use of physical intervention and restraint is reported and monitored, with a debrief offered to staff and pupils involved and a monitoring system is in place to enable patterns to be identified and addressed appropriately.

5. Principles Relating to Physical Intervention

It is essential that every member of staff is aware of these principles and applies them to their practice:

- physical intervention, up to and including physical restraint, should be used only as a **last resort** when all other strategies have been considered;
- such physical intervention should serve to de-escalate or prevent a violent or potentially violent situation;
- physical intervention should not be used as a method of enforcing discipline or compliance when there is no serious risk to individuals.

If all steps have been taken to ensure that a pupil does not exhibit violent behaviour towards another person and the situation continues then the **pupil should be warned that if they do not desist physical restraint may be used.**

When it is apparent that a pupil is not responding to the behaviour management strategies being used by an individual member of staff and a violent incident seems imminent, then wherever possible another member of staff must be summoned. This will not be seen as failure. The presence of a second adult could prove helpful in ensuring safety, objectivity and calm control, as well as providing a witness to what takes place.

When it becomes necessary to restrain a pupil, staff should maintain a calm and reassuring manner, **without analysing the incident at this point.**

Restraint must at all times be "reasonable". The judgement of what constitutes 'reasonable' rests with the member of staff at that point in time.

"Reasonable" is the minimum restraint a responsible adult would exercise to prevent physical injury, always bearing in mind danger to those concerned.

Care must be taken to avoid pain or injury to the pupil. Restraint must never:

- interfere with breathing, blood supply or genital areas:
- involve holding the head, throat, wrists, joints or fingers
- be a punishment
- be between pupil to pupil

Restraint should be relaxed and released as soon as possible to allow the pupil to regain composure. The pupil should be told what will happen next to avoid unnecessary anxiety.

If the member of staff is going to release the grip and stay quietly with the pupil, this should be explained.

When considering whether a staff member may undertake training in restraint, managers must take into account the overall level of professional experience of the staff member, their need for this training, and the appropriateness of allowing that individual to undertake this type of physical task. This will include the member of staff being assessed by the Council's Occupational Health provider to ensure they are physically able to undertake this type of training and activity.

6. Procedural Points Following Physical Intervention

Any incident where physical intervention has been used must be reported to the Head Teacher immediately or as soon as is feasible. An incident Report Form (IR1) should be completed by the staff member detailing the circumstances, justification and level of physical intervention used.

Parents/carers and should be contacted by the Head Teacher at the earliest opportunity, where pupils are located in Children's Unit, the Head Teacher should make contact with the Head of Establishment at the earliest opportunity and **on the same day in all cases.**

Both the pupil and the parents must be made aware of the reasons why restraint was necessary. The views of the pupil and parents should be recorded at the time of discussion.

The Head Teacher should discuss the incident with the member of staff involved and support should be provided as appropriate.

After the incident, time must be taken to ensure that the member of staff involved has the opportunity to discuss the incident and their feelings around it. Personnel directly involved may require some protected time to reflect.

This will also be an appropriate time to reconsider the strategies in place and to re-assess risks in the light of what has happened. (see Section 4.)

This policy will be monitored by Education and Youth Employment to ensure that physical restraint does not become routine in any establishment.

7. Staff Training

Effective education can only happen in an environment where there is a partnership between the teacher and the pupils. Teachers play a major role in developing this partnership by utilising their skills to manage pupils effectively. These skills include effective organisation and teaching methods, as well as being able to prevent, minimise and manage potentially problematic situations. Education and Youth Employment offers training to support staff in developing these skills.

Key elements of the training programme is training in the development of a positive ethos, promoting positive relationships, emotional literacy, solution focused approaches, nurture and de-escalation. It is essential that Head Teachers continue to support their staff to attend these events.

Where there are concerns about volatile behaviour from pupils, managers must carry out risk assessments to identify potentially violent situations and appropriate strategies to prevent violent incidents occurring. It is envisaged that developing these strategies will minimise the need for staff to employ physical restraint techniques. This may include offering training to staff in procedures to minimise the dangers of harm to pupils, themselves and others.

CALM Training will only be offered to staff in mainstream schools where there is an identified and suitably assessed need. This assessment will be undertaken by the Head Teacher and the CALM Co-ordinator for North Ayrshire Council.

In specialist settings where this type of training makes a significant contribution to ensuring the safety of staff and pupils, job specifications may include the need to undertake this training, and staff who are unwilling to undertake training may need to be considered for redeployment.

The only training in physical restraint allowed by North Ayrshire Council is that provided by CALM Training Services.

Staff using these methods must have received the required training. Information on the training in Physical Intervention is continued with Appendix 1 and Appendix 2 which outlines the training requirements for individuals.

Staff trained in the use of the recommended CALM techniques must maintain their skills and have time allocated to allow them to undertake the appropriate level of practice and re-verification. Both individual members of staff and the Council are vulnerable to legal action if staff use the CALM methodology without valid and up-to-date re-verification.

De-escalating Confrontation

It should always be a priority for staff to attempt to de-escalate confrontation where possible. Preventative approaches should ensure that this is not a frequent occurrence. However, it is helpful for staff to be aware of specific strategies that can help in de-escalation confrontation.

A 90 minute training session has been designed for participants about to undertake CALM training. This focuses on practical advice for teaching and support staff where it has been identified and assessed that there is a need.

The session looks at De-escalating confrontation from an Emotionally Literate standpoint. It looks at the confrontation continuum, understanding the effect of poor levels of Emotional Literacy on behaviour, looking at strategies using solution focused emotional coaching.

Although originally designed as a Pre-CALM course, de-escalating confrontation has been made available on request as a training session for all schools. Requests for this course should be discussed with the Senior Manager, Inclusion and Employability, who is based in Cunninghame House.

Further information about CALM is given in Appendix 2.

CALM (Crisis, Aggression, Limitation and Management)

CALM (Crisis, Aggression, Limitation & Management) is the chosen strategy of North Ayrshire Council for physical intervention techniques.

Only those who hold a current accredited training qualification in CALM may carry out these techniques.

School staff will only be considered for CALM training following a full risk assessment by the Head Teacher and the CALM Co-ordinator and following the application of relevant positive interventions.

Before undertaking training in physical intervention staff must undergo a medical assessment by the Council's Occupational Health Service, complete the Accredited CALM training and be aware of the :

- promotion of positive relationships;
- de-escalating techniques;
- legislation in relation to physical intervention;
- health, safety and risk assessment aspects including;
- the management of behaviour of pupils with additional support needs;
- development of procedures in the school to manage and prevent foreseeable challenging behaviours;
- development of procedures within the school to support the use of physical intervention as per the policy; and
- processes for ensuring the involvement and agreement of parents and carers.

