

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday 12 December 2017

Dean of Guild Court Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend.

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1. Order of business

- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

2. Declaration of interests

- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

3. Deputations

- 3.1 Parent and Carers Councils for Braidburn, Oaklands and St Crispins Special Schools (in respect of item 7.7 – Additional Support Needs & Special Schools Update 2016-17 (Holiday Activity Programme Playscheme))
- 3.2 Currie Community High School Parent Council (in respect of item 7.1 - Schools and Lifelong Learning - Strategic Review)
- 3.3 Leith Walk Primary School Parent Council (in respect of item 7.19 – School Meals)
- 3.4 James Gillespie’s High School Parent Council (in respect of Pupil Access to WiFi within the School Buildings)
- 3.5 Taobh na Pàirce Parent Council (in respect of item 7.1 - Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation)

4. Minutes

- 4.1 Education, Children and Families Committee 10 October 2017 (circulated) - submitted for approval as a correct record

5. Forward planning

- 5.1 Key Decisions Forward Plan – March 2018 (circulated)
- 5.2 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation - report by the Executive Director for Communities and Families (circulated)

- 7.2 School Roll Projections – report by the Executive Director for Communities and Families (circulated)
- 7.3 Education Governance and the Establishment of a Regional Collaboration – report by the Executive Director for Communities and Families (circulated)
- 7.4 Expansion of Early Learning and Childcare from 600-1140 hours by 2020 – report by the Executive Director for Communities and Families (circulated)
- 7.5 Teacher Recruitment Update – report by the Executive Director for Communities and Families (circulated)
- 7.6 Education Standards and Quality Report - report by the Executive Director for Communities and Families (circulated)
- 7.7 Additional Support Needs and Special Schools Update 2016-17 - report by the Executive Director for Communities and Families (circulated)
- 7.8 Unaccompanied Asylum Seeking Children – report by the Executive Director for Communities and Families (circulated)
- 7.9 Transfer of the Management of Secondary School Sports Facilities to Edinburgh Leisure – report by the Executive Director for Communities and Families (circulated)
- 7.10 Outdoor Learning – report by the Executive Director for Communities and Families (circulated)
- 7.11 Communities and Families Excursions Policy – report by the Executive Director for Communities and Families (circulated)
- 7.12 Schools and Lifelong Learning Staff Travelling and Working Overseas Policy – report by the Executive Director for Communities and Families (circulated)
- 7.13 Update: Positive Action Funding in Primary Schools – report by the Executive Director for Communities and Families (circulated)
- 7.14 Breakfast Club Update Report – report by the Executive Director for Communities and Families (circulated)
- 7.15 Strategic Management of School Places – report by the Executive Director for Communities and Families (circulated)
- 7.16 Pupil Equity Fund – report by the Executive Director for Communities and Families (circulated)
- 7.17 Open Library – report by the Executive Director for Communities and Families (circulated)
- 7.18 Energy in Schools Annual Report – report by the Executive Director of Resources (circulated)
- 7.19 School Meals Update – report by the Executive Director of Resources (circulated)

- 7.20 Year of Young People 2018: Schools and Lifelong Learning – report by the Executive Director for Communities and Families (circulated)
- 7.21 Revenue Monitoring 2017/18 – Month Five Position – report by the Executive Director for Communities and Families (circulated)
- 7.22 Recommendations of the Social Work Complaints Review Committee of 20 October 2017 – report by the Chair, Social Work Complaints Review Committee (circulated)

8. Motions

- 8.1 Motion by Councillor Mary Campbell – Anti-bullying BetheChange Campaign

“Committee notes:

That ENABLE Scotland has launched their anti-bullying #BetheChange campaign.

That ENABLE Scotland’s research has shown that two-thirds of young people who have learning disabilities and/or autistic spectrum disorders have been bullied.

That ENABLE Scotland has worked with the Universities of Glasgow and Strathclyde to create five lessons for S1 and S2 pupils called ‘Lessons on Learning Disability’.

Therefore, this Committee asks that officers bring a report within two cycles on plans to role out the ‘Lessons on Learning Disability’ within City of Edinburgh Council Secondary Schools.”

Laurence Rockey

Head of Strategy and Insight

Committee Members

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Child, Corbett, Laidlaw, Ritchie, Rust, Smith and Young.

Added Members for Education Items

Religious Representatives

Rabbi David Rose, Dr Rita Welsh and (Vacancy)

Parent Representative (Non-Voting)

Alexander Ramage

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 1 parent representative (non-voting) and is appointed by the City of Edinburgh Council. The Education, Children and Families Committee usually meets every eight weeks.

The Education, Children and Families Committee usually meet in the Dean of Guild Court Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell or Blair Ritchie, Committee Services, City of Edinburgh Council, Business Centre 2:1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4240 / 0131 529 4085 email lesley.birrell@edinburgh.gov.uk / blair.ritchie@edinburgh.gov.uk

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

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Education, Children and Families Committee

10.00am, Tuesday 10 October 2017

Present

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Booth (substituting for Councillor Corbett), Mary Campbell, Child, Laidlaw, Rust, Smith and Young.

Added members for Education matters

Religious Representative

Rabbi David Rose.

Parent Representative

Alexander Ramage (non-voting).

1. Deputation on behalf of NLRP12

The Committee agreed to hear a deputation from John Wallace on behalf of NLRP12, an Edinburgh based organisation which supported families with children with rare diseases. The deputation highlighted the following:

- Mr Wallace's son suffered from a rare condition named FCAS2 which had prevented him from attending school regularly. This meant he was struggling to keep up with his school work and the family had concerns regarding his future educational attainment.
- A robotic device called the AV1 had been developed which would allow the pupil to participate in school classes via an audio-video link from the classroom to his home. Mr Wallace had been in contact with the Council to arrange a trial of this device in the school however due to the concerns of other parents of pupils in the school this had not gone ahead as planned.
- The device was already in use in another local authority in the United Kingdom and from his own research and that of others he was confident the device posed no threat to the safety or privacy of other pupils in the school.
- The device was secure and could only be accessed by the pupil it was intended for and therefore no one else could gain access to the video link.
- The deputation felt that the Council's handling of the case was unacceptable and parents had not been given sufficient information about the security of the device in order to make an informed decision prior to submitting the complaints which had led to the cancellation of the planned trial.
- The time missed from school was detrimental to the pupil's education and issues such as those he faced contributed to the disparity in educational attainment between pupils with a disability and those without.

The deputation requested the Committee to consider the following:

- that the Council allow Mr Wallace to access the essence of the complaints received in order that he could address the issues of concern
- that the Council allow a trial of the device to take place as soon as possible.

Decision

- 1) To note that within the next two weeks, the Acting Head of Children's Services intended to clarify the information governance and security processes around the proposed usage of the AV1 technology in the school environment, progress with work on the privacy impact assessment and to also consult and engage with the wider parent community on the issue.
- 2) To agree that members of the Committee would be kept updated on progress.
- 3) That a report would be submitted to the meeting of the Committee in December 2017 setting out the issues and any implications of rolling out the technology.

2. Participation and Engagement in Communities and Families

Information was presented on the participation and engagement activities which had been undertaken recently by Communities and Families with a view to improving engagement processes to better inform policy and decisions within the service area in future. The report highlighted the use of parent and pupil councils, surveys, gatherings organised by young people, action research groups and the Consultative Committee with Parents.

Councillor Graczyk, as a local Ward member, asked the Committee to take into account the following key issues during their consideration of the report:

- concerns around the lack of a formal engagement structure at a local level between Scottish Local Authorities and Youth Councils
- why was there engagement with young people via the Scottish Youth Parliament but not at Council level in Edinburgh the Scottish Youth Parliament had elections, they had the ability to vote on various issues and had proper representation for their peers but there was not a similar arrangement at a local level

Motion

- 1) To note the report.
 - 2) To discuss appropriate ways to ensure that children and young people, parents and carers, staff and other stakeholders could better inform committee decisions and shape policy.
 - 3) As a follow-on to the Scottish Government pilot on children and young people's engagement, agree to take part in a workshop with children and young people with a focus on what meaningful and sustained participation would look like in a children and young people friendly city.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To instruct officers to refresh the report to include research on the potential for establishing an Edinburgh Youth Council body to give Young People who live, work or study within the City of Edinburgh a stronger voice, and the power to be involved in democracy; to inspire Young People about the immense and positive change they could make to their local communities and the wider city environment; and to improve communication between the Council and the Youth sector.
 - 2) Officers to consider interest, logistics and resource required in light of engagement already undertaken with partners and existing consultation, and look to examples operational in other cities.
- moved by Councillor Laidlaw, seconded by Councillor Smith

Voting

For the motion - 9 votes
For the amendment - 3 votes

(For the motion – Councillors Bird, Booth, Mary Campbell, Child, Dickie, Perry, Ritchie and Young.

For the amendment – Councillors Laidlaw, Rust and Smith.)

Decision

To approve the motion by Councillor Perry.

(Reference – report by the Executive Director for Communities and Families, submitted)

3. Motion by Councillor Arthur – Child Poverty – School Uniform Grant

The following motion was submitted by Councillor Arthur in terms of Standing Order 29:

- “1) To recognise that child poverty is rising in Edinburgh and that the City of Edinburgh Council, The Scottish Government and the UK Government have a duty to use their powers to reverse this trend.
- 2) To recognise that a significant burden on low income families is providing their children with a school uniform.
- 3) To recognise the significant work of the Edinburgh School Uniform Bank, Edinburgh Police Fund for Children, and others to help equip children from low income families for school.
- 4) To recognise the Child Poverty Action Group in Scotland estimate that the cost of a school uniform is £129.50, but the School Uniform Grant provided by City of Edinburgh Council is only £42 and £50 for primary and secondary school children respectively.
- 5) To recognise that the Scottish Government recommends the School Uniform Grant level be set at £70, but many Local Authorities exceed this.

- 6) To request that within two cycles Council Officers report on the feasibility of increasing the School Uniform Grant to ensure that from the 2018/19 academic year children from low income households are better equipped for school.”

- moved by Councillor Arthur, seconded by Councillor Dickie

Decision

To approve the motion by Councillor Arthur.

4. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 15 August 2017 as a correct record.

(Reference – Minute of the Education, Children and Families Committee of 15 August 2017, submitted)

5. Education, Children and Families Committee Key Decisions Forward Plan

The Education, Children and Families Committee Key Decisions Forward Plan for the period from December 2017 to March 2018 was presented.

Decision

To note the Key Decisions Forward Plan for the period from December 2017 to March 2018.

(Reference – Key Decisions Forward Plan, submitted.)

6. Education, Children and Families Committee Rolling Actions Log – October 2017

The Education, Children and Families Committee Rolling Actions Log for October 2017 was presented.

Decision

- 1) To approve the closure of actions 3, 4, 16 (decision 1), 17 (decision 1), 20 and 21.
- 2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, submitted.)

7. Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for October 2017 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted.)

8. Education Governance: Fair Funding to Achieve Excellence and Equity in Education

The Scottish Government had invited the Council to comment on proposals to change the way schools were governed and financed. Key issues were raised included the potential devolution of power over school governance to regional level and to schools themselves, and the actions which would be required to be undertaken to support Head Teachers to succeed under the new governance model.

A proposed response to the consultation was submitted.

Decision

To approve the consultation response to “Fair Funding to Achieve Excellence and Equity in Education” as set out in Appendix 1 to the report.

(Reference – report by the Executive Director for Communities and Families - submitted)

9. Education Authority Improvement Plan

The City of Edinburgh Education Improvement Plan for the academic year 2017-18 as required by the Standards in Scotland’s Schools Act (2000) was submitted.

The Plan addressed the following four outcomes set out within the National Improvement Framework which were raising attainment, improving health and wellbeing, improving employability skills and closing the poverty related attainment gap. Steps which would be taken to help towards reducing inequalities in learning were also outlined.

Decision

- 1) To approve the Education Authority Improvement Plan as set out in Appendix 1 to the report.
- 2) To agree that the Committee recognised the challenges Edinburgh schools faced as a result of a shortage of teachers in STEM areas and commended the efforts of schools, in particular teachers, in their managing of the situation.
- 3) To instruct the Executive Director for Communities and Families to provide details at the December Committee meeting on the number of teacher vacancies in Edinburgh schools and an assessment of the impact this had on the high standards of learning in Edinburgh.

(Reference – report by the Executive Director for Communities and Families - submitted)

10. Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation in West and South West Edinburgh

An update on the informal consultations which were to be carried out in West and South West Edinburgh was presented.

Officers were in the process of formulating options for the school estate which would be presented to elected members in the following weeks before a full consultation was undertaken.

With regards to Queensferry High School, it was anticipated that the school roll would exceed the capacity of the new school by 2023 and therefore informal consultation had already taken place with relevant Parent Councils and further engagement with other parties would follow.

Decision

- 1) To note the update on the informal consultation process with local elected members, school communities and other key stakeholders in west and south west Edinburgh which would inform a detailed statutory consultation paper (or multiple papers if required) expected to be submitted to Committee for consideration in December 2017.
- 2) To note that if, as a result of the informal consultation process, it was necessary for further engagement to be progressed before the preferred strategic options could be established, then the submission of draft statutory consultation papers for consideration by Committee may be delayed to future Committee meetings during 2018.

(Reference – Minute of the Education, Children and Families Committee 15 August 2017 (item 1); report by the Executive Director for Communities and Families, submitted)

11. Statutory Consultation – A Replacement for Castlebrae High School

Authority was sought to proceed with the statutory consultation relating to the replacement Castlebrae High School. The draft consultation paper and response questionnaire was submitted. The public consultation period was due to begin on 1 November 2017 with a final consultation report due to be submitted to a meeting of the Council in May 2018.

Decision

- 1) To agree that a statutory consultation based on the details provided in the draft statutory consultation paper as set out in Appendix 1 to the report could proceed in relation to a replacement for Castlebrae High School on the site identified in Craigmillar Town Centre.
- 2) To note that an Outcomes of the Consultation report was expected to be submitted for consideration to a full Council meeting by May 2018.

- 3) To note that the Executive Director for Communities and Families would ensure that easily accessible versions of the consultation papers and response questionnaires would be made available in local libraries.
- 4) To note that a list of the statutory consultees would be provided to local ward members.

(Reference – Minute of the Education, Children and Families Committee 15 August 2017 (item 1); report by the Executive Director for Communities and Families, submitted)

12. Expansion of Early Learning and Childcare from 600 to 1140 Hours by 2020

A draft plan for the delivery of the increase of early learning and childcare to 1140 hours as required by the Scottish Government was presented. The plan outlined the Council's current position, the number of spaces which would be required going forward and the infrastructure and staff required to deliver this.

The draft plan followed a phased approach to the expansion which would be completed by 2020, with approximately 1000 children already receiving the increased 1140 hours of early learning and childcare. Consultations would take place to identify areas of demand to further inform the plan.

A final plan was intended to be presented to the Committee in December 2017.

Decision

- 1) To note the submission of the Council's draft Early Learning and Childcare Expansion Plan to the Scottish Government.
- 2) To note that a final report was intended to be submitted to the Education, Children and Families Committee in December 2017 setting out the financial implications following the review of the plan by the Scottish Government.

(Reference – report by the Executive Director for Communities and Families, submitted)

13. Child Poverty - Equity Framework

The 2017 Child Poverty (Scotland) Bill placed a requirement on local authorities to develop and publish a local child poverty action report.

The Equity Framework intended to be used by the Council to address issues of child poverty in Edinburgh was presented. The Framework built upon the work of the 1 in 5: Raising Awareness of Child Poverty in Edinburgh project which began in 2015 and included 71 schools across Edinburgh.

The three main areas of focus were to minimise costs and reduce pressures on family budgets, to ensure equal access to opportunities regardless of income and to reduce poverty-related stigma. The Framework aimed to close the attainment gap between children living in poverty and those who were not and to increase engagement and enjoyment of school by helping children feel respected, valued, included and to have a sense of belonging.

Decision

- 1) To approve the Equity Framework for use by City of Edinburgh Council schools and settings.
- 2) To instruct officers to evaluate its impact and bring a further report to Committee in December 2018.

(Reference – report by the Executive Director for Communities and Families, submitted)

14. Parental Engagement: Partnership Schools

A progress update on the Partnership Schools Project was presented. The Project had recently completed its second year and aimed to promote the involvement of parents in their children's education. The Project currently involved three schools in Edinburgh which were Castleview Primary, St. Peter's RC Primary and St. John's RC Primary.

Decision

To note the update.

(Reference – report by the Executive Director for Communities and Families, submitted)

15. Arts and Creative Learning Update

An update was provided on the work undertaken by the Arts and Creative Learning Team over the past year. Information was provided on five key services: Instrumental Music Service, Youth Music Initiative, Creative Learning, Dance Development and Screen Education Edinburgh and the allocation of provision across Edinburgh.

Decision

- 1) To note the update.
- 2) To note the progress of the Instrumental Music Service.
- 3) To note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.
- 4) To note the progress of the Scottish Government's Youth Music Initiative in Edinburgh funded via Creative Scotland.
- 5) To note the progress of work carried out by Screen Education Edinburgh.
- 6) To note the high level of external funding and partnership working.
- 7) To agree that the Committee would receive a further report in October 2018.

