



**People Directorate Risk Register**



**Community Wellbeing Plan 2025-2026**

**THIS PAPER RELATES TO  
ITEM 6  
ON THE AGENDA**



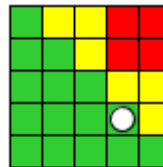
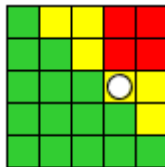
**(MARKED ON P133 AS  
“TO FOLLOW”)**

## People Directorate Risk Register



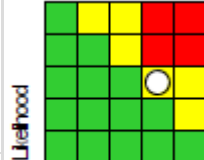
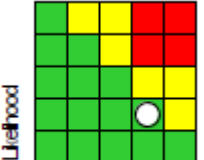
			<b>Harm to Children</b>	<b>Senior Manager, Care &amp; Protection</b>	Current Score	15	Target Score	12
Risk			A lack of capacity, stability or skillset in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm to a child/children.					
Potential Impact			Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.					
Note			The e-IRD system enables real-time response to children at risk of harm for assessments and interventions. The Scottish Child Interview Model team is fully embedded, undertaking 100% of joint interviews. Whilst the risk continues to reduce, its significance means it is appropriate for constant review of this register.					
Related Actions			Robust controls ensure appropriate staffing, leadership & assurance, including quarterly reports to governance groups, regular risk review and prioritisation of child protection work. Robust annual council-specific/multi-agency staff training ensures confidence/competence to fulfil duties and access to support/development opportunities consolidating professional identity and social work practice/education. We have recruited team leaders & senior managers to build resilience and skills, filling vacancies in a timely manner. We have recruited team leaders & senior managers to build resilience and skills, filling vacancies in a timely manner.	Existing Controls	Local Outcomes Improvement Plan Community Wellbeing Plan Children's Services Plan Clackmannanshire's Promise Plan			



			<b>Insufficient resources to meet learners' needs</b>	<b>Senior Manager, Secondary Education &amp; Communities</b>	Current Score	15	Target Score	12
Risk			Increased cases of children and young people with Neurodevelopmental Disorders (NDD) is putting a strain on resources to deliver Section 15 of the Standards in Scotland's Schools etc. Act 2000, which introduced a 'presumption of mainstreaming' for children and young people with Additional Support Needs (ASN).					
Potential Impact			If the Council is unable to fully meet the needs of all learners, there is a risk of failure to adhere to the legislative duties outlined in Section 15 of the Standards in Scotland's Schools Act 2000, namely that children & young people should learn in a mainstream environment except in particular circumstances. Additionally, this could harm the wellbeing, achievement and life changes of individuals and the reputation of the Council.					

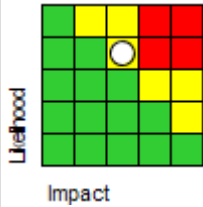
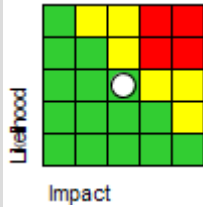
Note	<p><i>"The number of pupils recorded as receiving Additional Support for Learning (ASL) in Scotland has increased by 768 per cent since 2004 – from 32,752 pupils (4.5 per cent of all pupils) to 284,448 pupils (40 per cent of all pupils) in 202. In 2023, almost all pupils receiving ASL (93 per cent) attended only mainstream classes."</i></p> <p><b>Additional support for learning briefing, Audit Scotland, February 2025</b></p> <p>The Clackmannanshire Council review of Additional Support Needs (ASN) in session 2023/2024 highlights that Clackmannanshire has a significantly higher proportion of children/young people with an identified additional support need (ASN) compared to the national figure, in every Quintile. There has been a 61% increase in referrals to Educational Psychology Service (EPS) since 2019 and in the complexity of referrals, with increased numbers of complex neurodiversity including severe Autism Spectrum Conditions, resulting in a greater strain on resources, greater pressure on attainment and a greater challenge in closing the attainment gap. The number of pupils with recorded Additional Support for Needs (ASN) increased by 84 per cent between 2014 and 2023 and continues to rise (Audit Scotland 2024).</p>			
Related Actions	Establishment of an ASN Working Group to review the delivery of ASN in Clackmannanshire, including resourcing, ensuring that we have a system that meets all learners' needs. Support learning potential by targeting ASL resources effectively. Direct support and resources to improve experiences for children with disabilities.	Existing Controls	Local Outcomes Improvement Plan Community Wellbeing Plan ASL Strategy Validated Self Evaluation Visits	