The justification for utilising the CALM philosophy and implementing CALM intervention techniques in North Ayrshire Council is as follows:

- In North Ayrshire Council, CALM Training is co-ordinated and delivered by the CALM Co-ordinators within the Council's Health and Social Care Partnership Team. This leads to a consistency of practice for all our young people and adults in the Authority.
- North Ayrshire Council recognises CALM as part of an approach to promoting an effective holistic package of promoting positive relationships.
- CALM has a comprehensive Quality Assurance procedure. North Ayrshire Council will comply with these procedures to ensure the health, safety and welfare of pupils and staff.
- North Ayrshire Council instructors will deliver training according to the "Code of Practice for Trainers in the Use of Physical Interventions; Learning Disabilities; Autism and Pupils with Special Educational Needs." This code aims to safeguard participants.

CALM techniques are compliant with health and safety legislation in promoting the well-being of staff and pupils in the following ways:

- CALM techniques are designed to comply with legal requirements, national policy guidance and current research. CALM physical techniques comply with the North Ayrshire Council's Moving and Handling Policy.
- The safety of both pupils and staff is promoted by only engaging in physical intervention to prevent the pupil harming themselves or others, with an emphasis on employing preventative and positive strategies.
- CALM physical intervention aims to maintain the dignity of all persons involved both in school and the wider community.

- The hierarchy within CALM techniques allows the minimum reasonable force to be applied at each level of escalation or de-escalation depending on pupils' behaviour. Minimal hand movements between levels ensure that staff can easily move to a more or a less restrictive hold.
- The techniques are reassuring for staff. Increased skills improve the confidence of staff and their ability to manage difficult situations.
- Recording systems alert staff to foreseeable risks and determine the inclusion of specified CALM techniques in Individualised Plans.
- The use of CALM techniques must be recorded.
- The maximum restraint to be used in most educational settings is a hold in a seated position. Holds at a higher level will only be offered in training after a rigorous risk assessment procedure.

Physical intervention training cannot replace good practice and effective management. No system can offer a stand-alone answer to aggressive/violent behaviour. CALM should not be seen as the only, or principle response to promoting positive relationships and managing challenging behaviour.

Reporting Physical Incidents

The following form should be completed in schools for every incident where there is physical intervention or physical restraint. This form will be used to compile the information about the use of CALM holds which is required for the annual CALM return.

Where appropriate an 'Incident Report Form (IR1)' form should also be completed in accordance with existing procedures. Copies of this form can be located on NAVIGATE, Master Health and Safety File, Section B06 – Incident Reporting, Management of Work Related Incidents.

The Head Teacher should carefully monitor these forms to establish if any patterns are developing or if further action has to be taken, and by whom.

A copy of the CALM Reporting Form must accompany the IR1. Copies can also be found on NAVIGATE in Section B06. Copies should be submitted to Corporate Health and Safety and the CALM Co-ordinator in Cunninghame House.

Where appropriate, the Head Teacher should follow up with their Senior Manager.

It is advisable to retain documentation for a period of ten years after the pupil leaves school - in case of inquiry or complaint.

NORTH AYRSHIRE COUNCIL

Agenda Item 7

16 February 2016

Cabinet

Title: **School Leaver Destinations 2014/2015**

Purpose: To inform Cabinet of the latest statistical information about North Ayrshire school leavers from the School Leaver Destination Return and the ongoing monitoring and tracking of the destinations and participation of young people after leaving school.

Recommendation: That the Cabinet agrees to note (i) the information set out in the School Leaver Destination Report and the continued improvement in the post-school outcomes for young people; and (ii) the development of the Data Hub and its related statistical information and to agree to the ongoing development work to enhance outcomes for young people that will result in initial positive destinations being sustained.

1. Executive Summary

- 1.1 The School Leaver Destination Report (SLDR) is produced as a result of work undertaken each year by Skills Development Scotland (SDS) on behalf of the Scottish Government. The information is based on the status of each leaver from publicly funded Secondary Schools as at 5 October 2015 and therefore only represents a snapshot in time.
- 1.2 There has long been recognition that whilst the SLDR provides very useful data on the initial progressions of school leavers across Scotland, the monitoring and tracking of young people's ongoing, longer term participation, required further improvements. There are extensive ongoing national developments, led by SDS, which will improve the ability of all partners to better support young people beyond school and ensure that positive destinations are sustained.

- 1.3 In addition to informing Cabinet of this year's statistical information, this paper will outline some of the latest key developments and the potential impact they have to enhance our work to improve young people's longer term outcomes in the future.

2. Background

- 2.1 The information contained in the SLDR is used by Scottish Government to report on the National Performance Indicator "Increase the proportion of young people in learning, training or work".
- 2.2 The Council uses the information to inform initiatives and programmes developed as part of our approach to our Youth Employment Strategy and recent developments in relation to "Developing Scotland's Young Workforce". The data provides evidence that our schools continue to ensure that young people are developing Skills for Learning, Life and Work and that the transition from school to post-school is being effectively supported.
- 2.3 Other agencies and partners use the information to inform their programmes and initiatives, for example, SDS use the "person level" data to identify individuals who have not moved into a positive destination. They are then able to offer their advice and guidance to support them into a future positive destination. Universities working on widening access programmes are able to use the statistical information to identify the geographical areas most needing their support. Colleges, training providers and central Government Departments are further examples of organisations using this data to further enhance the work they are doing to improve outcomes for young people.
- 2.4 The report provides information on a school by school basis. It highlights the number and percentages of the initial destination for school leavers.

The table highlighting this summary information is attached at Appendix 1.

The key findings from the report for 2014-2015 are as follows:

- In North Ayrshire there was a total of 1529 leavers from our secondary schools. (up 48 from last year's total of 1481).
- Overall the percentage of leavers entering a positive destination from North Ayrshire secondary schools is **96.1% - an increase of 2% from the previous year. This is 3.2% above the national average of 92.9% - North Ayrshire Council being 3rd out of 32 local authorities.**

- The percentage of leavers entering Higher Education (classed as HNC or above) is **36.4%, a rise of 0.9%** from last year, but 1.9% lower than the national average.
- The percentage of leavers entering Further Education is also **36.4%, a rise of 1% from last year and 8.6% higher than the national average.**
- The percentage of leavers **entering Employment is 20.2%, a rise of 1.6%** now 1.5% below national average. **This represents 33 more leavers moving directly into employment than last year and 87 more than 2 years ago.**
- The percentage of leavers not moving into an initial positive destination is 3.9%. This statistic is broken down further into those who are “unemployed, seeking” - 3%, those who are “unemployed, not seeking” - 0.8% and one school leaver recorded as “unconfirmed”.