(Reference – report by the Executive Director for Communities and Families, submitted)

16. Lifelong Learning Service Officers

Information was provided on the role and responsibilities of Lifelong Learning Service Officers (LLSO), their relationships with communities.

LLSO would work as members of a locality-based integrated team delivering lifelong learning services according to National and Council priorities, the strategic direction set for lifelong learning, and the Locality Improvement Plan (LIP).

Decision

- 1) To note the report and to approve the continued engagement with communities to achieve agreed priorities for locality Lifelong Learning Services.
- 2) To agree to receive a further report on the impact of staffing changes, including the total number of activity hours offered at each community centre, within 3 months.

(Reference – Education, Children and Families Committee 15 August 2017 (item 11), report by the Executive Director for Communities and Families, submitted)

17. Revenue Monitoring 2017-2018 – Month Three Position

The projected three-month revenue monitoring position for the Communities and Families Directorate was presented. A balanced budget position for 2017/18 was projected, dependant on the management of demand-led service pressures.

Decision

- 1) To note the net residual budget pressure of £1.1m which remained at month three.
- 2) To note that the approved savings in 2017-18 totalled £7.348m and were on track to be delivered in full.
- 3) To note that the Executive Director for Communities and Families had been asked to identify proposals to deliver additional savings in 2017/18 to offset the projected deficit in the Council wide budget.

(Reference – report by the Executive Director for Communities and Families, submitted)

18. Looked After Children - Transformation Programme Progress Report

The Committee, at its meeting on 15 August 2017, had agreed to refer the progress report on the Transformation Programme for Looked After Children to the Governance, Risk and Best Value Committee for scrutiny.

That Committee referred the report back to the Education, Children and Families Committee with the following requests:

- i) to call for a report to its December meeting quantifying the risk related to unaccompanied asylum seeking children; and

- ii) to consider writing to the Scottish and UK Governments for their support with the increasing pressures placed on the authority with regard to looked after children.

Decision

- 1) To call for a report to the meeting of the Committee in December 2017 quantifying the risk related to unaccompanied asylum seeking children.
- 2) To write to the Scottish and UK Governments for their support with the increasing pressures placed on the authority with regard to looked after children.

Declarations of Interest

Councillor Ritchie declared a non-financial interest in the above item as a non-Executive Director of Children's Hearings Scotland.

(Reference – Education, Children and Families Committee 15 August 2017 (item 14); referral report by the Governance, Risk and Best Value Committee, submitted)

Education, Children and Families Committee 12 December 2017 (March 2018)

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
1	School Statutory Consultation Reports	6 March 2018	All	Executive Director for Communities and Families Lead Officer: Crawford McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	
2	Community Centres – Staffing Changes	6 March 2018	All	Executive Director for Communities and Families Lead Officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	
3	School Session Dates – Outcome of Consultation	6 March 2018	All	Executive Director for Communities and Families Lead Officer: David Maguire 0131 529 2132 david.maguire@edinburgh.gov.uk	

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
4	Playgrounds	6 March 2018	All	Executive Director for Communities and Families Lead Officer: Andy Gray 0131 529 2217 andy.gray@edinburgh.gov.uk	

Education, Children and Families Committee

12 December 2017

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	06.10.15	Duncan Place & Leith Primary School	To request that a further report was provided to a future Committee meeting on the outcome of the discussions with the local community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.	Executive Director of Resources	March 2018		Deferred to March 2018. Update report submitted October 2016.
2	01.03.16	Outdoor Centres and Outdoor Learning	To agree to receive a further report in September 2017 following the completion of an organisational review of the performance of the Outdoor Centres in the next full financial and academic year.	Executive Director for Communities and Families	December 2017		See item 8.7 on agenda Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	11-10-16	Duncan Place/Leith Primary School	To note that a further progress report be submitted to Committee in 2017.	Executive Director for Communities and Families	March 2018		
6	13-12-16	Breakfast Club Development Fund Update	To call for a progress report within 2 cycles of the end of 2017/18, which would include a financial report based on Appendix 2, and report against the agreed measures of success, namely an increase in the number of children from low income and vulnerable families accessing breakfast club provision at no cost, and an increase in the number of school which support children in SIMD categories 1-4.	Executive Director for Communities and Families	December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
7	13-12-16	Implementation of the Children and Young People (Scotland) Act 2014 - Update	To agree that a separate report specifically around the transition process from children's to adult services be submitted to the first meeting of the Committee following the Local Government elections in May 2017.	Executive Director for Communities and Families	March 2018		
8	13-12-16	Energy in Schools Annual Report	To agree that additional data detailing information on consumption per unit floor area be included in future reports.	Executive Director of Resources	December 2017		See item 8.15 on agenda Recommended for Closure
9	13-12-16	School Meals Update	To request a further report in two cycles on the financial implications arising from moving towards silver and gold standards for all schools.	Executive Director of Resources	December 2017		See item 8.16 on agenda Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
10	13-12-16	Communities and Families Senior Management Team Risk Update	To note the content of the risk register and request that the risk register be presented to Committee on an annual basis.	Executive Director for Communities and Families	March 2018		
11	07-03-17	Strategic Management of School Places	To request an update report on the 2017/18 Admissions and Appeal Process in December 2017.	Executive Director for Communities and Families	December 2017		See item 8.12 on agenda Recommended for Closure
12	07-03-17	Additional Support Needs and Special Schools Update 2016-17	1. That future update reports on Additional Support Needs and Special Schools include additional data relating to ongoing initiatives.	Executive Director for Communities and Families	December 2017		See item 8.4 on agenda Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2. To welcome the work of the Inclusive Practice Working Group in developing a shared vision for inclusion, and to request that the shared vision and recommendations were reported back to Committee once the Group had considered the results of the consultation.				
13	07-03-17	Communities and Families Policy and Guidance on Sponsorship	To review the policy in March 2018.	Executive Director for Communities and Families	March 2018		
14	07-03-17	Support to Children and Young people with Disabilities: Annual Progress Report.	To note that a further report on progress would be presented to Committee in March 2018.	Executive Director for Communities and Families	March 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
15	15-08-17	Business Bulletin Consultation on Education Funding and Update on Response to the Education Bill	To note that Individual School Plans relating to the Pupil Equity Fund would be made available to Committee members when they were available.	Executive Director for Communities and Families	December 2017		See item 8.13 on agenda Recommended for Closure
16	15-08-17	Schools and Lifelong Learning Estate – Strategic Review	<ol style="list-style-type: none"> To agree that a feasibility study be progressed with colleagues in housing to consider the possibility of additional capacity for Boroughmuir High School being provided on the India Quay site. To agree the Wave 4 feasibility study for Trinity Academy should be extended to consider detailed design of sports facilities for the school beside the playing fields adjacent to Bangholm Recreation Centre. 	Executive Director for Children and Families	<p>March 2018</p> <p>December 2017</p>		See item 7.1 on agenda Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>3. To note that the Communities and Families senior management team would continue to engage with the Scottish Government Education infrastructure Unit and the Scottish Futures Trust with a view to the preparation of a strategic submission to the next Schools for the Future (or equivalent) funding programme.</p>		December 2017		<p>See item 7.1 on agenda</p> <p>Recommended for Closure</p>
			<p>4. To agree that informal consultation is progressed with local elected members, school communities and other key stakeholders in west and south west Edinburgh to inform a detailed statutory consultation paper which would be submitted to Committee</p>	Executive Director for Communities and Families	Update Report – October 2017		<p>See item 7.1 on agenda</p> <p>Recommended for Closure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>in December 2017 and that an update report on the informal consultation process in west and south west Edinburgh be submitted to Committee in October 2017.</p> <p>5. To agree that informal consultation is progressed with elected members, school communities and other key stakeholders on future provision of Gaelic Medium Education in Edinburgh to inform a detailed statutory consultation paper which would be submitted to Committee for consideration in December 2017.</p>	Executive Director for Communities and Families	March 2018		<p>See item 7.1 on agenda</p> <p>Recommended for Closure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
17	15-08-17	Educational Attainment in Primary and Secondary Schools 2016	To agree to receive further annual reports on attainment and improvements in performance.	Executive Director for Communities and Families	August 2018		
18	15-08-17	Update on Positive Action Funding in Primary Schools	To request a further report detailing the improvement in attainment to date based on 2016-2017 data when it becomes available and identifying actions to be taken to ensure improvement in performance.	Executive Director for Communities and Families	December 2017		See item 8.10 on agenda Recommended for Closure
19	15-08-17	Looked After Children – Transformation Programme Progress Report	To note that the next update will be provided in December 2017.	Executive Director for Communities and Families	December 2017		Update provided in October 2017 Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	10-10-17	Deputation – NLRP12 – Use of AV1 Technology in the School Environment	<p>1) To note that within the next two weeks, the Acting Head of Children’s Services intended to clarify the information governance and security processes around the proposed usage of the AV1 technology in the school environment, progress with work on the privacy impact assessment and to also consult and engage with the wider parent community on the issue.</p> <p>2) To agree that members of the committee are kept updated on progress.</p>	Executive Director for Communities and Families	December 2017		<p>See item 8.3 on agenda</p> <p>Recommended for Closure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3. That a report be submitted to the next meeting of the Committee in December 2017 setting out the issues and any implications of rolling out the technology going forward.				
21	10-10-17	Education Authority Improvement Plan	1. To instruct the Executive Director for Communities and Families, within one cycle, to bring back details on the number of teacher vacancies in Edinburgh schools and an assessment of any impact on our already high standards of learning.	Executive Director for Communities and Families	December 2017		See item 8.1 on agenda Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2. To agree that the timetable on the framework being developed to integrate and support children into mainstream education be circulated to members.	Executive Director for Communities and Families			
22	10-10-17	Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation in West and South West Edinburgh	1. Note the update on the informal consultation process with local elected members, school communities and other key stakeholders in west and south west Edinburgh which will inform a detailed statutory consultation paper (or multiple papers if required) expected to be submitted to Committee for consideration in December 2017.	Executive Director for Communities and Families	December 2017		See item 7.1 on agenda Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2. Note that if, as a result of the informal consultation process, it is necessary for further engagement to be progressed before the preferred strategic options can be established, then the submission of draft statutory consultation papers for consideration by Committee may be delayed to future Committee meetings during 2018.				
23	10-10-17	Statutory Consultation – A Replacement for Castlebrae High School	1. Note that an Outcomes of the Consultation report is expected to be submitted for consideration to a full Council meeting by May 2018.	Executive Director for Communities and Families	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2. That the Executive Director for Communities and Families ensure that easily accessible versions of the consultation papers and response questionnaires are made available in local libraries.</p> <p>3. To provide local ward members with a list of the statutory consultees.</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>			
24	10-10-17	Expansion of Early Learning and Childcare from 600 to 1140 Hours by 2020	Note the intention to return a final report to Education, Children and Families Committee in December 2017 setting out the financial implications following the review of the plan by the Scottish Government.	Executive Director for Communities and Families	December 2017		<p>See item 7.4 on agenda</p> <p>Recommended for Closure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
25	10-10-17	Child Poverty - Equity Framework	To instruct officers to evaluate the impact of the Equity Framework and bring a further report to Committee in December 2018.	Executive Director for Communities and Families	December 2018		
26	10-10-17	Participation and Engagement in Communities and Families	<ol style="list-style-type: none"> 1. Discuss appropriate ways to ensure that children and young people, parents and carers, staff and other stakeholders can better inform committee decisions and shape policy. 2. As a follow-on to the Scottish Government pilot on children and young people's engagement, agree to take part in a workshop with children and young people with a focus on what meaningful and sustained participation will look like 	Executive Director for Communities and Families			<p>Update to a future meeting.</p> <p>Workshop planned for February 2018.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			in a children and young people friendly city.				
27	10-10-17	Arts and Creative Learning Update	Agree to receive a further report in October 2018.	Executive Director for Communities and Families	October 2018		
28	10-10-17	Lifelong Learning Service Officers	To agree to receive a further report on the impact of staffing changes, including the total number of activity hours offered at each community centre, within 3 months.	Executive Director for Communities and Families	March 2017		
29	10-10-17	Looked After Children - Transformation Programme Progress Report - referral from the Governance, Risk and Best Value Committee	1. To ask the Education, Children and Families Committee to call for a report to its December meeting quantifying the risk related to unaccompanied asylum seeking children.	Executive Director for Communities and Families	December 2017		See item 8.5 on agenda Recommended for Closure



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2. To ask the Education, Children and Families Committee to consider writing to the Scottish and UK Governments for their support with the increasing pressures placed on the authority with regard to looked after children.				
30	10-10-17	Motion by Councillor Arthur Child Poverty - School Uniform Grant	To request that within two cycles Council Officers report on the feasibility of increasing the School Uniform Grant to ensure that from the 2018/19 academic year children from low income households are better equipped for school.	Executive Director for Communities and Families	March 2018		

Education, Children and Families Committee

10.00am, Tuesday 12 December 2017

Dean of Guild Court Room, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Ian Perry</p>  <p>Vice Convener: Councillor Alison Dickie</p> 	<p>Councillor Eleanor Bird Councillor Mary Campbell Councillor Maureen Child Councillor Gavin Corbett Councillor Callum Laidlaw Councillor Lewis Ritchie Councillor Jason Rust Councillor Stephanie Smith Councillor Louise Young</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Rev Dr Rita Welsh Rabbi David Rose Vacancy</p> <p>Parent Representative Alexander Ramage</p>	<p>Lesley Birrell Committee Services 0131 529 4240</p> <p>Laura Millar Service and Policy Adviser to the Convener and Vice-Convener Tel: 0131 529 4319</p>

School Session Dates - Consultation

The consultation on the criteria for future school session dates was carried out between October and November 2017. About 9,000 parents/carers, pupils and staff responded to the survey. The survey included questions about the current holiday pattern and whether it is still appropriate. The responses show that there is broad support amongst parents/carers, pupils and staff for the way in which the school year is currently organised, including the current timing of holidays and in-service days.

The results will be used to inform the planning of session dates for 2019/20, 2020/21 and 2021/22. A full report on the response to the survey will be brought to the next Committee meeting.

Education Buildings Scotland Awards

Congratulations to Early Years Environments team who won the Client of the Year Award this week.



A number of Edinburgh school projects had been shortlisted in the Education Buildings Scotland Awards.

Edinburgh's new build nurseries design project was shortlisted in three separate categories. This project looked at both internal and external spaces and has used research to create a calming and nurturing environment with white walls, wooden furniture and natural colours for soft furnishings.

This design is being rolled out both to future new buildings and also for any refreshes in existing early years settings.

Liberton High School's Inspiring Learning Space that has been

designed to encourage active learning has also been shortlisted along with the St Crispin's Special School Refurbished Classroom, which aims to create a calming environment for children with autism. James Gillespie's Campus has also been shortlisted for project of the year.

Broomhouse Primary School – Sport Scotland Gold Award



Broomhouse PS received the Sport Scotland Gold Award in November 2017. The award is very welcome as it recognises what we, as a school, do to promote health and wellbeing through sport and physical activity. At Broomhouse we try to develop the whole child. We try to remove all barriers to participation. (This involves engaging with charities and local businesses to access the correct equipment needed to allow participation).

To do this we have created strong partnerships with Big Project, Active Schools, Bridge8, Broomhouse Community Centre, Broomhouse Food Initiative and Whinpark Medical Centre. For a school, being at the centre of the community is crucial for us to support our children and families. In terms of impact, the opportunities our children have will help them as they journey through life. We are very clear that education is more than learning, attainment and achievement (although these are very important) and that in order to learn, attain and achieve, you have a healthy body and a healthy mind.

Achieving this award has supported us to evaluate that we are travelling in the right direction in terms of health and wellbeing.

Head teacher Jamie Petrie stated - as a Head teacher I am very proud of all the staff, children, parents and local community for working together to achieve this award. As a school I am seeing the change in children's ability to learn when they are healthy. Concentration levels are improving. Confidence to participate is improving and all that comes with positive self esteem as a result of this. There is a strong ethos of togetherness in the school. Children have more skills to cope with failing and more willing to celebrate success. Getting the award helped us tie this altogether to tell the story of health and wellbeing at the school. It was also very significant for our children to see how many people came and shared the presentation of the award with them. Our children do not always feel connected to their city as it can be hard for them to access all Edinburgh has to offer. Having such esteemed guests join them meant a lot to the school and the children.

Woodlands Special School - Sport Scotland Gold Award

Woodlands Special School has also recently achieved the Sport Scotland Gold School Sport Award. The award is recognition of the school's ongoing commitment to self-evaluation and continuous improvement and for putting our young people at the forefront of the decision-making, planning and implementation processes around sport and physical activity in our school.

The award recognises the importance of ensuring that sport and physical activity are an integral part in the life of the school and also highlights the school has shown excellent practice across the core areas of the award. At Woodlands they are committed to increasing young people's opportunities for engagement in physical education, school sport and leadership and to providing clear pathways to life-long participation in sport and physical activity.

We are delighted to be celebrating 10 years of Growing Confidence work this year!