		<b>Grading of below 'Good' in Early Learning and Childcare establishment gradings</b>	<b>Senior Manager, ELCs, Primaries &amp; Libraries</b>	Current Score	12	Target Score	8
Risk	Risk of ELC establishments not achieving gradings of 'Good' or above through inspection by the Care Inspectorate and the reputational damage this would bring to the Council.			<div></div> <div><div>Likelihood</div><div>Impact</div></div>			
Potential Impact	All ELCs are expected to meet the national standard of Good or above in each area of a Care Inspectorate Inspection. There is a risk that if ELCs do not achieve this, there would be serious reputational damage to the Council and a requirement for the ELC concerned to be placed on a Service Improvement Plan and monitored, also leading to potential workforce harm.						
Note	Care Inspectorate Inspections provide written reports and gradings and are conducted at regular intervals. Post Covid, Early Learning and Childcare settings (ELCs) were prioritised for inspection according to the risk they presented e.g. parental complaints, number of incidents and near misses. Whilst an element of prioritising remains, inspections have now mainly returned to a 2-3 year cycle. A new framework for inspection is being launched in August 2025. From August 2025, Clackmannanshire has 14 Local Authority ELCs, 10 classes and 4 extended year, standalone ELCs.						

Related Actions	Increase level of Quality Assurance and implementation of key networks across the sector to mitigate against the risk of below Good gradings. Deliver targeted initiatives for vulnerable and disadvantaged groups, removing barriers to engagement. Enhance workforce and caregiver skills in line with the Trauma Knowledge and Skills Framework. Consistent focus on early intervention, inclusion and family wellbeing. Support children, young people, and families early through integrated services.	Existing Controls	Local Outcomes Improvement Plan Community Wellbeing Plan Validated Self Evaluation Visits
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		<b>Failure to recruit Primary Leadership positions</b>	<b>Chief Education Officer</b>	Current Score	12	Target Score	8
Risk	The Service may struggle to recruit and retain senior leaders within primary schools due to the national shortage of people willing to undertake such roles, posing a risk to Strategy, Workforce, Governance and Reputation.			<div> Likelihood</div> <div> Likelihood</div> <div> Impact</div>			
Potential Impact	Changes in leadership and /or acting positions can lead to periods of uncertainty for staff, families and communities, whilst failure to recruit and retain senior leaders puts the council at risk of reputational damage and low morale amongst the existing workforce. Such change and uncertainty may interrupt improvement, slow down progress and may be evident in inspection gradings as part of external scrutiny, with resultant possible impacts on individuals & communities and associated legal & reputational implications.						
Note	Failure to recruit permanent Headteacher posts and significant changes in leadership in the last 4 years across ELCs, schools and the central officer education team. A report by the Gatsby Foundation (Teacher Recruitment and Retention in 2025) suggests a post pandemic recovery in the wider graduate market may be impacting the attractiveness of Headteacher roles.						
Related Actions	Strengthen Workforce Development and address any issues. Continued collaboration and partnerships to develop a coherent and whole systems approach and whole family approaches to tackling local and national priorities. Scottish Government has acknowledged the challenges in recruitment and has established a Headteacher Recruitment and Retention Working Group to address these issues.			Existing Controls		Recruitment & Retention Policy Staff Induction Programmes Professional Learning Opportunities	



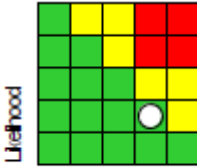
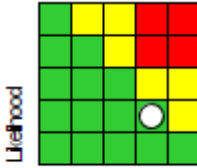
		<b>Inability to Recruit &amp; Retain Qualified Social Work Staff</b>	<b>Chief Social Work Officer</b>	Current Score	12	Target Score	9
Risk	Current labour market challenges, particularly in the Social Work field, result in inability to Recruit and Retain Qualified Staff.						
Potential Impact	Difficulty in attracting and retaining qualified social work professionals may lead to increased workloads/caseload ratios, reduced service quality and insufficient staff to meet statutory responsibilities, possible impacts on individuals & communities, with associated legal & reputational implications.						

Note	The social work sector is experiencing high demand for qualified professionals, but the supply of social workers is not keeping pace. There is a challenge in attracting and retaining qualified staff in a sector facing increased demand and limited resources, making it difficult to fill vacant positions.			
Related Actions	Several initiatives are in place, including flexible working and an enhanced induction programme, strategic workforce planning, investment in professional development and support to gain additional qualifications. There is ongoing monitoring of vacancy rates and staff turnover. Recruitment of statutory posts is prioritised, as is statutory training.	Existing Controls	Social Services Supervision policy Staff induction and Development Strategic Workforce Plan	