2.5 In addition to the high level statistical data we receive, individual pupil data enables us to work with our partners to provide appropriate post school interventions. We have already established that since the date of the formal measure, **a further 8 pupils** have moved into education, employment or training. SDS case officers provide support to the young people who are under 18 and unemployed. Those who are 18+, secure additional support from Job Centre Plus.

2.6 SDS, on behalf of the Scottish Government published an “experimental” dataset in 2015 known as the “Participation Measure”. This is designed to provide statistical information about the 16-19 year old cohort as a whole. Although experimental at this stage, this data appears to confirm what has been evident to us over the past few years - our schools have made real improvement in their support for leavers, but that making subsequent progressions is not as successful, leading in some cases to unemployment. We outline in our development priorities how we propose to collaborate with post school partners to ensure that our very positive post-school progressions lead to long term sustained outcomes for young people.

3. Proposals

3.1 It is proposed that we focus our future work in two distinct areas:

- Those which affect young people while still at school; and
- Those where we can work with our post-school partners to shape practice that will result in longer term sustainable outcomes for our school leavers.

3.2 Priority 1

We propose to build on the excellent practice our schools have established by:

Further developing links with Further & Higher Education providers to ensure that all school leavers are aware of the range of options open to them. We have regular partnership dialogue with Ayrshire College and Scottish Universities, particularly on their Widening Access programmes.

Further developing links with local employers to make sure that our schools have a good awareness of the local labour market. This will ensure employers become better informed and engaged in the work being carried out in schools to prepare young people for the world of work.

Ensure that school staff have the knowledge and expertise required to better prepare school leavers for the world of work. This work includes the full implementation of the recommendations contained in “Scotland’s Youth Employment Strategy”, which built on the “Developing Scotland’s Young Workforce Report” (DYW). These include the introduction of national standards for Work Experience and Career Education together with offering pupils the opportunity to work towards “Foundation Apprenticeships” as part of their school curriculum. A Principal Teacher in each Secondary School, plus an ASN lead Principal Teacher, will take forward the recommendations in DYW.

3.3 Priority 2

We propose to build on existing work with our post-school partners to ensure that young people are not only achieving a first positive destination, but that those positive progressions are either (a) sustained in the long-term or (b) lead to further positive destinations.

We will continue to build on:

- Work with Skills Development Scotland (SDS) both nationally and locally to make best use of the data that is becoming available through the data hub. This is now being populated by all Scottish post-school partners (except employers) providing an effective tool to monitor and track young people 16-19 (and potentially beyond). It allows us to identify when a young person has dropped out of, or completed a short college or university course, as well as training courses administered by SDS. This means that partners can now take prompt action to work with young people and move them into a subsequent positive destination.

- Work with colleagues in East & South Ayrshire Councils, Ayrshire College and SDS to establish a protocol that identifies roles and responsibilities for partners, when young people drop out of or complete college courses.
- Work with Ayrshire College to improve aspects of school to college transition planning for school leavers. This will ensure that the college has the best possible information to help them support school leavers. This should improve the support available to more vulnerable groups. It will enable the college to intervene quickly when students face barriers and challenges that might affect their ability to sustain a college place.
- To share good practice that exists across all our schools. In particular how we support school leavers and encourage post-school partners to take learning from our practice, ensuring progression to a positive outcome remains everyone's priority.

4. Implications

Financial:	Funding available from Scottish Government will fund the temporary responsibility payment for the Principal Teachers in our schools to ensure that DYW is implemented in full. This is in line with the recommendation in the report that a "senior staff resource" should be allocated to this.
Human Resources:	There are no HR implications arising from this report.
Legal:	The sharing of data is subject to a data sharing agreement with SDS which was approved by Legal Services.
Equality:	Our proposals will further improve outcomes for disadvantaged groups - there are specific recommendations in relation to this in DYW and our local implementation plan.
Environmental & Sustainability:	There are no Environmental and Sustainability implications arising from this report.
Key Priorities:	<ul style="list-style-type: none"> ● National Priority - "Increase the proportion of young people in learning, training or work". ● North Ayrshire Council's Priority 3 - "Ensuring people have the right skills for learning, life & work". ● Education & Youth Employment's Priority 5 - "High numbers of our young people are entering positive and sustained post-school destinations".
Community Benefits:	N/A

5. Consultation

- 5.1 No specific consultation was undertaken as part of this report, however there is extensive ongoing partnership with all schools, Skills Development Scotland and Ayrshire College.

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JOHN BUTCHER
Executive Director (Education and Youth Employment)