On Friday 24 November 2017, the Health and Wellbeing Team, part of Schools and Lifelong Learning, held a conference to celebrate 10 years of Growing Confidence work. After receiving £1 million funding from the Big Lottery Fund in 2007 and with the support of Standard Life – the Growing Confidence team at the time started out with 28 primary schools and early years settings piloting the staff

course (Confident Staff, Confident Children) and parents course (Raising Children with Confidence) with the aims to increase understanding and awareness of the importance of positive mental health, emotional wellbeing and resilience and increase confidence of staff, pupils and families to develop the skills and strategies they need to better promote this in themselves and others. Now, 2000 multi-agency staff from Edinburgh alone have taken part in Confident Staff, Confident Children and 280 Raising Children with Confidence courses have been delivered to more than 1800 parents/carers.

The work continued after the team were mainstreamed into the City of Edinburgh budget in 2012 with secondary school work being added to the remit (Supporting Young People and Raising Teens with Confidence). So now, with a raft of resources, all developed in house by the team and colleagues through consultation we have delivered 21 train the trainers in Edinburgh with 282 facilitators and a further 18 train the trainers to over 200 staff in Midlothian, East Lothian, West Lothian, Glasgow and the Borders.

In addition to the training courses, there are also 3 resources designed to be used directly with children and young people; Thinking It, Feeling It, Doing It for early years, Building Resilience (developed from a pilot example by Karen Richmond of South Morningside Primary School) for primary pupils and Cool, Calm and Connected for secondary schools. These all support the messages of the importance of looking after your wellbeing and understanding how to develop resilience at every age.

The team are now looking forward to the next 10 years and beyond! This will include a re-write of the Growing Confidence materials, roll out of Building Resilience, Adverse Childhood Experiences (ACEs) film screenings, continuing the work in other local authorities and developing their new website.

Opening of new nursery at Davidson Mains Primary School Friday 24 November.



Young children across the Capital are benefitting from an innovative approach to transforming the early years learning and childcare landscape by the City of Edinburgh Council. Five state-of-the-art new buildings, all designed on sector-leading research to support children's learning and development, have opened this year.

This is the third year of extra early learning provision in the Capital due to a rising birth rate, continuing rising rolls, a growing demand for nursery places and an increase in the number of hours required to be provided for early learning and childcare.

To ensure children get the best possible start in life early years staff and designers at the Council are radically changing early years learning in Scotland, by providing holistic and natural environments with free flow access to the outdoors.

AV1 Committee Report

Further to the deputation at the last ECF Committee, officers have engaged with the parent of the pupil and with wider school community to progress this matter. However the parent has not yet provided the key information needed for completion of a Privacy Impact Assessment. Officers are therefore not in a position to make a recommendation at this time.

Education, Children and Families Committee

10am, Tuesday, 12 December 2017

Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation

Item number	7.1
Report number	
Executive/routine	Executive
Wards	All

Executive summary

A [report](#) to the Education, Children and Families Committee on 10 October 2017 provided an update on the informal consultation being progressed with local elected members, school communities and other key stakeholders in west and south west Edinburgh.

This report provides a further update on the strategic review informal consultation process in the west and south west of the city and provides information on progress with other informal consultations in other areas of the city.

Report

Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation in West and South West Edinburgh

Recommendations

- 1.1 Agree that, based on the outcome of the recently concluded informal consultation, Kirkliston Primary School should, if required in the future, be a feeder primary to a new West of Edinburgh High School.
- 1.2 Agree that the need for a statutory consultation for Kirkliston Primary School to feed to the new West Edinburgh High School is kept under review and only delivered when essential.
- 1.3 Note that further work on transport and travel access to a new school, explanation of expected pupil numbers across West Edinburgh and discussions on the site opportunities for a new school within the proposed catchment area will be progressed.
- 1.4 Note the proposals for the informal consultation on the future of Gaelic Medium Education and that a draft statutory consultation paper will be prepared for consideration by Committee in March 2018.
- 1.5 Note the update on the Wave 4 Trinity Academy feasibility study and the options appraisal for additional accommodation at Boroughmuir High School.

Background

- 2.1 A replacement secondary school for Queensferry is being progressed with construction of the new school to be completed by March 2020. The new school is part funded by the Scottish Government through the Schools for the Future Programme and is being delivered by hub South East Scotland Ltd through a DBFM (Design, Build, Finance and Maintain) revenue funding arrangement.
- 2.2 Projections show that, in the future, the new school will not be able to accommodate all the expected pupils from the current Queensferry High School catchment area. A [report](#) to Council on 24 November 2016 highlighted this would result in a catchment review proposal being brought forward for Kirkliston Primary School feeding into a different secondary school. A [report](#) to

Committee on 10 October 2017 outlined the informal consultation process which would proceed with the Kirkliston community in relation to this requirement.

- 2.3 A [report](#) to the Education, Children and Families Committee on 15 August 2017 highlighted two further issues which affect the strategic approach to new infrastructure in this area of the city which were as follows.
- 2.4 In west Edinburgh, the LDP Action Programme identifies a requirement for a new West Edinburgh High School to support the significant housing development within this area. The Council's proposed Local Development Plan Supplementary Guidance on Developer Contributions and Infrastructure Delivery identifies that the proposed site for this new school is within the International Business Gateway (IBG).
- 2.5 On 3 July 2017 the City of Edinburgh Council received a letter from the Scottish Government directing the Council not to adopt the Supplementary Guidance. The Scottish Ministers' reason for this direction relates solely to the supplementary guidance identifying the new secondary school within the IBG site. While the direction does not rule out a new high school ultimately being delivered in this location, it is a significant enough intervention that alternative options for a new high school in West Edinburgh require to be explored.
- 2.6 The report also highlighted that the ongoing survey of the condition of the Council estate has identified that it will be necessary to replace the Currie High School building in the longer term.
- 2.7 It was concluded that these issues require to be considered alongside the inclusion of Wester Hailes Education Centre and Balerno High School in the Wave 4 feasibility studies and all the other new education infrastructure requirements identified for west and south west Edinburgh through rising rolls, the LDP and early years 2020. It was therefore proposed and approved by Committee that the strategic approach to the future schools and lifelong learning estate in west and south west Edinburgh requires further consideration through informal consultation before any formal statutory consultations are progressed.
- 2.8 The Committee on 15 August 2017 also agreed that an informal consultation would be progressed with elected members, school communities and other key stakeholders on future provision of secondary Gaelic Medium Education in Edinburgh. Further to this it was agreed the Wave 4 feasibility study for Trinity Academy should be extended to consider detailed design of sports facilities for the school beside the playing fields adjacent to Bangholm Recreation Centre and a feasibility study to look at options for additional accommodation for Boroughmuir High School should be progressed.
- 2.9 An update on all these issues is provided in the remainder of this report.

Main report

Informal consultation process

- 3.1 The process established for the informal consultation is as follows:
- Development of strategic options by the school estate planning team
 - Elected member briefing sessions on the emerging options
 - Workshops with the affected school communities
- 3.2 Following the informal consultation, a series of detailed statutory consultation papers with the preferred options for the future of schools and catchment areas will be submitted to an appropriate Education, Children and Families Committee for consideration.

Informal consultation for Queensferry High School (Kirkliston area)

- 3.3 The two options for resolving the capacity issues which are projected to affect Queensferry High School in the future which were proposed during the informal consultation were that Kirkliston Primary School feeds into a new Winchburgh High School or a new West of Edinburgh High School. The informal consultations sessions with the Kirkliston school community have now been completed. The purpose of the informal consultation was to establish if there was a preference emerging between the two options for future secondary school provision.
- 3.4 The parent councils of Kirkliston Primary School and Queensferry High School worked together to collate responses from the Kirkliston School Community. Analysis of the responses suggests that there is no clear preference for either option. The main concerns raised in relation to the Winchburgh option were the variations in holidays and the potential differences that can exist in how the curriculum for excellence is delivered, between Edinburgh schools and West Lothian schools. The main concern in relation to the West of Edinburgh option was the traffic congestion which might be encountered on the journey to school and the actual location of the school.
- 3.5 Questions were also raised about why the primary school could not remain part of the Queensferry High School cluster in the future or whether a new high school could be delivered closer to Kirkliston. This led the primary school Parent Council to conclude that a statutory consultation should not be brought forward until all comments and any potential other options have been fully considered.
- 3.6 As has been explained in previous reports the two options presented were put forward following consideration of possibilities for the best long term approach to secondary school provision in west Edinburgh. The latest projections, which are the subject of a separate report to this Committee, show that the capacity of both Kirkliston Primary School and Queensferry High School will not be sufficient to accommodate expected pupil numbers in the future. However, the projected number of pupils coming from Kirkliston is not enough to support a secondary school and that is why options for schools in other locations were presented.

- 3.7 It is also expected that the projection for Kirkliston Primary School could be artificially high due to the projection methodology not adequately reflecting future trends when housing development in Kirkliston begins to reduce. While this in turn could reduce the projection for Queensferry High School, it would not be a reduction which would see the overall projection for the school go below the available capacity.
- 3.8 Based on the consideration and analysis of the feedback received through the informal consultation it is proposed the best option for Kirkliston Primary School in terms of future high school provision would be for it to feed to a new West of Edinburgh High School. A decision on the Winchburgh option has to be made now and as it does not have clear support from all of the community it is not an option which can be recommended to proceed.
- 3.9 However, as pupil generation trends associated with the delivery of new housing in both Kirkliston and Queensferry are not yet certain and the community have expressed a strong preference for retaining the relationship with Queensferry High School, it is recommended that the need for a statutory consultation is kept under review and only delivered when essential.
- 3.10 Due to the concerns raised about traffic congestion affecting journeys to the new school and the actual location of the new school, it is proposed that a detailed assessment of transport requirements for the new school would need to be carried out and included in any future statutory consultation paper. It is also proposed that the school estate planning team carries out further work with the Kirkliston Primary School Parent Council to share with them details of expected pupil numbers across West Edinburgh and the site opportunities for a new school within the proposed catchment area.
- 3.11 This approach depends on the delivery of a West of Edinburgh High School which is included as one element of the ongoing informal consultation in the south west and west of Edinburgh. An update on this wider informal consultation is provided in the following section.

Informal consultation in South West and West Edinburgh

- 3.12 The school estate planning team have developed options for the future of the schools and lifelong learning estate in south west and west Edinburgh. The detail of the options is now available at www.edinburgh.gov.uk/schoolsreview. Letters have been sent to parents of all the schools involved in the informal consultation and other key stakeholders have been informed about the consultation process.
- 3.13 The school estate planning team is working with the schools and the parent councils to finalise the format for engagement workshops in January and February 2018 which will be held as part of the informal consultation period. The objective of these workshops will be to gather feedback on the options which have been presented and to determine whether there are any other options for the future of the school estate suggested by the communities which will be directly affected.

- 3.14 The outputs of the consultation period will be analysed and will help to inform detailed statutory consultation papers which will be prepared for consideration at future Committees.

Informal Consultation on the future of Gaelic Medium Education

- 3.15 The school roll projections for James Gillespie's High School (JGHS) show that it will experience issues accommodating the expected pupil intake in future years. One step towards addressing this issue would be establishing of enhanced Gaelic Medium Education (GME) provision at an alternative location.
- 3.16 As part of the strategic review, the school estate planning team have therefore been considering options for the relocation of GME secondary from JGHS to another location. One opportunity which has emerged from the analysis is that Drummond High School (DHS) could become the school to which pupils from the Bun-sgoil Taobh na Pàirce attend for secondary GME education. DHS currently has the capacity for the additional GME pupils and is located close to Bun-sgoil Taobh na Pàirce which would assist with sharing of resources between primary and secondary GME.
- 3.17 It is therefore now suggested this proposal is discussed with parent councils at DHS, JGHS and Bun-sgoil Taobh na Pàirce with engagement events for the wider school communities and other stakeholders, including those with an interest in GME, being held as necessary in January. If a suitable transfer proposal can be agreed with all the affected parties then a detailed draft statutory consultation paper would be submitted to Committee in March 2018 for consideration.
- 3.18 An aspiration for a dedicated GME secondary school has been expressed in the 0-18 GME strategy being developed by the Gaelic Implementation Group as part of a new Gaelic Language Plan. The need to consider the future of GME provision across the city has also recently been enhanced due to the August 2017 intake at the GME primary school being significantly higher than in previous years. The transfer of GME secondary provision to DHS could also present an opportunity in the longer term, if demand continues to increase, for the school to operate as a dedicated GME secondary school.
- 3.19 As this longer term possibility could have implications for the schools in the high school clusters adjacent to DHS, it is proposed these issues are considered during the informal consultation process. These discussions would involve any school which could potentially be affected in the longer term.

Update on Feasibility Studies

- 3.20 As agreed at the Education, Children and Families Committee in August 2017 the Wave 4 Feasibility study for Trinity Academy has been extended to consider detailed design of school sports facilities beside the playing fields adjacent to Bangholm Recreation Centre. One of the main reasons for the extended feasibility study was to determine the scale of facilities that it would be acceptable to provide at this location.

- 3.21 The extended feasibility study has shown it would be possible to provide all the sport facilities required for a 1200 capacity school on the site and retain the outdoor recreation centre which already exists at Bangholm. A working group has recently been held with the Head Teacher and representatives of the parent council to share with them the outcome of the feasibility study.
- 3.22 The delivery of the new sports facilities at Trinity Academy will now be considered as part of the overall investment required in the school estate arising from the strategic review. The process for identifying the funding required for new infrastructure investment is provided in the financial implications section below.
- 3.23 Progress has also been made on identifying the options for provision of additional accommodation for Boroughmuir High School. The options include assessing the opportunity for development of the space required by the school on sites which are adjacent to the new school. The options appraisal will be completed by February 2018 and a further update will be provided to Committee in March 2018.

Measures of success

- 4.1 A schools and lifelong learning estate which is fully integrated with the requirements, objectives and aspirations of the whole Council and other key partners.

Financial impact

- 5.1 The financial implications on future capital and revenue budgets associated with the potential infrastructure projects arising from the strategic review will be considered in detail with colleagues in finance. Business cases will be developed through the Communities and Families Asset Investment Group and presented to the Corporate Property Board for consideration. Following this process the identification and approval of the required additional capital and revenue funding would require to be established by Council as part of future budget setting processes.
- 5.2 As part of this work consideration is being given to how receipts from developers contributions or generated by the disposal of land and/or buildings which become surplus to requirements as a result of the strategic review can form part of the overall funding package.
- 5.3 It is expected that early in 2018 the Scottish Government will request bids from local authorities for the next round of the Schools for the Future funding programme (or its equivalent replacement funding programme). The statutory consultations and financial modelling outlined above will ensure the Council's submission to this funding programme is suitably advanced and robust when the call for proposals is circulated.

Risk, policy, compliance and governance impact

- 6.1 Any future project led by Communities and Families will be aligned to all the necessary Council risk, policy, compliance and governance requirements.

Equalities impact

- 7.1 Equalities impact assessments will be carried out for any statutory consultation or capital infrastructure project which emerges from the strategic review.

Sustainability impact

- 8.1 An approach to the provision of Communities and Families assets which is fully integrated with the wider asset priorities of the Council and its partners will ensure a sustainable approach to future asset provision.

Consultation and engagement

- 9.1 Engagement with all key stakeholders, including elected members and school communities will be undertaken through both informal and statutory consultation. All statutory consultations will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

Background reading/external references

- 10.1 This report is a follow up to reports to Committee on [15 August 2017](#) and [10 October 2017](#).

Alistair Gaw

Executive Director for Communities and Families

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Education, Children and Families

10am, Tuesday, 12 December 2017

School Roll Projections

Item number	7.2
Report number	
Executive/routine	
Wards	All
Council Commitments	

Executive Summary

In December 2016 a [report](#) was submitted to the Education, Children and Families Committee which approved that school roll projections and the projection methodology would be published on the Council website each December.

This report provides the latest school roll projections for the 2017-2027 period.

The 2016 [roll projections and the projection methodology](#) are available on the council's website. The website will be updated with the new 2017 projections following this Committee.

School Roll Projections

1. Recommendations

- 1.1 Note the contents of this report.

2. Background

- 2.1 School roll projections are at the centre of the strategic planning process to ensure existing and future schools provide sufficient accommodation for catchment pupils. In [December 2016](#) the Education, Children and Families Committee approved that [school roll projections](#) and the [methodology](#) by which they are derived be updated and published annually each December on the Council website.

3. Main report

- 3.1 This report provides the Education, Children and Families Committee with the latest school roll projections for the period 2017-2027. The projection tables can be found in Appendix 1. The projections in Appendix 1 will be published on the Council website following this meeting.
- 3.2 While there is variation at an individual school level, overall the 2017 primary school projections show an approximate 3.9% reduction in the overall citywide numbers for the next ten years when compared to the 2016 primary projections. The 2017 secondary school projections show little change when compared to the 2016 secondary projections. Accordingly, the secondary pupil cohort is still expected to expand beyond the school estate's capacity within the next ten years. The reductions in the primary cohort projected may reflect the continuing fall, albeit slight, in the number of births in the city which peaked in 2012.
- 3.3 The projection tables in appendix 1 highlight those schools where there is expected to be future issues in terms of the school accommodating expected pupil intakes. There are several projects, programmes and processes already in place to address these expected capacity breaches such as the rising rolls programme, the new education infrastructure required to accommodate pupils generated by new housing identified in the Local Development Plan and the strategic review of the schools and lifelong learning estate. An additional column has been added to the projection tables which identifies how the solution for each school with an expected future capacity issue will be addressed.