		<b>Lack of investment in Library Service improvement</b>	<b>Senior Manager, ELCs &amp; Primaries</b>	Current Score	12	Target Score	9
Risk	Lack of investment in library service improvement resulting in community spaces being devalued.						
Potential Impact	Uncertainty surrounding the future of one main Library located in the Speirs Centre and two branches located in Tullibody South Campus and Alva Primary School has the potential to harm the community and disregard the feedback from residents who advise that the library is a much needed service. This could lead to harming the Council's reputation whilst having a detrimental impact on individuals.						
Note	Our cost per visit remains high whilst our customer satisfaction (SHS) continues to be low. The last customer satisfaction survey conducted by SLIC in 2023 stated: 84.9% of responders said that the library service was very important to them, whilst 93.5% either agreed or strongly agreed that the library service improved their quality of life.						
Related Actions	A focus on collaboration and co-design, leading to service improvement so that our libraries will be valued community spaces, served by a skilled workforce supporting the needs of our communities. A consultation for improvement is being progressed, the results of which will inform improvement plans. Implement the Clackmannanshire Transformation Space and Invest to Save fund, guided by the Citizens' Panel and building on Family Wellbeing Partnership approaches. Embed voice and co-design in all policy and service development			Existing Controls	Library Services Plan Local Outcomes Improvement Plan		

		<b>Failure to meet timeline of Wellbeing Hub and Lochies School</b>	<b>Senior Manager, Sport &amp; Leisure</b>	Current Score	12	Target Score	9
Risk	Delay to the construction, completion and handover of the Wellbeing Hub and Lochies School and the resultant implications.						
Potential Impact	Delay to the operation of the Wellbeing Hub could potentially result in loss of revenue and reputational damage. Additionally, a delay to migration of Lochies in time for October term could lead to the risk of harm not only to the reputation of the Council but to the families, individuals and communities affected.						
Note	Potential delays from Legal to finalise the construction contract delaying the project start. Very limited flexibility in the construction programme to handle any delays to deliveries, extreme weather etc. Difficulties in recruiting and training full complement of staff to coincide with handover.						
Related Actions	Legal preparation for financial close: - Advance work undertaken (at risk) on legal contract prior to final council approval. Fully costed and timetable construction schedule: - Hubco and T&A liaising with contractor to establish final programme. Market testing on all aspects of construction. Staff recruitment and training. Community engagement, training and recruitment plan being established with partners. Contingency plans addressing delays: contingency for Lochies, staff training/utilisation and comms plan for public awareness.			Existing Controls			

		<b>Failure to meet national expectations regarding staffing (teachers)</b>	<b>Chief Education Officer</b>	Current Score	9	Target Score	9
Risk	The impact of national discussions on proposed reduction in class contact time for teaching staff and the implications for the local authority.						
Potential Impact	Non contact time for teachers is in the Scottish Government Manifesto from 2021, reducing contact time by 90 minutes per week, from 22.5 to 21 hours. There has been a delay in decision making at national level on implementation, however when it is actioned, we would potentially require additional staffing in secondary establishments and recruiting such staff, particularly in shortage subjects, would prove difficult. Schools would have to reduce the curricular offer, thereby disadvantaging our young people who want to pursue particular pathways. Potential industrial action if COSLA and the Scottish Government can't reach an agreement. Risk Categories: Governance, Wellbeing, Workforce, Continuity.						
Note	This risk is ongoing and dependent on outcomes of national staffing agreements.						
Related Actions	Stay informed with developments at national level between Scottish Government and COSLA. Attendance at Association of Directors of Education in Scotland (ADES meetings)		Existing Controls	ADES COSLA Bi-partite			

		Failure to close the attainment gap	Chief Education Officer	Current Score	8	Target Score	8
Risk	There is a risk to the Council's reputation if there is failure to close the poverty related attainment gap between young people from the most and least deprived areas due to financial pressures, workforce issues or wider economic, demographic and poverty-related issues.			<div><div></div><div>Likelihood</div><div>Impact</div></div> <div><div></div><div>Likelihood</div><div>Impact</div></div>			
Potential Impact	The risk of not closing the attainment gap could harm the Council's reputation, as young people would fail to reach their potential because of socio-economic disadvantage. This could have longer term impacts on social mobility, poverty, life chances and economic growth, plus implications for inspection gradings and funding.						
Note	We continue to monitor closely and the risk score has reduced as schools are starting to see the gap closing with a number of further interventions in place as part of School Improvement Plans. As this risk has now reached a green status, it will be demoted from the corporate register and monitored via the People Directorate register, to be escalated again should future statistics demonstrate a change in this position. As a more immediate issue, the condition of buildings across the school estate is being considered for escalation to the corporate log due to rising concerns around the recent downgrading in suitability ratings of some educational facilities.						
Related Actions	Deliver targeted initiatives for vulnerable and disadvantaged groups, removing barriers to engagement. Improve attainment in Literacy and Numeracy, with a focus on the poverty related attainment gap. Implement learning, teaching and assessment guidance as part of the development of a new Raising Attainment Strategy. Strengthen Workforce Development with a specific focus on improving follow-up leaver destinations so that initial destinations are sustained. Support learning potential by targeting Additional Support for Learning resources effectively.		Existing Controls	Education Senior Management Team Strategic Equity Planning National Improvement Framework Validated Self Evaluation Visits			