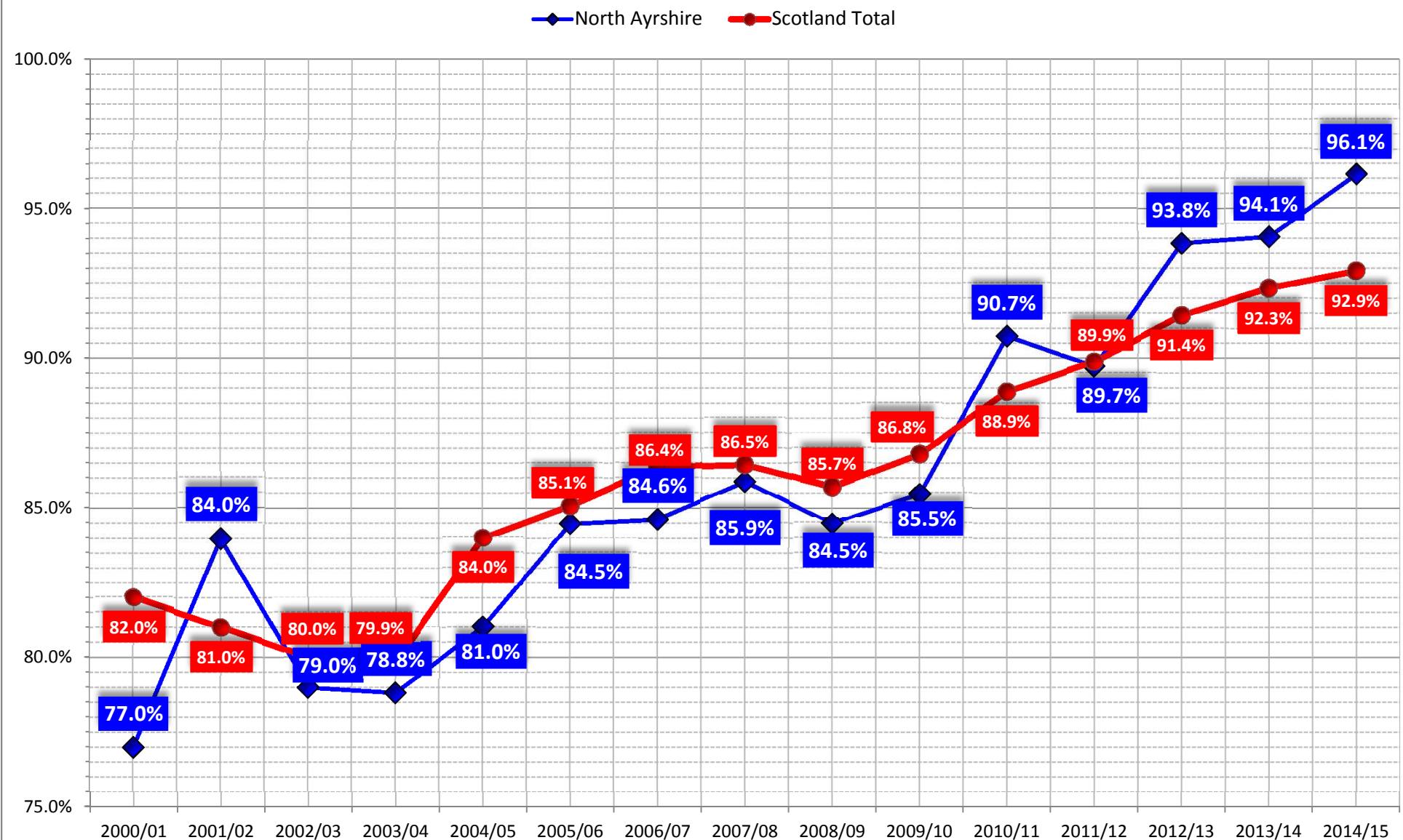
Reference : JB/LC/JN

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Background Papers

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% school leavers into positive destinations 2001-2015



NORTH AYRSHIRE COUNCIL

Agenda Item 8

16 February 2016

Cabinet

Title: **Irvine Enterprise Area - Site Purchase and Investment Proposals**

Purpose: To seek approval for the purchase of land and for subsequent investment within the Irvine Enterprise Area.

Recommendation: That Cabinet approves:

- a) The purchase three areas of land within the Irvine Enterprise Area at Annickbank, Riverside Way and Greenwood from the Irvine Bay Regeneration Company; and
- b) The investment of capital funds in the subsequent development of commercial space with the aim of creating employment.

1. Executive Summary

- 1.1 The Irvine Enterprise Area (IEA) is a major location for employment and has been the principal focus of the Irvine Bay Regeneration Company (IBRC) over the last two years. This reflects the opportunity provided by the designation of Enterprise Area status which provides benefits to companies including capital allowances and rate relief. It has yielded significant results including an increase of 360 in the number of employees within IEA and the take up of over 100,000 sq ft of commercial space. The Irvine Bay Regeneration Company owns several areas of land within the IEA.
- 1.2 This report seeks approval to conclude negotiations with IBRC to secure the Council with outright ownership in three areas of land within IEA. This will provide the opportunity for investment to create new commercial space and employment.

2. Background

2.1 The Cabinet of 9th December 2014 agreed to:

- a) Support the Irvine Bay Regeneration Company to ensure a managed wind down of the Company by the end of March 2017;
- b) The provision of finance to support the delivery of an ambitious 'legacy' business plan by Irvine Bay Regeneration Company prior to March 2017;
- c) To pursue the purchase of key strategic land assets held by Irvine Bay Regeneration Company by North Ayrshire Council; and,
- d) Put in place mechanisms to continue the transformation of North Ayrshire through regeneration activity led by North Ayrshire Council.

Purchase of Irvine Enterprise Area Assets

2.2 The five strategic land assets which the Cabinet agreed to be purchased from IBRC were:-

- Ardrossan North Shore;
- Land at Marine Drive in Irvine; and,
- Three IEA Sites: Greenwood, Annickbank & Riverside Way.

2.3 Proposals for the purchase of Ardrossan North Shore and land at Marine Drive, Irvine will be brought to Cabinet at a later date. This paper sets out proposals for the purchase of, and investment in, assets within the IEA.

2.4 Plans of the three sites within the IEA are attached at Appendix 1. Cabinet have previously been advised of the lack of commercial space available within IEA, which currently serves as a constraint to new employment and economic development opportunities. The purchase of these areas of land will allow the Council to pursue the provision of new commercial space in association with IBRC. It will supplement funds earmarked by IBRC within their business plan and enable the development of new commercial stock which is considered to not be viable for the private sector in the current market.

2.5 A description and the valuation of each site provided by the District Valuer is provided in the table below:

Site	Description	Valuation
Riverside Way	1.52 ha site to the east of Riverside Avenue	£130,000
Greenwood	1.76 ha site to the west of Riverside Avenue	£150,000
Annickbank	2.06 ha acre site to south of Annick Road	£160,000

2.6 While investigations have identified the presence of some limited abnormal ground conditions (which may in some commercial transaction lead to a deduction from the value), it is proposed that the gross valuation provided by the District Valuer is paid to IBRC on the condition that this is reinvested in the subsequent development proposals where immediate development is proposed. Proposed Heads of Terms for the purchase of the sites are as follows:

- The price paid will be based upon the value identified by the District Valuer on exhibition of appropriate title and access;
- The land to be purchased will include any areas required for rights of way and required servitudes;
- IBRC will act as agent for any infrastructure works, marketing and investment proposals for the life of IBRC (no later than March 2017) with subsequent transfer of responsibilities to NAC; and,
- The value achieved by IBRC as a capital receipt from the sale of land will be reinvested in the sites as a contribution to development costs or reinvested in accordance with the IBRC legacy business plan;
- NAC will let the contract and make a contribution to the development costs of up to a maximum of £4m. Additional funding towards development costs will be met by IBRC as part of the IBRC legacy business plan subject to the necessary approvals.

- 2.7 These Heads of Terms will be the subject of an agreement between the parties.

Development Proposals

- 2.8 Occupier demand for the Enterprise Area is most likely to come from sectors which align with the benefits of the life science rates discount and accelerated capital allowances. Sectors include life and chemical sciences, high value manufacturing and data centres. Demand may come from small and large company relocations or growth, from start-ups, scale-ups and latent local demand. Reflecting this, it is proposed to undertake investment in the Riverside Way and Annickbank sites.

- 2.9 The Riverside Way site extends to some 1.52 Ha and benefits from accelerated capital allowances. An outline scheme (Appendix 2) has been prepared for the construction of speculative industrial space of 3,080 sq m, parking, and compaction of adjacent land for potential future expansion of the space. The cost of this is projected to be £3.23m with an additional £0.17m retained by IBRC or NAC for fit out of the unit in line with occupier requirements. The rationale for developing new space at the Riverside Way site is based on:

- Prominent gateway location thereby increasing its market appeal, contributing to the profile of i3 and assisting in opening up the strategic investment site for future development.
- Provision of a range of industrial space suitable for a number of potential occupiers.
- Development ready site with design and build tender documentation prepared.