4. Measures of success

- 4.1 The accuracy of school roll projections in forecasting future accommodation pressures are the measure of their success. This accuracy will continue to be monitored on an annual basis with any changes to the methodology used as a result of this ongoing assessment process reported to Committee.
- 4.2 Comparing the 2016 projections with the 2017 start of session intake, the accuracy for both the primary and secondary roll totals were within a 0.2% margin of error.

5. Financial impact

- 5.1 The preparation and annual updating of school roll projections allows the Council to take a strategic approach to the provision of school accommodation and assists the Council in identifying potential future budget pressures.
- 5.2 Budgets for the projects identified to address the capacity issues across the school estate require to be established through the Council's annual budget setting process. As part of the budget setting process business cases for new project requirements are developed through the Communities and Families Asset Investment Group and presented to the Asset Management Board for consideration.
- 5.3 If the necessary budgets for required projects are not prioritised through the budget setting process then the implications will be reported back to the next available meeting of the Education, Children and Families Committee.

6. Risk, policy, compliance and governance impact

- 6.1 The preparation and annual updating of school roll projections allows the Council to take a strategic approach to the provision of school accommodation, allows early engagement with all stakeholders, assists the Council in its financial planning and, therefore, leads to improvements in service delivery. The preparation of the school roll projections by Communities and Families is aligned to all the necessary Council risk, policy, compliance and governance requirements.

7. Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

8. Sustainability impact

- 8.1 The preparation of school roll projections will assist in identifying future accommodation pressures and ensure a sustainable approach to future asset provision.

9. Consultation and engagement

- 9.1 These projections will form the basis for consultation and engagement through the Schools Strategic Review.

10. Background reading/external references

10.1 The 2016 projections were reported to Committee on [13 December 2016](#).

Alastair Gaw

Executive Director of Communities and Families

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11. Appendices

1. Primary and Secondary School Roll Projections, 2017-2027

APPENDIX 1

CITY OF EDINBURGH COUNCIL PRIMARY SCHOOL ROLL PROJECTIONS, 2017-2027

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
Abbeyhill Primary School	231	159	172	179	173	174	175	173	175	173	177	181	
Balgreen Primary School	420	348	346	355	343	330	314	316	320	323	332	342	
Blackhall Primary School	476	460	475	476	455	446	440	421	408	392	391	390	
Bonaly Primary School	434	423	432	434	433	443	447	446	446	447	452	456	Rising Rolls
Broomhouse Primary School	259	215	213	211	210	203	195	197	190	185	186	188	
Broughton Primary School	462	392	404	412	413	411	420	422	419	418	420	417	
Brunstane Primary School	420	214	215	207	220	229	244	249	251	264	285	282	
Bruntsfield Primary School	630	622	614	614	611	596	595	585	578	586	584	597	
Buckstone Primary School	462	438	446	443	454	454	432	423	419	419	407	389	
Bun-sgoil Taobh na Pairce	434	348	352	387	415	419	415	417	420	420	420	420	
Canal View Primary School	420	357	372	382	350	342	348	348	344	333	331	357	
Carrick Knowe Primary School	504	368	363	362	350	323	315	321	307	307	298	298	
Castleview Primary School	420	309	352	384	428	478	511	523	530	546	571	586	Local Development Plan
Clermiston Primary School	504	455	464	469	479	498	500	492	498	496	502	504	
Clovenstone Primary School	434	226	226	228	224	215	203	195	186	186	186	186	
Colinton Primary School	315	153	142	133	131	127	121	120	120	120	121	122	

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
Corstorphine Primary School	630	551	576	546	546	559	578	620	681	703	744	784	Strategic Review/Local Development Plan
Craigentiny Primary School	420	268	283	284	284	294	293	295	285	285	285	290	
Craiglockhart Primary School	476	416	404	390	373	369	367	343	334	333	337	340	
Craigour Park Primary School	546	495	490	499	489	504	524	547	559	579	591	608	Local Development Plan
Craigroyston Primary School	420	281	302	325	327	328	331	328	322	318	315	314	
Cramond Primary School	476	436	457	456	463	473	483	506	506	522	546	573	Strategic Review/Local Development Plan
Currie Primary School	476	439	470	508	538	572	593	618	633	656	661	669	Rising Rolls & Strategic Review
Dalmeny Primary School	112	79	76	76	82	89	92	96	103	103	106	107	
Dalry Primary School	329	249	237	233	237	242	234	244	243	245	256	254	
Davidson's Mains Primary School	630	557	570	565	547	525	503	504	495	500	500	506	
Dean Park Primary School	476	467	455	468	463	455	459	449	449	463	450	456	
Duddingston Primary School	434	381	385	356	348	354	355	345	341	339	359	358	
East Craigs Primary School	476	427	431	448	448	439	433	429	445	443	436	437	
Echline Primary School	315	286	288	292	304	317	346	374	403	427	440	464	Local Development Plan
Ferryhill Primary School	420	355	382	384	391	387	387	387	386	379	386	380	
Flora Stevenson Primary School	630	607	611	610	613	587	584	580	587	579	583	587	
Forthview Primary School	420	394	401	399	404	399	401	400	400	409	410	411	

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
Fox Covert ND Primary School	294	273	293	307	323	335	355	354	354	354	363	356	Rising Rolls
Fox Covert St Andrew's RC Primary School	217	180	176	174	174	182	188	205	219	231	242	254	Local Development Plan
Gilmerton Primary School	546	435	478	513	552	591	663	734	759	762	771	776	Local Development Plan
Gracemount Primary School	560	494	517	543	534	555	577	600	618	638	663	688	Local Development Plan
Granton Primary School	560	455	458	476	477	505	524	506	514	530	546	559	
Gylemuir Primary School	504	487	512	516	499	478	466	476	470	476	481	488	Local Development Plan
Hermitage Park Primary School	420	336	319	316	309	303	298	301	299	299	299	299	
Hillwood Primary School	84	63	66	70	74	90	101	101	100	102	101	107	Strategic Review/Local Development Plan
Holy Cross RC Primary School	315	319	313	315	307	306	299	296	293	295	301	307	
James Gillespie's Primary School	630	557	584	608	610	586	577	589	595	599	600	603	
Juniper Green Primary School	434	402	408	432	429	422	421	430	445	455	438	445	Strategic Review/Local Development Plan
Kirkliston Primary School	560	529	602	661	730	783	846	879	913	928	941	928	Rising Rolls
Leith Primary School	476	381	389	370	366	349	333	342	340	344	351	367	
Leith Walk Primary School	329	248	261	269	256	231	222	217	203	204	206	223	
Liberton Primary School	476	446	458	464	471	489	480	473	481	483	492	496	Rising Rolls
Longstone Primary School	294	275	277	272	269	262	259	251	249	247	241	254	
Lorne Primary School	259	237	220	218	202	198	182	176	176	177	176	180	

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
Murrayburn Primary School	420	385	375	373	371	337	341	331	330	329	328	329	
Nether Currie Primary School	210	156	153	163	167	163	168	169	170	171	171	172	
Newcraighall Primary School	210	151	173	185	198	209	212	227	252	274	304	334	Local Development Plan
Niddrie Mill Primary School	420	291	299	310	326	321	323	316	317	313	312	309	
Oxgangs Primary School	434	408	388	370	358	354	344	336	328	331	332	332	
Parsons Green Primary School	420	356	366	353	329	325	316	309	308	303	299	320	
Pentland Primary School	476	462	447	436	440	439	438	442	439	454	459	464	
Pirniehall Primary School	315	260	257	238	244	240	237	235	229	248	275	277	
Preston Street Primary School	315	267	263	257	251	236	233	235	233	231	231	232	
Prestonfield Primary School	259	214	207	198	195	188	189	188	185	184	182	181	
Queensferry Primary School	504	434	456	472	478	493	509	521	522	538	552	558	Local Development Plan
Ratho Primary School	259	230	273	307	344	352	369	381	398	403	402	407	Rising Rolls
Roseburn Primary School	259	261	261	245	247	243	228	231	235	242	251	260	Rising Rolls
Royal Mile Primary School	210	141	134	134	132	130	128	130	124	119	119	121	
Sciennes Primary School	630	662	664	668	645	641	629	632	627	624	622	647	Team Teaching
Sighthill Primary School	294	243	255	253	262	244	240	234	227	221	219	217	
South Morningside Primary School	630	648	634	634	630	640	637	638	640	648	658	669	New School
St Catherine's RC Primary School	210	214	220	222	227	235	241	249	257	264	271	279	Local Development Plan

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
St Cuthbert's RC Primary School	210	212	215	218	214	219	218	217	219	224	227	229	Local Development Plan
St David's RC Primary School	434	316	322	331	338	361	367	376	374	376	381	381	
St Francis' RC Primary School	259	215	220	227	223	233	244	252	244	243	248	252	
St John Vianney RC Primary School	259	255	252	235	221	221	232	240	246	252	258	265	Local Development Plan
St John's RC Primary School	420	354	362	353	360	370	359	367	368	370	381	392	
St Joseph's RC Primary School	294	307	331	334	335	346	345	344	336	335	336	340	Rising Rolls
St Margaret's RC Primary School	210	118	122	126	120	131	143	150	157	166	173	179	
St Mark's RC Primary School	210	159	151	139	136	138	133	133	135	135	137	138	
St Mary's RC Primary School (Edin.)	420	369	364	358	352	354	342	346	344	342	347	353	
St Mary's RC Primary School (Leith)	420	344	361	364	360	352	347	349	352	354	353	362	
St Ninian's RC Primary School	315	258	263	275	287	291	289	288	300	300	300	305	
St Peter's RC Primary School	420	407	406	402	397	387	382	382	381	384	384	389	
Stenhouse Primary School	420	332	333	328	327	323	327	327	315	315	314	316	
Stockbridge Primary School	294	268	283	293	280	286	282	283	280	274	272	277	
The Royal High Primary School	420	330	321	340	321	323	327	347	346	370	365	383	
Tollcross Primary School	294	229	240	252	264	237	236	221	214	223	221	205	

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
Towerbank Primary School	630	633	644	630	603	558	525	503	492	458	442	449	Team Teaching
Trinity Primary School	630	557	582	578	590	569	567	551	534	521	524	523	
Victoria Primary School	315	261	300	307	309	283	284	288	298	293	303	323	New School
Wardie Primary School	560	507	505	495	479	465	449	431	424	429	424	424	
Totals	35,378	30,506	31,137	31,440	31,489	31,481	31,609	31,842	31,990	32,283	32,658	33,174	

CITY OF EDINBURGH COUNCIL SECONDARY SCHOOL ROLL PROJECTIONS, 2017-2027

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
Balerno Community High School	850	721	754	788	836	871	892	912	915	915	915	915	Strategic Review
Boroughmuir High School	1200	1196	1247	1287	1344	1402	1489	1546	1570	1587	1605	1591	Rising Rolls
Broughton High School	1200	1128	1149	1164	1172	1175	1183	1216	1236	1276	1276	1294	Rising Rolls
Castlebrae Community High School	600	137	151	176	202	233	266	305	312	312	304	293	
Craigmount High School	1400	1116	1144	1213	1283	1315	1372	1431	1450	1456	1459	1465	Strategic Review
Craigroyston Community High School	600	493	508	528	553	568	585	613	623	622	625	634	Rising Rolls
Currie Community High School	900	707	725	740	754	784	822	831	847	863	894	920	Strategic Review
Drummond Community High School	600	333	330	339	371	418	459	486	501	511	508	499	
Firrhill High School	1150	1152	1177	1193	1213	1228	1236	1241	1241	1231	1229	1219	Rising Rolls
Forrester High School	900	663	674	693	724	771	808	805	826	816	809	788	
Gracemount High School	650	576	589	597	630	641	654	681	699	713	723	739	Local Development Plan
Holy Rood RC High School	1200	1040	1063	1108	1148	1184	1204	1222	1223	1224	1216	1212	

School	Planned Future Capacity	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Action Programme
James Gillespie's High School	1300	1251	1305	1358	1438	1537	1598	1638	1731	1782	1813	1796	Strategic Review
Leith Academy	950	889	885	894	916	942	975	969	975	975	975	966	Rising Rolls
Liberton High School	850	567	595	632	720	789	878	966	1022	1084	1140	1201	Local Development Plan
Portobello High School	1400	1351	1397	1456	1475	1512	1536	1555	1567	1557	1552	1532	Rising Rolls
Queensferry Community High School	1200	818	854	921	977	1062	1111	1206	1279	1352	1425	1493	Strategic review
St Augustine's RC High School	900	676	716	779	856	871	949	999	1030	1051	1066	1107	Local Development Plan
St Thomas of Aquin's RC High School	750	772	795	824	854	877	916	932	952	953	951	949	Rising Rolls
The Royal High School	1200	1258	1281	1285	1320	1340	1380	1440	1499	1553	1556	1592	Strategic Review
Trinity Academy	950	811	802	827	843	882	902	935	960	962	974	979	Rising Rolls
Tynecastle High School	900	548	578	583	609	618	624	634	640	647	647	648	
Wester Hailes Education Centre	750	300	315	329	355	384	398	405	412	420	412	398	
TOTAL	22,400	18,503	19,034	19,714	20,593	21,404	22,237	22,968	23,510	23,862	24,074	24,230	

Education, Children and Families Committee

10am, Tuesday, 12 December 2017

Education Governance and the establishment of a Regional Collaboration

Item number 7.3
Report number
Executive/routine
Wards All

Executive Summary

This report outlines the background to the establishment of the South East Improvement Collaborative and asks Committee to note the governance arrangements which include the Education, Children and Families Convener's position in the South East Improvement Collaborative Steering Group and the focus on collaboration in order to improve attainment, reduce the poverty related attainment gap and sharing practice.

Education Governance and the establishment of a Regional Collaboration

1. Recommendations

- 1.1 To note the content of the report.
- 1.2 Request an annual update on progress of the South East Improvement Collaborative.

2. Background

- 2.1 The South East Alliance has been an informal arrangement where Edinburgh, Scottish Borders, East Lothian and Midlothian Councils have worked together on the development of curricular issues. Collaboration has focused on Quality Improvement, Additional Support Needs, Early Learning and Childcare as well as professional learning, development and leadership.
- 2.2 Appendix 1 details the work of the South East Alliance.
- 2.3 Appendix 2 details the work expected to be undertaken and the governance arrangements in respect of the South East Improvement Collaborative.
- 2.4 The South East Improvement Collaborative (SEIC) has been proposed in response to the Scottish Government's Education Governance: Next Steps paper published in June 2017 which was in response to the Delivery Plan and Consultation document: Empowering Teachers.
- 2.5 The Next Steps paper outlined the expectation that Regional Improvement Collaboration across Scotland should be established.

3. Main report

Education Governance and the establishment of a Regional Collaboration

- 3.1 The Directors of Education and Chief Executives of the South East Alliance, along with Fife have been meeting regularly in recent months to consider how a collaboration could add value to the work of their schools achieving better outcomes for children and young people.
- 3.2 The two key areas of work identified by the Chief Executives and Directors of Education are improving attainment and achievement, including closing the gap and Quality Improvement in schools and Early Years.

- 3.3 It is vital that the improvement plans for each Local Authority will continue to be subject to the governance arrangements already established in the respective local authority.
- 3.4 In Edinburgh, Education, Children and Families Committee will continue to exercise governance over City of Edinburgh's improvement planning. This will maintain Local Government accountability for the delivery of education services to their local area.
- 3.5 Each Improvement Collaborative, as it is established across Scotland, is led by a Regional Improvement Lead. The role is not substantive, but is to help coordinate and lead the setting up of the South East Improvement Collaborative Action Plan. Appendix 3 describes the role of the Regional Improvement Lead. An interim arrangement has been put in place, with the Executive Director of Education and Children's Services, Fife Council being nominated as the lead.
- 3.6 This nomination has been approved by the five Chief Executives of the respective Local Authorities as well as the Chief Executive of Education Scotland.
- 3.7 As part of the Governance arrangements outlined in Appendix 2, the SEIC Oversight Group will comprise the Convener/Portfolio Lead from each Local Education Authority and the five Chief Executives.
- 3.8 The SEIC Oversight Group will receive updates and progress reports from the Regional Improvement Lead in relation to the Collaborative's Improvement Plan.

4. Measures of success

- 4.1 The five local authorities will identify best practice to raise attainment and achievement including closing the poverty related attainment gap.
- 4.2 Scottish Government's intention to review progress within 6 months and then 12 and 18 months will evidence progress.
- 4.3 Council Officers, including headteachers and teachers will benefit from joint working opportunities to improve practice, and ensuring that Edinburgh continues on its improvement journey.

5. Financial impact

- 5.1 All work identified is expected to be delivered within existing budgets.

6. Risk, policy, compliance, and governance impact

6.1 There are no risks, policy compliance or governance issues.

7. Equalities impact

7.1 This work is focused largely on mitigating the effects of poverty so will have no negative equality or human rights impact.

8. Sustainability impact

8.1 There are no sustainability issues.

9. Consultation and engagement

9.1 This work will be shared with the SEIC Oversight Group and updates will be provided to Education, Children and Families Committee.