- 2.10 The site at Annickbank extends to some 2.06 Ha net and benefits from rates discounts for life science companies. The site has been serviced with access road and utilities, including a wind turbine generator, and is marketed on its green credentials. The development has been successful in market terms having 1,170 sq m of speculative office space built with 452 sq m let and 718 sq m sold. The rationale for continuing development of plot 1 and 7 at Annickbank is based on:

- Making use of existing high quality infrastructure.
- Generating critical mass by adding additional buildings.
- Spreading common charges like grass cutting and wind turbine maintenance.
- Perpetuating what appears to be an attractive design in market terms.
- Development ready site with planning and building consents in principle agreed.
- Tender documentation has been prepared.

- 2.11 The development of Plots 1 and 7 (as illustrated at Appendix 2) would provide two buildings providing office accommodation of 452 sq m gross and 1,500 sq m gross respectively. The cost of this is projected to be £3.098m with an additional £0.156m retained by IBRC or NAC for fit out of the units in line with occupier requirements.
- 2.12 Development proposals for the Riverside Way & Annickbank sites are included at Appendix 2. Proposals for both have been agreed by the IBRC Board, and subject to Cabinet approval will be completed during the 2016/17 financial year.
- 2.13 Development proposals for the Greenwood site are not proposed at this stage. However it is recommended that the Council acquire this site in line with the Cabinet approval of 9th December 2014 which approved the purchase of five assets from IBRC considered to be of a strategic nature. While finance is not in place to allow the redevelopment of the site at this stage, it is considered to provide a development opportunity on a key location at the entrance to the Enterprise Area. It is also considered that the scale of market failure is such that the site is unlikely to be brought forward by the private sector given current market conditions. Further reports will therefore be brought to Cabinet on the future plans for this site which would be subject to the outcome of the review of the Council's capital programme, and/or the successful development of the Ayrshire Growth Deal proposition.
- 2.14 The site will be acquired at the valuation provided by the District Valuer provided at 2.5 above. While there may be limited abnormal ground conditions present, given the lack of definitive development proposals the financial cost of this cannot be quantified at this stage. The DV valuation and proposed purchase price reflects a reduction in the value achieved when the Council previously sold the site to Strathclyde Police, for £230,000.

3. Proposals

- 3.1 The Irvine Enterprise Area is the major focus of the IBRC and this has yielded significant results. The purchase of the three sites from IBRC will allow the implementation of subsequent works with the ultimate aim of delivering additional employment and economic benefit.

3.2 In identifying the best option given the objective to create employment, consideration has been given to the resources available, market demand, risk and timescales. The Annickbank and Riverside Way sites offer a number of benefits in terms of market appeal and timescale, and the opportunity to provide flexible modern space to suit a wide potential market. It is therefore proposed that investment in the Riverside Way and Annickbank sites are pursued and that plans for Greenwood site are the subject of a further report to Cabinet.

3.3 It is proposed that Cabinet:

- a) purchase three areas of land within the Irvine Enterprise Area at Annickbank, Riverside Way and Greenwood from the Irvine Bay Regeneration Company and,
- b) invests capital funds for the subsequent development of commercial space with the aim of creating employment.

The investment proposed will utilise an existing capital budget allocation. In addition, proposals for the Ayrshire Growth Deal are currently being developed and it is envisaged that further development of the Irvine Enterprise Area will be a focus of the physical infrastructure element of the bid within North Ayrshire.

4. Implications

Financial:	<p>The Council approved investment in the Enterprise Area of £3M within the capital programme on 9 December 2014 for the acquisition of key strategic assets from IBRC. The three sites within the IEA have been valued at a total of £440,000 (gross). This will be funded from the capital programme budget and be reinvested by IBRC in the proposed construction works. The balance of funds from the £3M capital programme budget will be used in any purchase of remaining two IBRC sites (former NACCO site, Irvine, and Ardrossan North Shore).</p> <p>The developments of land at Riverside Way and Annickbank as set out at Section 2 above are estimated to cost a total of £6.65m. £4m of this will come from the allocation made on 9 December 2014 for investment in the Irvine Enterprise Area within the capital programme. The remainder will be funded by IBRC as part of their legacy business plan (including reinvestment of the land value paid).</p>
Human Resources:	There are no Human Resource implications at this stage.

Legal:	Legal Services will conclude negotiations in relation to the land purchase based on the principles contained within the report.
Equality:	There are no equality implications arising from the report.
Environmental & Sustainability:	In the case of Riverside Way the development would see the appropriate re-use of a brownfield development site.
Key Priorities:	This proposal supports the Council Plan core priority 1 – ‘Growing our economy, increasing employment and regenerating towns.’
Community Benefits:	Any construction contracts let will see the provision of appropriate community benefit in line with the Councils community benefit policy.

5. Consultation

- 5.1 Consultation has been undertaken with the Council's Estates, Finance and Legal Services in preparing the report.



KAREN YEOMANS
Executive Director (Economy and Communities)

Reference : CMc/AL



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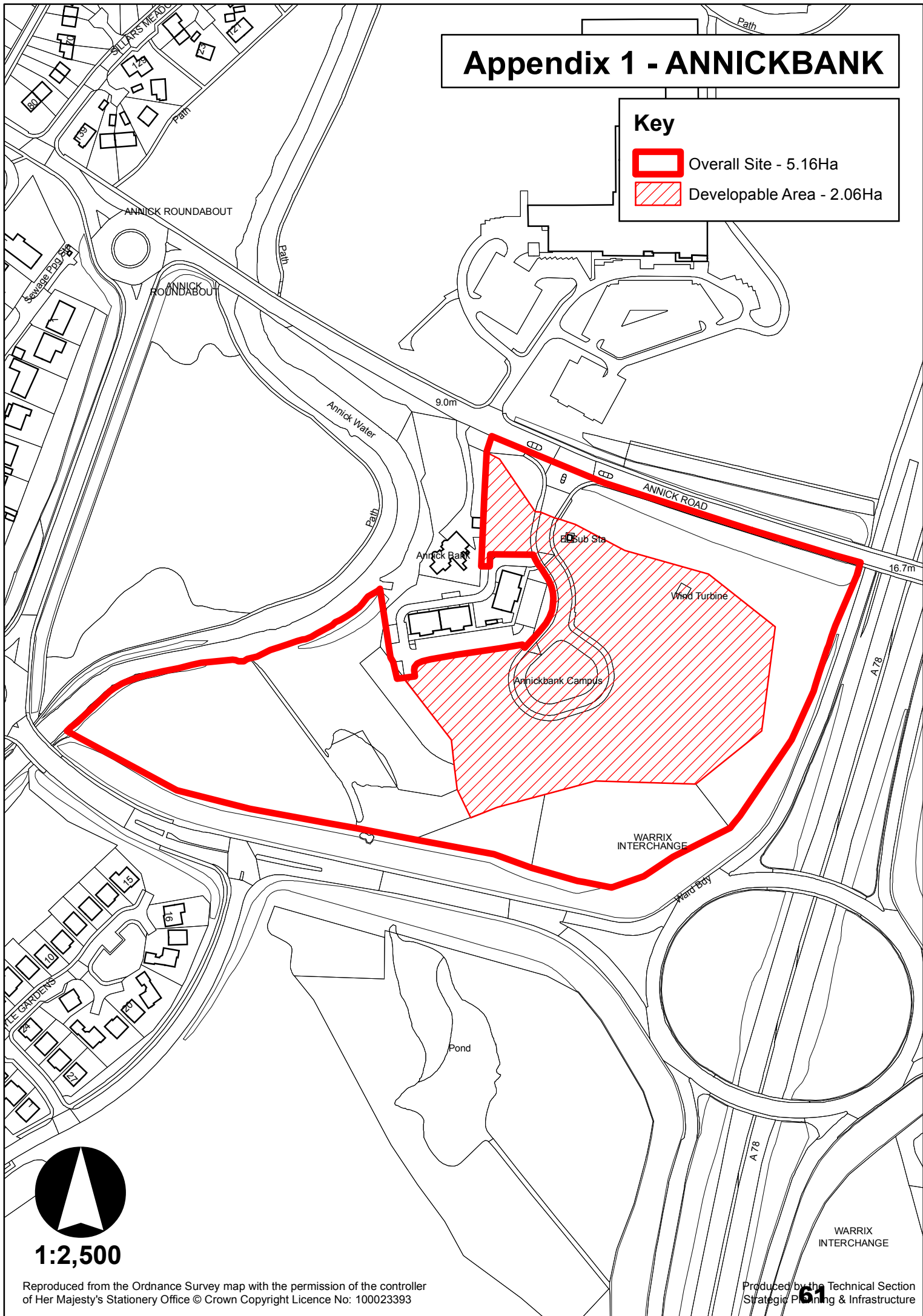
Background Papers

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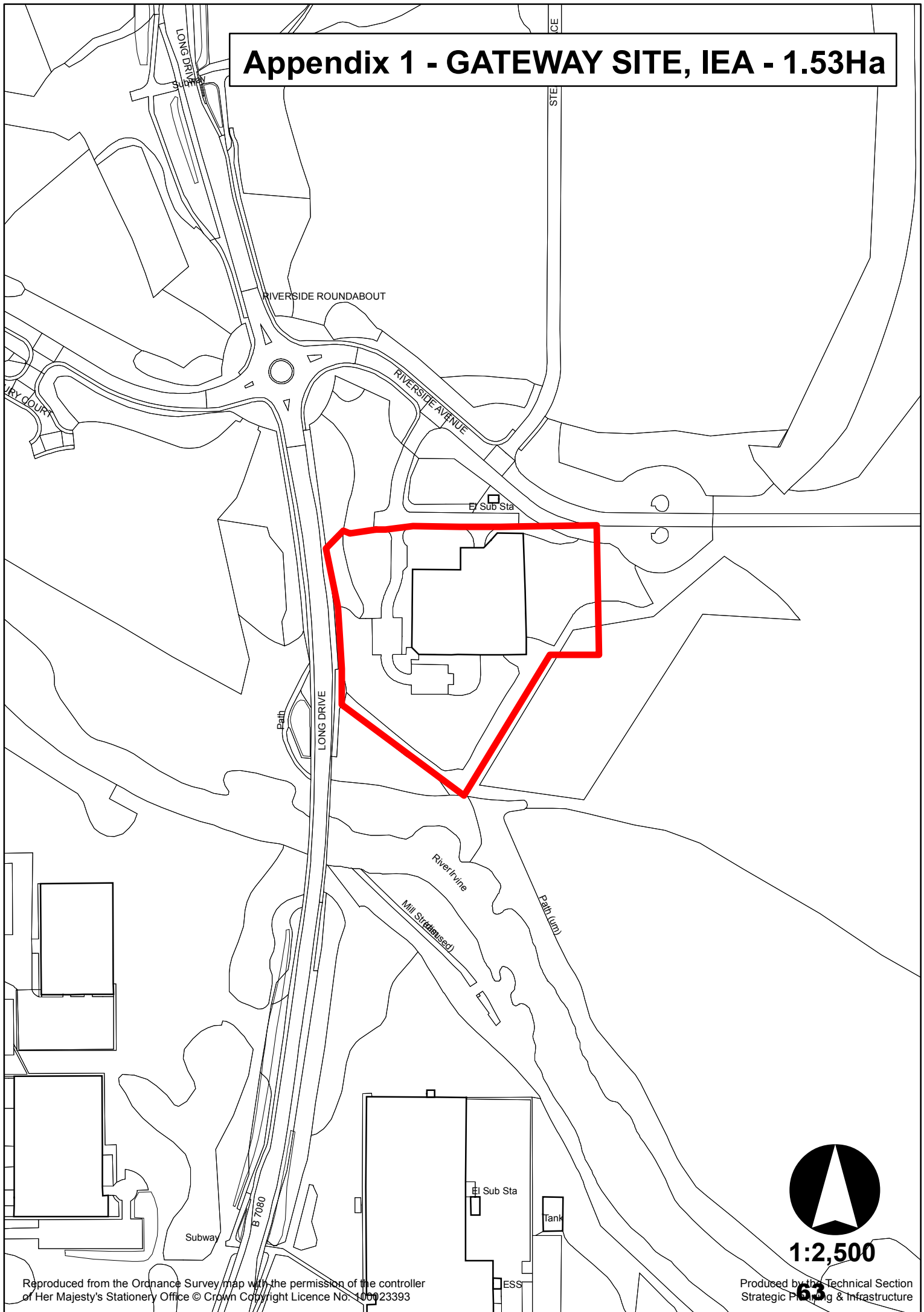
Appendix 1 - ANNICKBANK