10. Background reading/external references

Alistair Gaw

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Andy Gray Head of Schools and Lifelong Learning and Chief Education Officer

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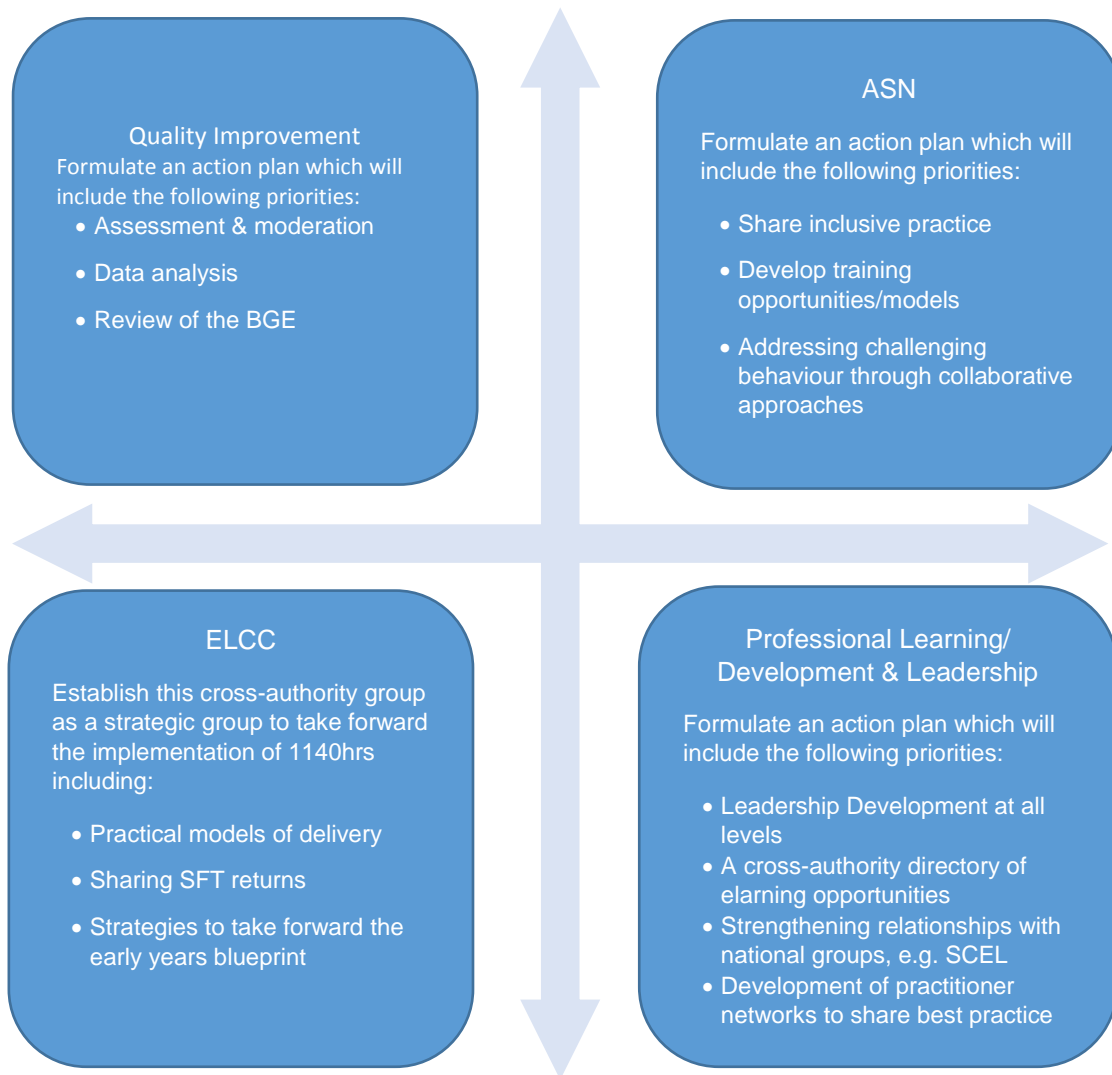
11. Appendices

Appendix 1 Work of the South East Alliance

Appendix 2 Work expected to be undertaken and the governance arrangements in respect of the SEIC

Appendix 3 Role of the Regional Improvement Lead

South East Alliance



South East Alliance

South East Improvement Collaborative
Collaboration to Deliver Excellence and Equity

South East Alliance Members:

Edinburgh City Council
East Lothian Council
Midlothian Council
Fife Council
Scottish Borders Council

Starter Paper– October 2017

Background

South East Alliance (SEA)

The existing South East Alliance partnership, (Edinburgh, East Lothian, Midlothian and Scottish Borders) have already been engaged in planning collaborative activity to support development work across the 4 local authority areas. Previous work developed is attached as appendix 1. Some of this existing work will be included as part of the Delivery plan for the South East Improvement Collaborative and some may sit as pieces of work that will be delivered as part of the South East Alliance partnership eg delivery of 1140hours of Early Learning and Childcare.

The South East Alliance has now included Fife and have begun plans for a Regional Improvement Collaborative with a focus on Quality Improvement and Raising Attainment. The South East Improvement Collaborative focus on Quality Improvement and Raising Attainment allows some existing work and any future work (eg the skills agenda as part of the Edinburgh City Deal) to be developed as part of the South East Alliance partnership.

The progress and outcomes of the Delivery Plan for the South East Improvement Collaborative will be reported to Education Scotland, other work carried out as part of the South East Alliance partnership will be reported to relevant groups such as City Deal Board or ELC regional structures.

South East Improvement Collaborative (SEIC)

The Scottish Government published its Education Governance: Next steps paper in June 2017, in response to the Delivery Plan and Consultation document Empowering teachers, parents and communities to achieve excellence in education and subsequent wide ranging consultation.

The Next Steps paper makes it clear that enhanced regional collaboration between education authorities will be a feature of future arrangements. COSLA, working with SOLACE and ADES, reviewed existing regional education collaborations across Scotland with a view to identifying a collective local government proposal on cross boundary collaboration. Each of these Regional Improvement Collaboratives would meet the strategic aims of the Delivery Plan and requirements for local authority accountability.

This offers the South East Alliance the opportunity to develop a vision for our South East Improvement Collaborative that is inclusive of our headteachers and schools to deliver excellence and equity on a regional basis. As the South East Alliance all local authorities are signed up to the key principles outlined within the Next Steps paper. Following these principles will allow a partnership approach in delivering the relevant aspects of the Edinburgh City Deal as well as the expectations detailed in the Next Steps document. The South East Alliance will not succeed in reducing inequity without a holistic approach across Children's Services. The wider Getting it Right for

Every Child (GIRFEC) agenda is of crucial importance when tackling inequalities and closing the attainment gap.

This document is intended to outline how we could use the South East Alliance to create a South East Improvement Collaborative Improvement (SEIC) with the function to:

- raise attainment and achievement
- help to deliver excellence and equity
- develop work related to GIRFEC and tackling attainment inequity
- share expertise across the Collaborative to effect change
- maintain local democratic accountability
- contribute to the growth of the regional economy
- contribute to relevant Edinburgh City Deal outcomes

Context for the Development of the South East Improvement Collaborative (SEIC)

Local Outcome Improvement Planning

In July 2015 the Community Empowerment Act and related legislation came into force requiring each Community Planning Partnership to have a coherent plan that will empower and support local communities even down to a neighbourhood level. The Local Outcome Improvement Plan may take account of the Council Plan or there may in some instances still be both. As a large part of each local authority, Education must play a central role in the development and delivery of the LOIP as part of the Community Planning Partnership.

Children's Services Planning

The Children and Young People (Scotland) Act 2014 is a key part of the Scottish Government's desire to make Scotland the best place to grow up. It is underpinned by the Scottish Government's continued commitment to the UN Convention on the Rights of the Child and the GIRFEC approach.

The Act aims to ensure that planning and delivery of services are integrated, focussed on securing quality and value, based on a preventative approach, dedicated to promoting, supporting and safeguarding children and young people's wellbeing.

Plans for each Community Planning Partnership are to be published for a three year period starting in April 2017 setting out how outcomes are to be improved for children and young people. An annual report on progress is to be published.

National Improvement Framework

In December 2016 the Scottish Government published the 2017 National Improvement Framework (NIF) and Improvement Plan for Education, which are

designed to deliver the twin aims of excellence and equity with a focus on four priorities:

- improving attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most and least disadvantaged children and young people;
- improving children and young people's health and wellbeing; and,
- improving employability skills and sustained positive school leaver destinations for all young people.

The NIF also recognises the importance of six drivers for improvement:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School improvement; and,
- Performance information.

Education Governance

On 15th June 2017, the Deputy First Minister published the government's response to the Governance Review, focusing on the empowerment of schools and communities to deliver excellence and equity for all learners. The main thrust of the document is to empower headteachers to make more localised decisions on learning and teaching and the curriculum to meet the needs of their communities. In addition, the document states that up to seven Regional Improvement Collaboratives will be created.

Regional Improvement Collaboratives will:

- 1) *Provide excellent educational improvement support for headteachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;*
- 2) *Provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework;*
- 3) *Facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches; and*
- 4) *Be led by a Regional Director, to be appointed by the Scottish Government and report to the HM Chief Inspector/Chief Executive of Education Scotland.*

Education Governance: Next Steps

In its *Education Governance: Next Steps* paper, Scottish Government indicates that Regional Improvement Collaboratives should align their plans with the Priorities and Key Drivers set out in the National Improvement Framework (NIF):

The SEIC is committed to the key drivers within the National Improvement Framework and the planning and reporting cycles as outlined in the Education (Scotland) Act 2016. The SEIC will identify and work on areas where collaboration will enhance each individual education authority's existing and future plans to implement the priorities and key drivers as outlined in the NIF. The SEIC also recognises the role of headteachers, teachers and parents in an empowered and collaborative approach to improving educational outcomes for our children and young people.

Focus for SEIC Delivery Plan

The priorities, key drivers and aims sit well with possible future work and indeed areas where some work has already taken place. In order to be able to have a clear focus and measure the impact of our work we have agreed two areas as an initial focus:

- 1) Improving Attainment and Achievement, including closing the attainment gap
- 2) Quality Improvement in Schools and Early Years settings

1. Improving Attainment and Achievement, including closing the attainment gap

Improving attainment and achievement is a key driver for all improvement work in school communities. Within SEIC we would wish to look at ways to improve attainment and achievement for all, ensuring that our children and young people are best placed to access a positive and sustained destination on leaving school leading to good life outcomes.

SEIC offers schools and early years' settings the opportunity to be part of, and benefit from, work streams linked to NIF key drivers that will focus on:

- professional learning and leadership development (**teacher professionalism**)
- how to engage parents, particularly from areas of deprivation and those that are hard to reach, in their child's learning (**parental engagement**)
- using data related to closing the attainment gap to maximum advantage (**performance information**)
- ensure effectiveness for the use of Pupil Equity Fund (PEF) and Scottish Attainment Challenge (SAC) resources (**school leadership**)
- share research and evidence-based practice to inform programmes of work (**school improvement**)
- the formation of specialist curriculum support (**teacher professionalism**)

- assessment and moderation of CfE levels (**assessment of children's progress**)

In order to develop our Regional Improvement Collaborative we require to:

- create a culture where our headteachers, teachers and parents embrace the responsibility of continuous improvement in schools, across clusters and on a regional basis
- develop a joint programme of professional learning based on developing teacher professionalism, professional enquiry and school leadership
- share practice in family learning to secure parental engagement in children's learning as well as parental involvement in schools
- share ways of preparing data and analysing data relating to vulnerable groups
- moderate PEF/SAC plans including PEF/SAC spend and sharing practice through peer review opportunities
- provide opportunities to share research outcomes and outcomes from Improvement Collaborative work
- establish specialist curriculum teams from central and school based staff which will offer support and professional learning to bring about improvements in curriculum delivery and learning and teaching.

Quality Improvement in Schools and Early Years' Settings

As stated in the Education Governance: Next Steps paper, local authorities will retain the duty to support schools to continuously improve. SEIC offers schools the collective opportunity to look inwards, outwards and forwards, as described in HGIOS?4, and will support and challenge schools and early years settings through:

- approaches to self-evaluation and quality improvement which improve outcomes (**school leadership**)
- use of data to secure continuous improvement (**performance information**)
- support and guidance on improvement planning in line with NIF (**school improvement**)

Each of the above will enhance and complement individual local education authority's existing practices and plans for Quality Improvement as well as building a sustainable model for the future. It will also build on partnerships and collaborations across schools encouraging a delivery model for improvement and accountability that will be the responsibility of the school to deliver.

In order to develop our Regional Improvement Collaborative we require to:

- identify resources available within each authority, across the region and in Education Scotland which will offer support and challenge to schools
- develop a proportionate formula to secure equity for each local authority

- build on each local authority's approaches to continuous improvement and self-evaluation and develop a SEIC plan to offer support and challenge to schools and early years settings
- offer opportunities for school improvement collaboratives across SEIC to share best practice and learning between and amongst schools and early years settings
- explore how best to engage children and young people in improving services
- identify and utilise available data analysis already in use, both quantitative and qualitative, to help drive improvement
- ensure engagement and ownership of headteachers to deliver improvement at a school, cluster and regional level
- develop a plan for SEIC to address continuous improvement.

Method of Delivery

We will ensure that our work produces collective added value through:

- Increased capacity to directly support in a targeted way
- Increased knowledge of a critical mass of staff to be focussed on specific areas to make a difference
- Using the expertise of a wide range of headteachers, deputies, principal teachers and teachers
- Making best use of the most effective systems from across the SEIC
- Sharing solutions to reduce bureaucracy

Examples of delivery of collective improvement through:

- the use of our expertise from across the region, including headteachers and teachers, to make best use of data analysis from the new national standardised assessments through a SEIC forum on assessment
- facilitating the delivery of a series of seminars/engagement sessions to allow for the sharing of best practice across schools, clusters and the regional area in closing the attainment gap
- developing with headteachers, teachers and parents support, guidance and practical advice on engaging parents in their child's learning
- establishing a culture of Peer Learning/Peer Review (schools pairing or clustering to quality assure across their group of schools) within the SEIC where headteachers take the lead role
- establishing a regional senior phase forum with school staff, specialists, employers and colleges
- developing school partnerships to evaluate the impact of PEF/SAC plans with a view to supporting the reporting cycle on the PEF/SAC and Improvement Planning; and
- providing an online forum to share research findings from practitioner inquiry and improvement collaborative tests of change.

Governance and Reporting

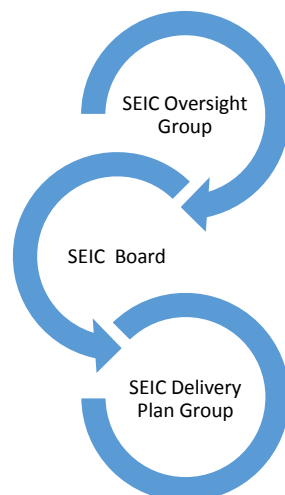
In addition to the priority areas, at the Deputy First Minister's request, the Council also made some recommendations around the issue of governance. The Council felt that it was important to consider how to de-clutter the system without damaging it. The Council advised against becoming too focussed on changing the structure of the education system when, arguably, the more important aspects are the culture and capacity within the system. In particular the Scottish Government should:

- Learn from existing attempts to formally share education services between local authorities e.g. the Northern Alliance, and other forms of non-structural regionalisation that have been successful internationally.
- Create learning hubs around the country where education professionals can go to learn about different elements of educational practice.

INTERNATIONAL COUNCIL OF EDUCATION ADVISERS
July 2017

Getting governance right is imperative. It is vital to retain local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC. The 3 groups of personnel as seen below would provide the relevant staff to drive improvement across the 'region' and provide accountability for the work of SEIC.

The South East Improvement Collaborative Governance



SEIC Oversight Group would comprise Education Conveners/portfolio holders x 5 and CEOs x 5. It is envisaged this group would only meet once or twice per year to oversee the work of SEIC as part of the political accountability.

The SEIC Board would be formed with Directors of Education or equivalent x 5, Headteachers x 5 and National Bodies (ES, SDS, Colleges) The SEIC Board would appoint a Chair. The SEIC Board will also approve the SEIC plans and receive reports on the progress of the plan and its impact. This will be the key officer leadership group, agreeing areas for priorities for collaboration, commissioning workstreams and receiving reports from workstream leads. It will meet quarterly with the first meeting in each new financial year considering progress with previous work and setting new priorities for the coming academic session, as well as overseeing the formulation of the SEIC Plan.

SEIC Delivery Plan Group will accept commission from the SEIC Board. Officers, headteachers and teachers will collaborate to undertake specific tasks, with Heads of Service, senior officers or Head Teachers taking the lead as appropriate to levels of expertise and need. Such delivery groups will meet as appropriate to address and deliver the commissioned tasks from workstreams within the SEIC Plans.

Importantly the work of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for the delivery of education services to each community and local authority area.

The SEIC Board may be chaired by the 'Regional Lead Officer' or a nominated member of the group. This post should be appointed by Chief Executives of the SEIC from among the existing Directors/Heads of Service in the five local authorities. This would not be a substantive position but would be a leadership role for a fixed term. The Regional Lead Officer (RLO) will also report to the Chief Executive of Education Scotland on the outcomes of the SEIC Board decisions.

The support for the RLO would be agreed by Chief Executives and may take different forms dependent on existing structures and agreed priority workstreams. Additional resource could be added if available to support the co-ordination and delivery of the SEIC Plan.

Discussions would need to take place with Education Scotland to consider the best way in which they could support the Partnership. For example, this could be through a link senior officer, similar to their Area Lead Officer role. Rather than having the Partnership linking with up to five Area Lead Officers, there would be one Education Scotland appointee who would provide the Partnership with direct support.

These arrangements would also provide a platform for the potential development of self-evaluation and improvement work in wider children's services particularly where there is a close connection to school attainment such as with outcomes for looked after children. A more holistic GIRFEC approach would be beneficial in tackling the attainment gap and reducing inequity.

Proposed Measures to Evaluate Impact

Short-term measures required for implementation of action plan to be decided to help have a focus for value added impact in first 6 months.

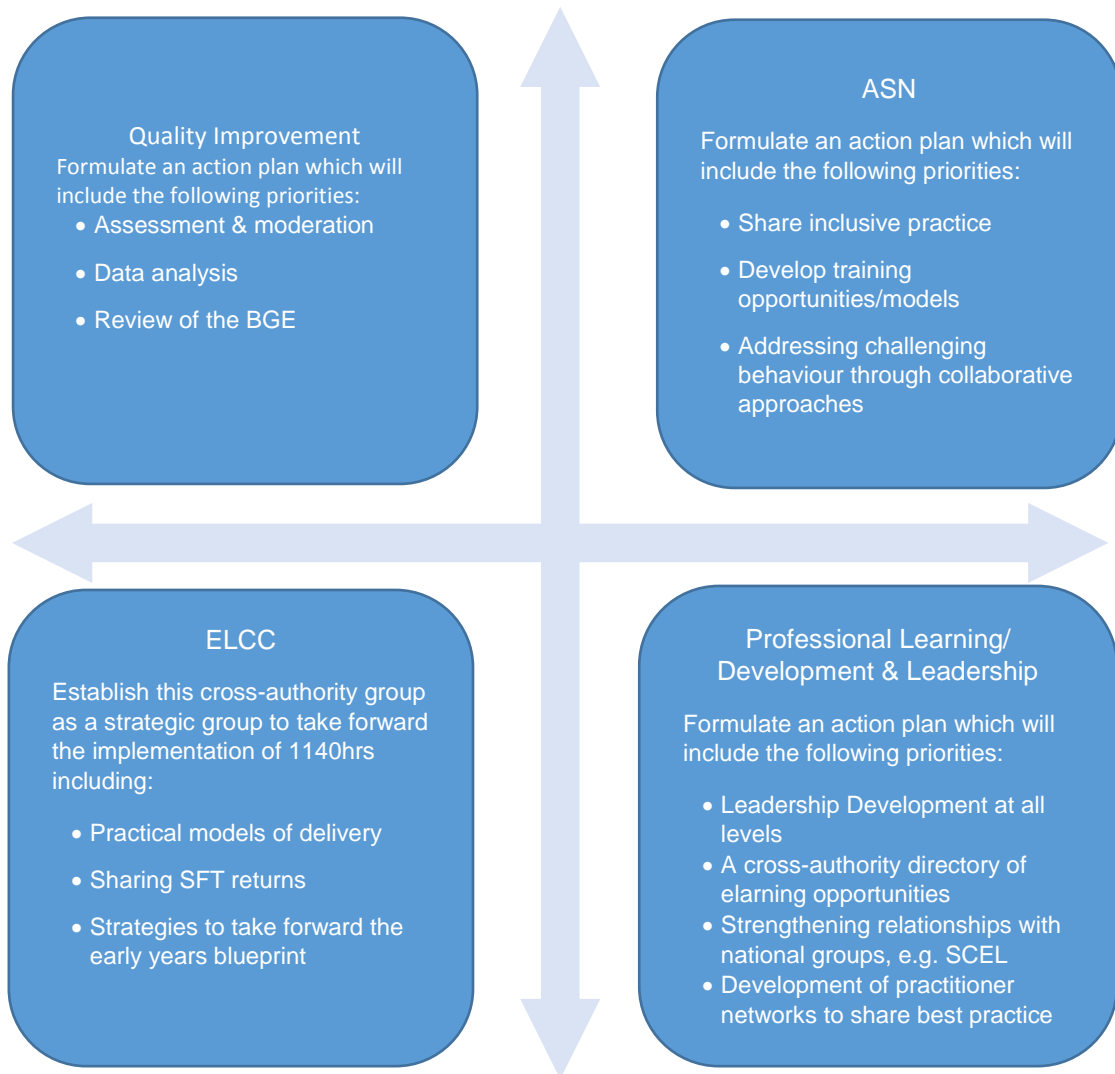
Improvement:

- Improved approaches to self-evaluation and managing change as measured by ES school inspections and local authority visits
- Effective Improvement plans in place
- Positive evaluations of events to share good practice across SEIC
- Number of schools involved in Learning Partnerships (schools that partner to support and challenge each other)

Attainment and Achievement including closing the attainment gap

- Number of schools engaged in moderating and evaluating PEF Plans and reports as part of a School Partnership
- Increase in number of pieces of research undertaken across the SEIC to inform practice
- Increase in CfE attainment across the SEIC
- Reduction in CfE attainment gap between the least and most deprived
- Increase in SQA performance across the SEIC
- Reduction in SQA performance gap between the least and most deprived
- Increase in % of positive school leaver destinations
- Reduction in gap between the most and least deprived for SLD

South East Alliance



South East Scotland Improvement Collaborative Overview of Key Data

Data on Deprivation

Registration for Free School Meals (FMR)

Table 1. Percentage of primary pupils registered for free school meals (FMR)

Local Authority	2006	2017 P4-P7	Long Term Trend	Rank 2017 P4-P7	Quartile 2017 P4-P7
East Lothian	11.6	9.9	-1.7	25	Top Q4
Edinburgh, City of	18.7	13.1	-5.6	19	Middle Q3
Fife	18.7	20.7	2.0	7	Bottom Q1
Midlothian	13.0	16.2	3.2	16	Bottom Q2
Scottish Borders ¹	9.5	11.9	2.4	23	Bottom Q3
Scotland	17.9	17.5	-0.4		

Table 2. Percentage of secondary pupils registered for free school meals (FMR)

Local Authority	2006	2017	Long Term Trend	Rank 2017	Quartile 2017
East Lothian	8.3	8.1	-0.2	25	Top Q4
Edinburgh, City of	13.2	10.2	-3.0	20	Middle Q3
Fife	14.4	17.0	2.6	7	Bottom Q1
Midlothian	8.1	12.9	4.8	13	Middle Q2
Scottish Borders	6.2	10.2	4.0	20	Middle Q3
Scotland	13.5	14.1	0.6		

- Very different rates of deprivation in the five authorities.
- Fife more deprived than Scotland. Midlothian close to Scotland. Other authorities less deprived than Scotland.
- Levels of deprivation declining in Edinburgh and East Lothian (slightly), but increasing in Fife, Scottish Borders and (particularly) Mid Lothian

Source: Summary Statistics for attainment, leaver destinations and healthy living (Scottish Government, June 2017)

Child Poverty (HMRC local measure)

Table 3. Percentage of children living in child poverty (HMRC local measure)

Local Authority	% of Children in low-income families		Rank		Quartile
	Under 16	Under 20	Under 16	Under 20	
East Lothian	14.1%	13.8%	22	22	Middle Q3
Edinburgh, City of	17.0%	16.8%	17	17	Top Q3
Fife	19.8%	19.4%	9	9	Top Q2
Midlothian	18.7%	18.2%	12	12	Middle Q2
Scottish Borders	14.4%	14.0%	19	19	Middle Q3
Scotland	18.6%	18.4%			

- Different rates of child poverty in the five authorities, ranging from top of quartile 2 (more deprived) to middle of quartile 3 (less deprived).
- Fife more deprived than Scotland. Midlothian close to Scotland. Other authorities less deprived than Scotland.

Source: Children in low-income households local measure: 2014 (HMRC, September 2016)

Data on the Costs of Children's Services

Table 5. School costs (LGBF indicators CHN1 and CHN2)

Local Authority	Primary school costs				Secondary school costs			
	CHN1 2010-11	CHN1 2015-16	Change	Rank 2015-16	CHN2 2010-11	CHN2 2015-16	Change	Rank 2015-16
East Lothian	4597.68	4343.98	-253.70	5	5787.46	6260.54	473.08	3
Edinburgh City	4436.31	4278.40	-157.91	4	6536.89	6316.19	-220.70	6
Fife	4996.03	4425.48	-570.55	8	5834.93	6435.07	600.14	8
Midlothian	4679.35	4649.97	-29.38	13	6163.71	6298.73	135.02	5
Scottish Borders	4819.00	4753.50	-65.50	14	6388.08	6580.37	192.29	12
Scotland	4868.33	4743.73	-124.60		6421.88	6729.30	307.42	

- Costs of schools in both the primary and secondary sectors are relatively low by national standards, for all four authorities (all costs are in quartile 1, except the Midlothian primary school cost which is mid quartile 2)

Source: Local Government Benchmarking Framework 2015-16 (Improvement Service, 2017)

PEF Amounts

	Total Allocation	School Allocations
East Lothian	1,569,000	1200 to 111,600
Edinburgh, City of	7,470,000	4800 to 223,200
Fife	9,787,200	1200 to 302,400
Midlothian	2,272,800	
Scottish Borders	1,840,800	1200 to 130,000

Data on the Scale of the School System

Table 4. Comparison of numbers of schools and pupils, and of average school size

Local Authority	Pupils			
	Primary	Secondary	Special	Total
East Lothian	8,492	5,612	0	14,104
Edinburgh City	29,745	18,145	635	48,525
Fife	29,126	19,896	133	49,155
Midlothian	7,271	4,987	120	12,378
Scottish Borders	8,171	6,392	0	14,563
All local authorities	396,237	280,408	6,528	683,173

- Numbers of pupils similar in East Lothian/Midlothian/Scottish Borders and in Fife/Edinburgh
- Approximately four times as many pupils in Fife/Edinburgh as in East Lothian/Midlothian/Scottish Borders

Local Authority	Schools			
	Primary	Secondary	Special	Total
East Lothian	35	6	0	41
Edinburgh City	88	23	12	123
Fife	135	18	9	162
Midlothian	32	6	2	40
Scottish Borders	61	9	2	72
All local authorities	2,030	358	134	2,522

Local Authority	Average School Size (Pupils per School)			
	Primary	Secondary	Special	Total
East Lothian	243	935	0	344
Edinburgh City	338	789	53	395
Fife	216	1105	15	303
Midlothian	227	831	60	309
Scottish Borders	134	710	0	202
All local authorities	195	783	49	271

- Scottish Borders has the smallest average school size in both primary and secondary sectors. Both figures are below the Scottish average.
- The average school size for the other four authorities is larger than the Scottish average, both for the primary and secondary sectors

Source: Summary Statistics for Schools in Scotland (Scottish Government, December 2016)

South East Alliance**South East Improvement Collaborative****Draft Role Descriptor for Regional Improvement Lead****JOB TITLE : Regional Improvement Lead**

Note that this is a position on an interim basis to progress plans to get SEIC up and running and will require to be agreed with Education Scotland. Future arrangements will be made at a later date on a more permanent basis.

MAIN FUNCTIONS

The model of the South East Improvement Collaborative is one of distributive leadership and will be developed according to progress made and lessons learned. The role of the Regional Improvement Lead is to support this model in the following areas:

- Facilitate collaborative working across the region, sharing good practice and maintaining partnership approaches
- Oversee and support the consultation and development of the improvement plan for SEIC
- Ensure strategic and operational governance and financial accountability
- Take responsibility for good communication across the South East Improvement Collaborative
- Develop a workforce plan to support professional development and practice for SEIC
- Provide leadership with all relevant Directors/or equivalent for the South East Improvement Collaborative
- To provide reports on the progress and performance of the Collaborative to the SEIC oversight group and SEIC Board
- Be the key link with Education Scotland, securing support from specialists as appropriate for the Collaborative's Improvement Plan
- To provide a coherent focus on the wider context of GIRFEC and taking account of Children's Services Plans across SEIC

INITIAL JOB ACTIVITIES

Taking account of the paper produced by Scottish Government and agreed by COSLA on Friday 29 October. The initial activities to develop our work further would include the following:

- Co-ordinate the work of the Collaborative, maintaining an overview of activities within the Improvement Plan
- Ensure effective chairing of SEIC Board
- Work with members of the Collaborative and Education Scotland to identify best practice, how to share best practice and development needs across the region
- Use data effectively to support improvement activities and to measure progress across the Collaborative
- Work within the Collaborative to allocate shared resources to support and challenge schools to improve

- Seek reports from Directors / or equivalent on the impact of the Collaborative's activities
- Oversee the consultation and subsequent production of the Collaborative's Improvement Plan and report on its impact and progress
- Promote the work of the Collaborative and be the key link for any media enquiries, linking with individual local authority media officers, as appropriate
- Report on the Collaborative's progress to the Chief Executive of Education Scotland

Recruitment

A request for expressions of interest will be circulated to the 5 Directors/or equivalent within the South East Alliance. The request for expressions of interest will be issued by Steve Grimmond as the SOLACE lead for the Chief Executives in the South East Alliance. This will be issued after agreement on 13 October with the appointment being effective from the end of October, assuming all 5 councils approval.

Support

The arrangements for support to the Regional Improvement Lead will be agreed with Chief Executives once the appointment of the role is made.

Support is likely to include the secondment of a policy support officer or similar to drive forward the consultation on the action plan and the plan itself to be completed for January 2017. Financial support for this post would be funded on a pro-rata basis taking account of size of local authorities.

Improvement Service transformational change or similar may be sought to support as required.

Education, Children and Families Committee

10.00am, Tuesday, 12 December 2017

Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020

Item number	7.4
Report number	
Executive/routine	All
Wards	
Council Commitments	

Executive Summary

This report provides an update on our approach to delivering 1140 hours of Early Learning and Childcare to all eligible 2, 3 and 4 year olds by August 2020. Our expansion plan will continue to be reviewed and adapted where necessary as we work with the Scottish Government in terms of funding allocations.

Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020

1. Recommendations

It is recommended that the committee

- 1.1 Approve increasing the number of local authority early years settings providing early learning and childcare over 50 weeks and open between 8.00am and 6.00pm
- 1.2 Approve the appendix to the early years admissions policy which outlines the criteria for phasing in 1140 before full implementation in 2020.
- 1.3 Note the intention to return a report on the finalised plan to Education, Children and Families Committee in March 2018 when the multi-year revenue and capital funding has been agreed by the Scottish Government.

2. Background

- 2.1 The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children.
- 2.2 Edinburgh has 216 settings providing funded Early Learning and Childcare. This is made up of 98 local authority and 118 partner provider settings. 17 local authority settings are open all year round and the rest are open term time only. Almost all partner providers are open all year round.
- 2.3 In October 2016, The Scottish Government launched 'A Blueprint for 2020 Consultation' which set out a vision for the expansion of Early Learning and Childcare (ELC) in Scotland which is underpinned by four clear guiding principles: Quality, Flexibility, Accessibility and Affordability.
- 2.4 The Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Action Plan' in March 2017. This plan sets out the policy framework that will underpin the expansion. The Framework focuses on quality of provision, structures and capacity.
- 2.5 The Scottish Government allocated £1.7 million revenue and £2.5 million capital funding to Edinburgh to support the phased implementation of the expanded hours from August 2017. Twenty six Local Authority settings now deliver 1140 hours ELC to families across the city.

- 2.6 The Scottish Government requested that all Local Authorities submit an Expansion Plan for 2020 by the end of September 2017 and this was reviewed throughout October and November 2017.
- 2.7 The review of the plan in line with key policy principles is continuing and we are awaiting confirmation of the multi-year revenue and capital funding before finalising the plan for committee approval.

3. Main report

Flexible, Accessible and Affordable Early Learning and Childcare

- 3.1 Our plan for the expansion of early learning and childcare proposes that each locality within Edinburgh will provide a range of delivery models for parents to choose from e.g. term time only, all year round, the availability of additional hours for parents to purchase and blended models with split placements between two different types of provision.
- 3.2 The introduction of Forest Kindergarten and Childminder provision in each locality will provide parents with more options for flexible, accessible and affordable early learning and childcare.
- 3.3 We plan to increase the number of local authority settings open all year round and where possible for these settings to extend opening hours. This will enable parents to purchase additional hours beyond their funded entitlement and provide increased access to affordable early learning and childcare.

High Quality Early Learning and Childcare

- 3.4 High quality early learning and childcare is at the heart of our expansion plan. We will continue to use national guidance, “How Good is our Early Learning and Childcare” and “Building the Ambition” to review practice and evaluate the impact of the expansion on improving outcomes for children and families.
- 3.5 We will support the fifteen actions identified in the Scottish Government Quality Action Plan published in October 2017.