Key

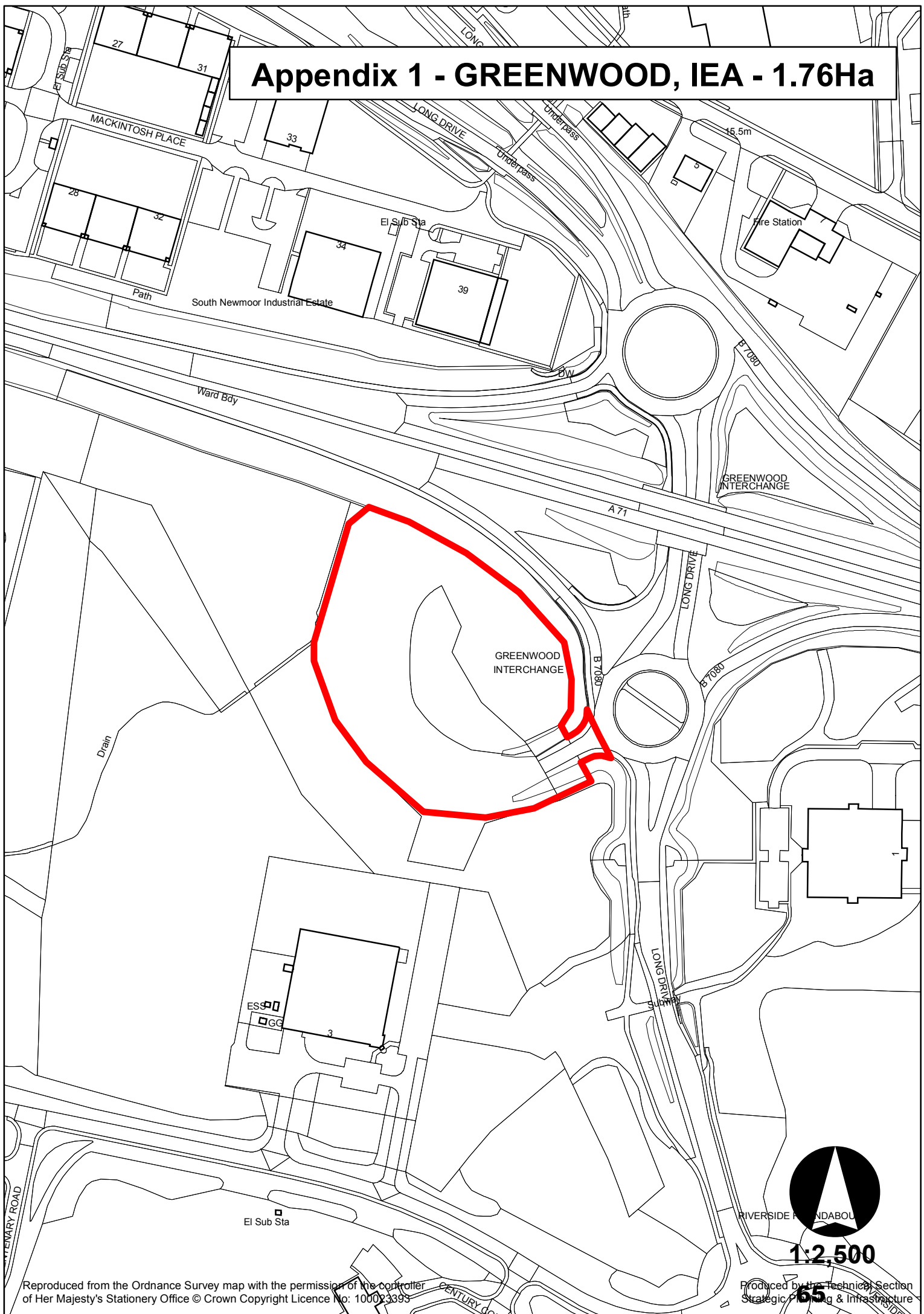
-  Overall Site - 5.16Ha
-  Developable Area - 2.06Ha