People

- 3.6 As well as providing training for Modern Apprentice and Trainee Early Years Practitioners, Edinburgh’s Early Learning and Childcare Academy (EELCA) will provide a range training programmes to support and build the skills of the existing workforce as they move towards delivering extended hours.
- 3.7 One hundred and eighteen private nurseries work in partnership with the local authority to deliver early learning and childcare to children and families in Edinburgh. We are building on this by piloting opportunities to work in partnership with childminders across the city.

Practice

- 3.8 We will continue to prioritise improvements in literacy, numeracy and health and wellbeing and a focus on pedagogy and high quality play experiences will be central to our strategic plan.
- 3.9 We will set up Early Learning Improvement Partnerships within each locality to support and develop smaller learning networks involving local authority and funded providers which encourages collaboration and self-improvement.
- 3.10 The Scottish Government has launched a new standard of best practice for childminders. We will allocate an Early Years Strategic Development Officer to provide support and challenge for childminders working in partnership with the local authority.

Place

- 3.11 Settings new to delivering 1140 hours will be supported to ensure the environment continues to promote active learning, curiosity, inquiry and creativity whilst also meeting the care needs of the children e.g. appropriate lunch experiences and rest areas.

Phasing in 1140 hours

- 3.12 The introduction of the increase in hours from 600 to 1140 hours of funded early learning and childcare by 2020 will be a gradual process. Our plan outlines a year on year increase in the number of local authority settings delivering 1140 hours depending on funding.
- 3.13 We have proposed an approach to phasing in the expansion within each locality, which takes account of local authority, partner provider, childminder and forest kindergarten provision.
- 3.14 We recognise many parents will be keen to access the increase in funded hours as soon as they become available. This may increase demand in settings where there has previously been a low uptake in places and/or lead parents to move their child from one setting to another to access the additional hours. Therefore, the following criteria for phasing in will help reduce any unintended consequences of introducing the increased hours before 2020.

Criteria for identifying settings to phase in 1140 hours

1. Capacity to expand within the existing local authority early years setting.
2. Children residing in areas of deprivation SIMD 1&2

The criteria for allocating 1140 hour places within settings involved in the phasing in programme until 2020 will be

3. Children living in households where the parent/carer is in receipt of one or more of the benefits listed in appendix 1.
4. The criteria within the Early Years Admissions policy.

Infrastructure

- 3.15 The approach to developing the infrastructure to meet the demand of delivering the expansion has been based on the principles of '*Use what we have*', '*Use what we purchase*' and '*Create what we need*'.
- 3.16 *Use what we have* - The suitability of existing assets across the Council has been assessed to identify potential assets in each locality that may be used for the purpose of delivering early learning and childcare. An audit of the local authority estate including early years provision and other buildings e.g. community centres was carried out during session 2016/17 to assess the potential for expansion within the existing estate.
- 3.17 The potential to develop buildings not originally designed for the provision of early learning and childcare is restricted due to legislative requirements outlined in national guidance.
- 3.18 *Use what we purchase* – Approximately forty percent of Edinburgh's children access their entitlement to early learning and childcare through a partner provider setting. It is assumed this will continue as the entitlement to increased hours is delivered by 2020.
- 3.19 *Create what we need* – The projected demand for early learning and childcare identifies a significant shortfall of places available across the city. Therefore, an increase in the early years estate will be necessary.
- 3.20 The expansion plan outlines a proposed programme of refurbishment over the next two years to increase capacity at Brunstane Primary, Dean Park Primary, Prestonfield Primary, Craigentenny Primary and Early Years Centre, Fort Early Years Centre and Queensferry Primary and Early Years Centre.
- 3.21 A programme of sixteen local authority extensions and new builds is proposed to begin at the start of session 2019-2020 and will be completed by the end of session 2020-2021. Full details of the proposed extensions and new builds are on pages 43-45 of the expansion plan.

Continuing Community Engagement

- 3.22 In November over sixty staff from local authority settings attended a consultation event to share their views on the design of refurbished and new build settings created to deliver 1140 hours.
- 3.23 The twenty six settings involved in phase 1 of the expansion plan met in November to evaluate the implementation of 1140 hours since August. Overall feedback was

positive with key learning to support the next steps for phase 1 and plans for phase 2 of the expansion.

- 3.24 An online consultation with parents on the implementation of the nursery expansion was undertaken in September. 2,209 responses were received and the responses indicate that 70% of parents would like to be able to access early learning and childcare all year round. Over 80% of respondents would prefer longer opening hours between 8.00am and 6.00pm and 38% would like to be able to purchase additional hours over and above the entitlement to 1140 hours.
- 3.25 The consultation provided information on the type of provision parents would prefer to access. As well as local authority or partner provider settings, 23% of parents said they would use a Forest Kindergarten provision and 14% would use a childminder to access the 1140 hours.
- 3.26 A Partners Monitoring Group has been established to represent the wider partner providers on matters relating to the expansion as well as other early years issues. This group meets monthly with council representatives to explore opportunities and for the expansion within partner provider settings.
- 3.27 Consultation with all partner providers took place between April and September to gather views on existing capacities and opportunities to increase the number of children able to attend e.g. through extensions to premises. Views were also gathered on running costs of partners and staffing.
- 3.28 Non-partner voluntary providers were consulted in October to gather information on the number of children accessing non-funded childcare within their setting. Sixteen of the twenty five settings expressed interest in coming into partnership with the council and plans are being made to explore this opportunity to increase funded provision in the city.
- 3.29 Progress towards full implementation of the early years expansion is shared termly through email updates to all early years staff. Four locality events for senior leaders in early years settings were held in September and two events were held in October for early years staff.
- 3.30 We are now in the process of preparing a survey to consult with individual staff to gather views on staff development needs and changes to the existing terms and conditions of contracts.

Workforce

- 3.31 Approximately 650 staff work in local authority early years settings. To support the delivery of the expansion plan we predict we will require approximately 800 additional staff. The plan outlines our proposals to address the significant challenge of recruiting and training a high quality workforce.
- 3.32 Increasing the number of settings open 50 weeks per year and with longer opening hours will create opportunities to recruit new staff. This will also offer existing staff

the opportunity to consider different working patterns and locations and we will work closely with Human Resources and the Trade Unions to support this.

- 3.33 A key factor in ensuring quality is having staff with the right skills, attitude and expertise. Recruiting suitably qualified staff has been a challenge in recent years and to address this we developed Edinburgh's Early Learning and Childcare Academy (EELCA). As well as providing continuing professional development support for existing early years staff, EELCA provides a training programme of SVQ2 and SVQ3 qualifications for Early Years Assistants and Modern Apprentice/Trainee Early Years Practitioner.
- 3.34 To increase our workforce to the levels required we are working with other training providers, Edinburgh College, West Lothian College and North Edinburgh Childcare to provide more qualification routes to a career in early learning and childcare in Edinburgh. This will be supported by the additional funds allocated by the Scottish Government to colleges to increase the number of training places available.
- 3.35 The Scottish Government has committed to funding an additional graduate in early years settings within areas of high deprivation. Edinburgh has been allocated 20 full time graduates and the expansion plan sets out the timeline for the recruitment and allocation of these posts for the start of session 2018-19.

Finance

- 3.36 Along with submission of our Expansion Plan to the Scottish Government, we submitted a Finance Template outlining the proposed capital and revenue costs of our model for expansion. Our template indicated we would require £50 million capital and an additional £47 million revenue to meet our suggested plan for expansion. This is currently being reviewed by the Scottish Government Delivery Support team and feedback will be provided to the local authority by December.

Expansion Programme Management

- 3.37 The delivery of the expansion plan is overseen by the Schools and Lifelong Learning Manager for Early Years. An officer from the central early years team has the lead role in co-ordinating the different aspects of the expansion and all other officers have a key area of responsibility.
- 3.38 Groups from across the council meet regularly to address the delivery service challenges related to the increased funded hours of early learning and childcare. Staff from Asset Planning, Facilities Management, Finance and Human Resources are working closely with the early years team to support the delivery of the expansion by 2020.

Current Progress Towards 1140hours by 2020

- 3.39 From August 2017, twenty six local authority settings started phasing in the increased hours providing access for 1140 hours for up to 1000 children aged 2-5 years old.
- 3.40 Sixty children are now accessing additional early learning and childcare through a blended model involving their nursery class and a forest kindergarten. Following the success of the forest kindergarten trial from January to June 2017, this session children from Cramond nursery class and Clermiston nursery class are attending the forest kindergarten at Laurieston Castle. The grounds at Cliftonhall are also being used to deliver the forest kindergarten approach and children from Ratho nursery class are attending this in the morning or afternoon.
- 3.41 A pilot involving seven childminders from the north west of the city has been established to explore a blended model of delivery between this service and local authority early years settings.

4. Measures of success

- 4.1 Overall progress measured using a suite of indicators within the Communities and Families Service Plan to ensure that our children have the best start in life, are able to sustain relationships and are ready to succeed.
- 4.2 Outcomes from Inspections from Education Scotland and the Care Inspectorate provide information on quality across the service.
- 4.3 We have achieved the Council's commitments 32 and 33.

5. Financial impact

- 5.1 In April 2017, The Scottish Government provided £1.752 million revenue and £2.504 million capital spending to support the expansion of Phase 1 of the increased entitlement to free early learning and childcare by 2020.
- 5.2 Future revenue and capital funding will be agreed by the Scottish Government following consideration of Edinburgh's expansion plan.

6. Risk, policy, compliance and governance impact

- 6.1 Approximately 40% of children entitled to funded early learning and childcare attend our partner provider provision. There is a level of uncertainty about future partner provision due to concern about the hourly rate they are paid to deliver an increase in funded early learning and childcare.
- 6.2 Ability to recruit the number of staff within the required timeframe.

7. Equalities impact

- 7.1 All work within this area seems to address inequalities, both in terms of provision of resources and impact on outcomes for children and their families. There is no negative impact arising from these proposals.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate or sustainable development arising from this report. These matters will be considered as part of planning, design development and in the implication of each phase of the expansion of the provision.

9. Consultation and engagement

- 9.1 Necessary consultation has been undertaken with key stakeholders in the development and delivery of the expansion. This includes an authority wide consultation with parents/carers, local authority and partner provider ELC settings and childminders. Consultation will take place from October 2017 with non partner providers and the business community.
- 9.2 A Blueprint for 2020: The Expansion of Early Learning and Childcare – Scottish Government Consultation.

10. Background reading/external references

- 10.1 [Children and Young People \(Scotland\) Act 2014](#)
- 10.2 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland](#)
- 10.3 [2017 National Improvement Framework and Improvement Plan for Scottish Education: Achieving Excellence and Equity](#)
- 10.4 [Building the Ambition: National Practice Guidance on Early Learning and Childcare](#)

- 10.5 [My World Outdoors: Care Inspectorate](#)
- 10.6 [Report to Education, Children and Families Committee: Early Learning and Childcare Strategy Report August 2017](#)

Alistair Gaw

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11. Appendices

The following information will be included as an appendix in the early years admissions policy.

Criteria for identifying settings to phase in 1140 hours

1. Capacity to expand within the existing local authority early years setting.
2. Children residing in areas of deprivation SIMD 1&2

The criteria for allocating 1140 hour places within settings involved in the phasing in programme until 2020 will be:

1. Children living in households where the parent/carer is in receipt of one or more of the benefits listed below.
2. The criteria within the Early Years Admissions policy

Priority for allocating additional hours within early learning and childcare settings phasing in 1140 hours will be given to children living in households where the parent/carer is in receipt of one or more of the following benefits:

- Income Support
- Income based Jobseeker's Allowance
- Income based Employment and Support Allowance
- Incapacity Benefit or Severe Disablement Allowance
- State Pension Credit
- Child Tax Credit but not Working Tax Credit with annual household income below £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit with annual household income below £6,420
- Support under part VI of the Immigration and Asylum Act 1999

- Universal Credit with a monthly household earned income of £610 per month or below (Based on equivalent of £7320 per year)

Or if your child is

- Looked after by a local authority
- Under a kinship care order
- Living with a parent-appointed guardian

City of Edinburgh Council Early Learning and Childcare Expansion Plan: 1140 hours by 2020

Education, Children and Families Committee

10.00am, Tuesday, 12 December 2017

Teacher recruitment update

Item number	7.5
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

At its meeting on 10 October 2017, Item 7.2 (iii), the committee instructed the Executive Director for Communities and Families, within one cycle, to bring back details on the number of teacher vacancies in Edinburgh schools and an assessment of any impact on our already high standards of learning.

Teacher Recruitment Update

1. Recommendations

- 1.1 It is recommended that the committee note the contents of this report as an initial indication of the longer-term strategy envisaged to tackle shortage issues in teacher recruitment so as to mitigate any impact on standards of learning and teaching.

2. Background

- 2.1 Issues in teacher recruitment have come into sharp focus, in session 2017-18, across the country. Within the City of Edinburgh, there have been specific problems in secondary mathematics where there has been media coverage relating to recruitment difficulties. Steps taken have included advertising opportunities beyond *Myjobscotland* to address more immediate issues and the setting up of a working group made up of Communities & Families and HR-related staff to initiate a more strategic approach to teacher recruitment campaign planning.

3. Main report

- 3.1 A national advertisement was taken out via the GTCS eNewsletter which was issued to all registered teachers on 26th October 2017.
- 3.2 The advertisement contained a hyperlink to a new landing page on the CEC website: www.edinburgh.gov.uk/teachinginedinburgh. This is part of the more strategic approach to recruitment which, while highlighting the particular area of secondary maths in this particular instance, will be developed as a vehicle for highlighting Edinburgh as a workplace, garnering levels of interest and advertising posts.
- 3.3 The subsequent traffic recorded on the relevant website pages showed 89 unique page views, 58 of which came directly from the advertisement (up to 9th November 2017). This represents a small but reasonable number given the overall number of adverts (mathematics notwithstanding) and the time of year. The click-through rate for the newsletter as a whole is 2%, which is above the industry standard, showing it could provide a useful channel in the future as part of the wider strategy. (See Appendix 1.)

- 3.4 Simultaneous monitoring of the Application Process Traffic was undertaken which revealed the comparison of applications started to applications submitted at a particular point in time. (See Appendix 2.)
- 3.5 Applications for the mathematics posts, arising from this batch of advertising, was as follows: Trinity Academy (2 posts) – 2; Leith Academy (2 posts) – 4; Portobello High School – 2; Holy Rood RC High School – 0. Since this time there have been other declared vacancies at Leith Academy and Queensferry High School. Trinity Academy has again gone to re-advertisement.
- 3.6 The working group tasked with looking at teacher recruitment campaign planning will now meet weekly until Christmas. A timeline has been produced in terms of co-ordinating recruitment campaigning with standard procedures around staffing returns, placing of surplus staff, identification of placements for probationers, etc. Elements of centralised recruitment, already practised in the primary sector, were investigated for the secondary sector although secondary HTs when consulted at their meeting on 29th November 2017 displayed a preference for an individual school approach, albeit with a changed timeframe from previous years.
- 3.7 Alongside the above, the most recent recruitment exercise for supply staff resulted in 36 primary and 58 secondary applicants being batched and forwarded to HTs to undertake the necessary interviews and subsequent processing. Some of the applicants are in shortage secondary subject areas (eg four in maths, six in modern languages) and may be used, on a temporary basis, to cover particular posts while longer-term recruitment processes run their course.
- 3.8 Immediate steps taken in schools where staffing shortage issues have led to a situation where not all lessons can be taught by subject specialists include increasing class sizes (still within agreed national limits), cross-setting, rotational arrangements and occasional recourse to SLT and Pupil Support staff. Certificate classes where pupils are aiming for National Qualifications have been prioritised in these approaches. Partnership arrangements with the University of Edinburgh have resulted in a number of third year mathematics students assisting in some classes in four schools in the City (Trinity Academy, Leith Academy, the Royal High School and Firrhill High School) to bring an additional dimension to the studies. It is anticipated that this arrangement, which has the potential for expansion, will run until Easter 2018, just prior to the SQA examination diet.
- 3.9 A strategic approach to the recruitment of teaching staff in special schools has been developed by the Service Manager, Quality Improvement Manager for Special Schools and Headteacher of the Additional Support for Learning Service. This approach is in the early stages of implementation and involves the following actions: engagement with Moray House School of Education to facilitate opportunities for student teacher placements in special schools; development of cross-sector network groups; provision of professional learning to develop the skills of mainstream practitioners interested in moving into the special sector; and a proactive contribution to the recruitment strategy using the City of Edinburgh Council website (see paragraph 3.2). Additionally, Special School Principal

Teachers and Depute Headteachers are being encouraged to participate in SCEL leadership training to enhance their leadership skills and support workforce planning.

- 3.10 The commitment to developing Gaelic education, both secondary Gaelic Medium Education (GME) and Gaelic for Learners Education (GLE) for which latter, like GME, there is increasing demand has led to identifying a promoted post which will be advertised as a CEC citywide post to develop Gaelic education, both GLE and GME across Edinburgh schools. Additional external funding for such a post has been sought and agreed. Usual recruitment channels continue to be pursued in relation to classroom teacher posts.