Appendix 1 - GATEWAY SITE, IEA - 1.53Ha

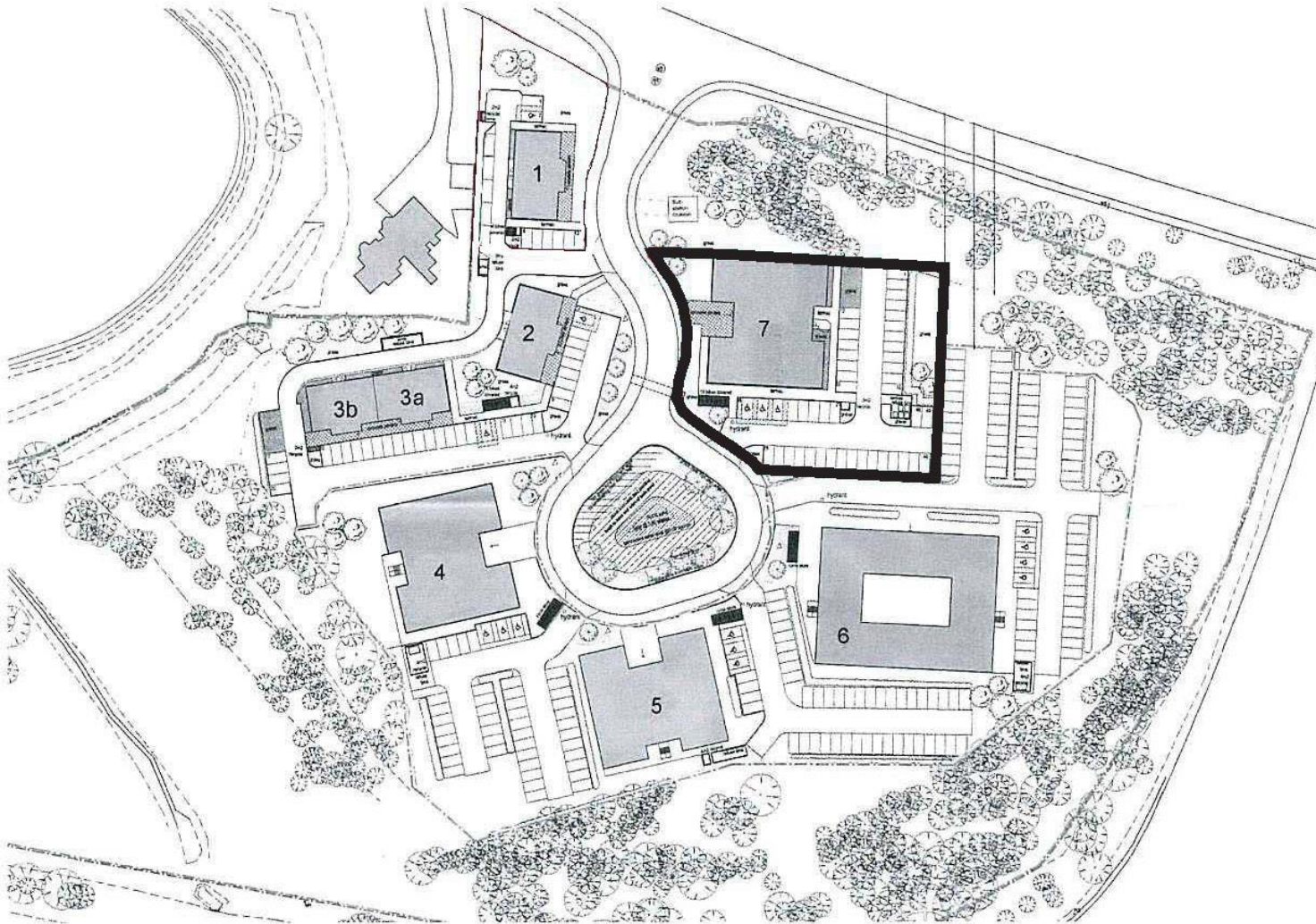


Appendix 1 - GREENWOOD, IEA - 1.76Ha



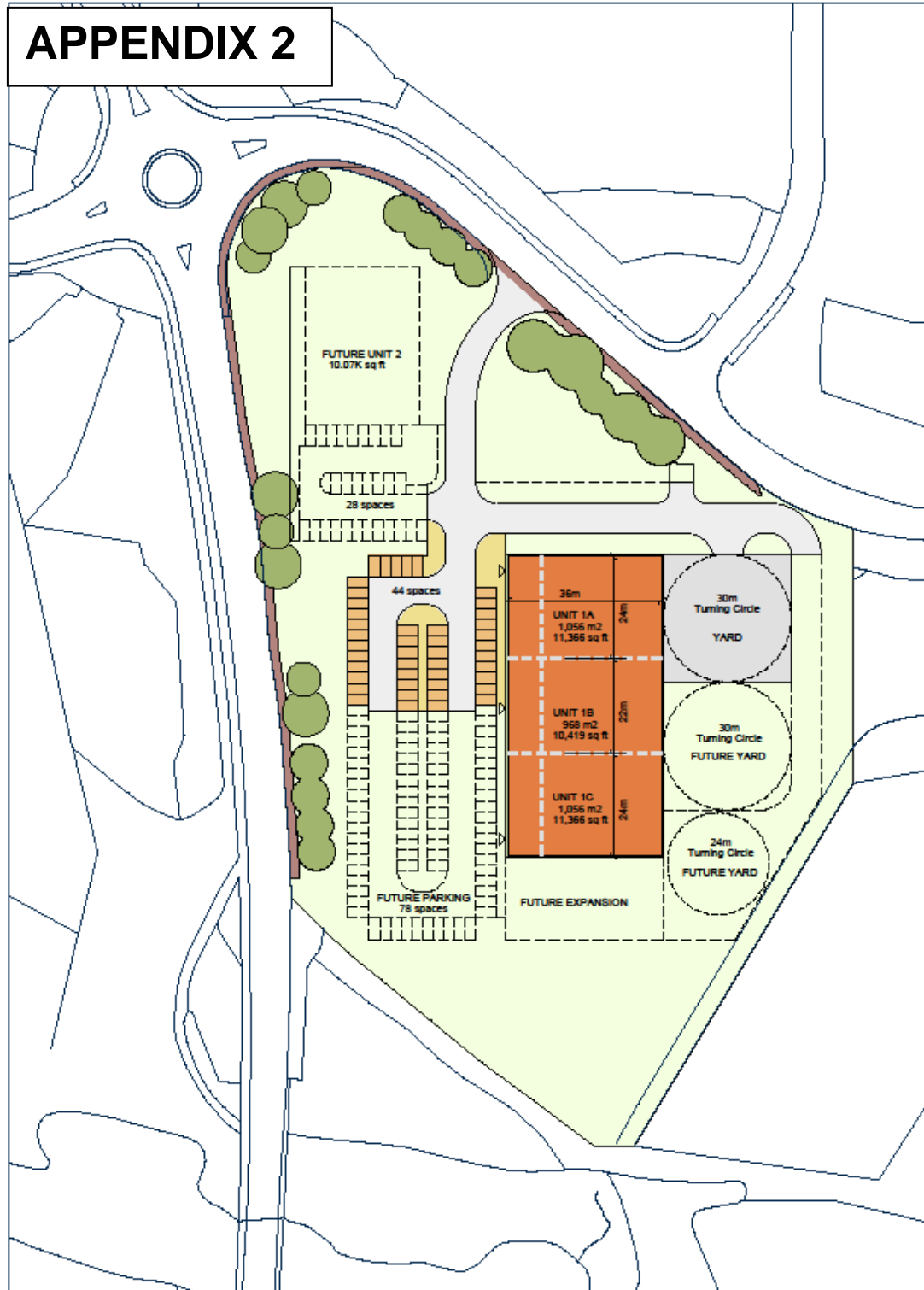
ANNICKBANK INNOVATION CAMPUS, ANNICK ROAD, IRVINE
PLOT 7

APPENDIX 2



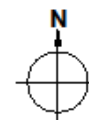
APPENDIX 2

OPTION - 13



SITE PLAN 1:1000 @ A3

0 10 20 40 60 100m



UNIT 01 FOOTPRINT	- 2520 sqm. (27,125 sqft)
UNIT 1A	- 864 sqm. (9,300 sqft)
UNIT 1B	- 792 sqm. (8,525 sqft)
UNIT 1C	- 864 sqm. (9,300 sqft)
UNIT 01 1st FLR Aggr	- 560 sqm (6,027 sqft)
UNIT 1A	- 192 sqm (2,066 sqft)
UNIT 1B	- 176 sqm (1,894 sqft)
UNIT 1C	- 192 sqm (2,066 sqft)
TOTAL AREA AGGR	- 3,080 sqm (33,152 sqft)

UNIT 02 FOOTPRINT - 936 sqm. (10,075 sqft)

Car Park 1A - 44 Spaces (01 per 24.0 sqm)

Car Park 1B & 1C - 78 Spaces (01 per 26.0 sqm)

FUTURE EXPANSION	- 880 sqm. (9,472 sqft)
LVL-00	- 720 sqm. (7,750 sqft)
LVL-01	- 160 sqm. (1,722 sqft)

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S.H.E. - safety, health & environment information
1. 2. 3.

symbol indicates location & ref. no. of related information

Drawn by: INFORMATION

Scale: 1:1000

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Irvine Bay Urban Regeneration Company

Feasibility Study i3 Gateway Site

PROPOSED SITE PLAN OPTION - 13

Rev: 1.000
Project: AL(SK)114
Date: 22/06/15
3268 AL(SK)114 A