4. Measures of success

- 4.1 Addressing the shortfall in teacher recruitment in the next few months. While there were 42 advertised teaching vacancies for CEC on *Myjobscotland* as of 30th October 2017, there were 25 as of 10th November. The picture is, of necessity, ever-fluctuating, and it may be that some preciously advertised posts will require to be re-advertised.
- 4.2 The timeline and strategy for the teacher recruitment planning campaign is intended to improve procedures and result in earlier confirmation of appointments, going forward into session 2018-19.
- 4.3 Work will be undertaken with current probationers to CEC to support them in applying for roles within the organisation and also in bringing forward the recruitment of such probationers to ensure they know whether they have a role in the organisation and therefore reduce their uncertainty. It can be explored with current teaching staff who don't currently work full-time if they wish to increase their hours. Investigations are ongoing to consider the creation of a suite of videos and other recruitment tools to support an external campaign. Alongside looking to recruit via our normal channels, there is the potential use of a targeted UK and Ireland social media campaign to attract new teachers to Scotland and more locally attract people looking to get back into teaching.

5. Financial impact

- 5.1 There has been a cost implication of £995 (+ VAT) for the advertisement on the GTCS eNewsletter which is beyond the usual *Myjobscotland* commitments. Further expenditure, of between £1,500 and £2,000 is envisaged in terms of greater recourse to publicising posts via social media, as part of the longer-term campaign. Any suite of videos has yet to be costed.

6. Risk, policy, compliance and governance impact

- 6.1 As this report is an update, rather than containing any recommendations *per se*, there are no risk, compliance or governance impacts arising.

7. Equalities impact

- 7.1 As this report is an update, rather than containing any recommendations *per se*, there are no equalities impacts arising.

8. Sustainability impact

- 8.1 As this report is an update, rather than containing any recommendations *per se*, there are no sustainability impacts arising.

9. Consultation and engagement

- 9.1 Secondary headteachers, in whose sector there have been particular issues, have been consulted and will continue to be consulted through their regular meetings. Other headteachers have also been involved, especially in relation to the timeline for the longer-term recruitment strategy. Schools have also been asked to contribute statements and photographs to the landing page as part of the recruitment process.

10. Background reading/external references

- 10.1 None.

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11. Appendices

Appendix 1 – Traffic recorded on CEC website landing page (26 October-9 November 2017)

Appendix 2 – Snapshot of Application Process Traffic (2 November 2017)

Appendix 1 – Traffic recorded on CEC website landing page (26th October – 9th November 2017)

Page Title	Source/Medium	Page Views	Unique Page Views	Avg. Time on Page	Entrances	Bounce Rate	% Exit
Teaching in Edinburgh	(direct) / (none)	44	41	34.44	41	63.41%	63.64%
Teaching in Edinburgh	google / organic	16	15	39.50	12	50.00%	50.00%
Apply to work with us	(direct) / (none)	9	8	82.00	0	0.00%	88.89%
Apply to work with us	google / organic	7	7	26.50	0	0.00%	42.86%
What our teachers say about teaching in Edinburgh	google / organic	6	5	589.33	1	100.00%	50.00%
Living in Edinburgh	(direct) / (none)	4	3	25.00	0	0.00%	0.00%
Living in Edinburgh	google / organic	4	4	15.00	0	0.00%	25.00%
Living in Edinburgh	mail.yahoo.com / referral	2	1	6.50	0	0.00%	0.00%
Teaching in Edinburgh	mail.yahoo.com / referral	2	1	10.00	1	0.00%	50.00%
Teaching in Edinburgh	outlook.live.com / referral	2	2	0.00	2	100.00%	100.00%
		98	89	69.41	57	61.40%	55.10%

Appendix 2 – Snapshot of Application Process Traffic (2 November 2017)

Career Site: myjobscotland	Applications	
Job Opening ID	Started	Submitted
Teacher of Mathematics - Trinity Academy - EDN05444	8	2
Teacher of English - Liberton High School - EDN05474	8	2
Temporary Teacher of Physical Education - Liberton High	7	3
Teacher of Mathematics - Leith Academy - EDN05723	4	2
Teacher of English - Gracemount High School -	2	1
Teacher of Geography - Currie Community High School -	13	3
Principal Teacher - Trinity Primary School - EDN05834	10	7
Teacher of Modern Languages - Drummond Community High	2	1
Temporary Teacher of History and/or Modern Studies - Holy	13	5
Temporary Primary Teacher - Flora Stevenson Primary	12	6
Primary Teacher - Granton Primary School - EDN05861	9	4
Teacher of French & German Forrester High School -	7	3
Primary Teacher - Canal View Primary School - EDN05884	9	2
Primary Teacher - Leith Walk Primary School - EDN05885	5	2
Teacher of Mathematics - Holy Rood High School - EDN05893	4	0
Teacher of English - Liberton High School - EDN05899	1	1
ASLS - Principal Teacher - Specialist Provision Inclusion	4	2
Teacher of Mathematics - Portobello High School -	11	1
Primary Teacher - Niddriemill Primary School - EDN05902	6	1
Teacher of Business Education - Portobello High School -	1	0
Primary Teacher - Leith Primary School - EDN05904	10	2
Teacher of Home Economics - Drummond Community High	1	0
Teacher of Mathematics - Leith Academy - EDN05906	3	0
Primary Teacher - James Gillespie's Primary School -	17	2
Teacher of Physical Education - Trinity Academy - EDN05912	4	1
Teacher of Physical Education - Drummond Community High	7	2
Primary Teacher - Preston Street Primary School -	5	1
Teacher of Modern Studies - Drummond Community High	2	1
Teacher of English - The Royal High School - EDN05931	3	1
Primary Teacher - Preston Street Primary School -	3	2

Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Education Standards and Quality Report

Item number	7.6
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Executive/routine	
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Executive Summary

The Standards in Scotland's Schools, etc. Act 2000, places a duty on education authorities to produce and annually publish a local improvement plan and a Standards and Quality Report detailing how the service, its schools and services have sought and achieved improvements in provision.

The Scottish Government has embedded the four outcomes contained within the National Improvement Framework within the guidance for the Education Scotland Act 2016, thus focussing the work of local authorities and schools on raising attainment, improving health and wellbeing, improving employability skills and closing the poverty related attainment gap.

The Education Scotland Act makes it a requirement that local authorities consult with stakeholders to achieve these aims, produce an annual plan and report on the impact of the plan each year.

Education Standards and Quality Report

1. Recommendations

- 1.1 It is recommended that the committee approve the Education Standards and Quality Report contained in Appendix 1.

2. Background

- 2.1 The Education (2016) Act placed a duty on local authorities to plan and report on the outcomes set out in the Delivery Plan for Scottish Education.
- 2.2 The Standards in Scotland's Schools Act places a duty on education authorities to report and publish on progress towards improvements in provision.

3. Main report

- 3.1 The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of income and address the four national improvement priorities.
- 3.2 Officers from the Quality Improvement and Curriculum Teams have undertaken a self-evaluation exercise which has informed the draft report and actions contained within the National Improvement Plan. The report highlights the good and improving standards and practice achieved by the education service, its schools and services, and is offered as a public record of some of the activities which have taken place and their impact on stakeholders.
- 3.3 Evidence to inform the report was drawn from the following sources:
- Attainment and achievement data;
 - Reports on schools and nurseries from Education Scotland;
 - Reports on nursery establishments by the Care Commission;
 - Establishments' Standards and Quality Reports;
 - Data from stakeholder questionnaires;
 - Information gathered on visits to schools and centres by central staff; and

- Meetings with staff including head teachers.
- 3.4 Several strengths and next steps were identified within the report and are reflected as targets in the associated Education Improvement Plan.

4. Measures of success

- 4.1 Measures of success are detailed in the plan, while the action plans sitting underneath each improvement area will also contain measures of success.
- 4.2 Across schools and at authority level, attainment in children's progress in national assessments and Scottish Qualifications will demonstrate success towards improvements in literacy and English and numeracy and mathematics. SQA results for other subjects will also be documented.
- 4.3 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.4 The School Leaver Destination Report will provide information about the pathways of leavers.
- 4.5 Officers will also support schools to analyse data for disadvantaged learners facing barriers to learning and wellbeing.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to finance and no negative impacts have been found.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy and compliance and no negative impacts have been found.

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 No negative impacts have been found.

9. Consultation and engagement

- 9.1 Ongoing consultation and engagement is in place to gather views of parents and carers in completion of this report. The current mechanism is via the locality Parent Council Forum networks.

10. Background reading/external references

- 10.1 [Statutory Guidance Standards in Scotland's Schools etc. Act 2000](#)
10.2 [National Improvement Framework for Scottish Education](#)

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11. Appendices

1. Education Standards and Quality Report

National Improvement Framework Key Priorities

Improvements in Attainment in Literacy and Numeracy

Quality Indicator: 1.1 Improvements in Performance

- Overall, this is evaluated as good with a good level of confidence. The focus on attainment and accountability is well-embedded in the Authority and staff at all levels are engaged in raising attainment, particularly in literacy and numeracy and closing the poverty related attainment gap which are local as well as national improvement priorities.
- Data includes: Broad General Education and SQA attainment data collation, analysis and reporting at LA and school levels, SIMD data, standardised assessment data, inspection findings (6 primary and 1 secondary in 2016), validated self-evaluation of schools' own self – evaluation.

Attainment in Literacy and Numeracy 2016

Broad General Education (BGE) - attainment in literacy and numeracy

- Based on teacher judgement, there is a clear improving trend over the last 3 years of learners achieving the expected Curriculum for Excellence (CfE) levels in literacy and numeracy at P1, P4, P7 and S3. Most learners are achieving their expected levels in numeracy, in reading, writing and in talking and listening. However, at all stages fewer learners achieve the expected level in writing. While some learners in some primary and in some all secondary schools are exceeding their expected CfE levels, the numbers of young people achieving fourth level in literacy and numeracy are below the national figures.
- Mean standardised assessment scores in reading have been variable, although are now at above 100 for all stages. P4 learners have shown year on year improvement over the last 3 years but have a lower mean standardised score in reading than P1, P7 and S3. Girls outperform boys in standardised reading scores at every stage. Standardised scores for mathematics show some improvement over the last 3 years, particularly at P1. They remain lower than those for reading apart from at P1.
- In most schools, data shows there is a good correlation between teacher professional judgement of achievement of a CfE level in reading and numeracy and mean standardised assessment scores. In some primary and secondary schools, there is less co-relation between the data
- Work on assessment and moderation of progress in literacy and numeracy based on teacher judgements continues. It is beginning to strengthen teachers' confidence in their professional judgements of progress.

The Senior Phase

Attainment in Literacy and Numeracy

- The percentage of school leavers achieving literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 shows a clear trend of improvement over the past 5 years. Most (88.06 %) of leavers achieved SCQF level 4 in 2016, up 4% from the previous year. The majority, (62.05%) of leavers attained SCQF level 5, an increase of 5% from 2015. While improving, these figures are below the corresponding national figures and the Virtual Comparator (VC). Continuing to raise attainment in literacy and particularly in numeracy throughout the Senior Phase remains a priority. Increasing the numbers of leavers gaining level 5 qualifications in literacy and in numeracy is also an aspect for further development.

Improving attainment for all

- Currently in Edinburgh there are no available data for attainment over time across all curricular areas in the BGE. In the Senior Phase, based on total tariff points, from 2012 to 2016 there has been an improving trend in the attainment of the lowest 20%, middle 60% and highest 20% of school leavers. The attainment of the middle 60% and highest 20% of leavers in 2016 continues to be above the national figures and is a strength.
- The percentages of leavers attaining SCQF levels 6 (Higher) and 7 (Advanced Higher) are consistently above the national pattern in the past 3 years. The performance of leavers at these levels is another strength. Despite an improving trend, the total tariff points for the lowest 20% of leavers in Edinburgh show they still did not perform as well as those nationally in 2016 – an average of 161 against a national figure of 170

Closing the Attainment Gap between the most and least deprived children

- 2016's data show that shows that the "attainment gap" between those leavers in the most deprived 30% (SIMD 1-3) and the least deprived 30% (SIMDs 8-20) who have gained at least one qualification at SCQF levels 3, 4, 5 and 6 has decreased since 2013. In 2016, almost all (97%) of the most deprived school leavers gained one or more qualification at SCQF level 3 or better compared to 100% of the least deprived.
- Improvements over time in the percentages of leavers achieving one of more qualifications at SCQF level 4 or better were sustained in 2016 with 93% of the most deprived leavers gaining one or more qualifications at level 4 or better compared to 99% of the least deprived. There is a clear improving trend in the percentages of the most deprived leavers gaining one or more qualifications at SCQF level 5 or better. This has risen from 69% in 2013 to 76% in 2016. A notable gap in attainment remains between the least and most deprived in this measure however, with 95% of the least deprived leavers gaining one or more qualification at SCQF level 5 in 2016. The situation is similar at SCQF level 6. Although there is also an improving trend in results since 2012, in 2016 45% of the most deprived learners gained one or more qualification at SCQF level 6 or better compared to 82% of the least deprived. Improving the attainment of the most deprived and narrowing the gap between how they and the least deprived achieve remain major priorities for CEC.
- In 2016, 87% of LAC school leavers achieved one or more qualifications at SCQF level 3 or better. While this is in line with the national pattern, it is well below the 97% of the most deprived leavers in Edinburgh who achieved at this level. While 75% of LAC leavers achieved one or more qualification at SCQF level 4 or better, roughly in line with the national pattern, this again was well below the 93% of the most deprived who achieved at this level. 33% gained one or more qualification at Level 5, 10% below the national figure and well below the 76% figure for the most deprived school leavers in Edinburgh.

Next Steps

- Continue improve attainment and achievement for all learners at all levels and for identified groups of learners eg LAC, in numeracy and in literacy, especially writing in the BGE and at SCQF level 5 in the Senior Phase.
- Ensure all schools make effective use of performance data and implement evidence-based approaches to drive improvements in attainment and narrow the attainment gap at all stages.
- Undertake further work with schools to ensure consistent and rigorous approaches to the implementation standardised assessments and to assessment and moderation to ensure all BGE data from all schools is reliable. Develop effective LA approaches to tracking and monitoring of progress through the BGE to support this.
- Continue to deliver/implement, monitor and review a range of strategies including professional learning, proportionate, targeted support and challenge to schools, the

Integrated Literacy and numeracy strategies, improvements to tracking of both attainment and achievement to support this.

Scottish Attainment Challenge (SAC) Schools

- Almost all City of Edinburgh SAC schools have had a focus on developing literacy and numeracy since the start of their participation in the Attainment Challenge. There have been good gains in P4 numeracy in most SAC primary schools, however writing attainment is significantly lower than reading and numeracy in all SAC schools, at all stages.
- Almost all City of Edinburgh SAC primary schools are performing better than their mean SIMD for P1 would indicate in standardised reading and numeracy assessments. Improvements at Early Level appear significant.
- Most City of Edinburgh SAC primary schools are showing an improving percentage of P1 and P4 learners achieving expected levels in numeracy and literacy over the last 3 years. Most CEC SAC primary schools have improving percentages of learners achieving expected levels in literacy in P7 and almost all CEC SAC primary schools have improving percentages in learners achieving expected levels in numeracy at P7.
- City of Edinburgh SAC secondary schools show variable performance in percentage of S3 learners achieving a level in reading and numeracy over the last 3 years, however there is now a stronger correlation between mean standardised assessment scores and reporting levels, suggesting increased confidence in teacher professional judgement.
- Almost all CEC SAC secondary schools have reduced exclusions significantly.
- There remains a correlation between lower SIMD and lower attainment in both literacy and numeracy. The correlation is stronger for literacy than numeracy.
- Standardised reading assessment data shows that young people in SIMD deciles 1 and 2 are now making gains in literacy in P4. The attainment gap in SIMD decile 5 in literacy in P4 has been closed. The correlation between SIMD and attainment in literacy at P1, P7 and S3 remains strong although there are individual schools beginning to close this gap.
- All SIMD deciles show improved mean standardised assessment scores in numeracy in P4 and P7. Individual school data shows a number of schools beginning to close this gap.
- Most SAC schools are now able to identify successful interventions, with measurable impact on improving outcomes in young people, which can be shared more widely. This includes family engagement in learning, approaches to improving literacy or numeracy, skills development and cluster working.

Next Steps:

- Implement the CEC Closing the Gap Strategy with partners for use in schools and with the aim of schools developing their own bespoke Closing the Gap Strategy.
- Support CEC schools, with a particular focus on SAC schools, to raise attainment in writing by developing a clear CEC strategy for this.
- Continue to support SAC schools to identify their gap, track progress of identified target groups, include numerical stretch aims and increase rigour in the planning of their universal and targeted literacy and numeracy interventions.

- Remind SAC schools of key indicators (attainment, attendance, inclusion/exclusion, engagement and participation) and support them to drill down into their data in order to evaluate their work further.
- Continue to provide high quality CLPL for literacy and numeracy based on teacher feedback and identified learning needs.

Improvements in Health and Wellbeing

The strategy and quality assurance of our health and wellbeing programme is strong and continuing to develop well. It is referenced in several key planning documents and features in Council Commitments: there is very clear strategic commitment across all services to deliver the entitlements. Education has a strong presence in all groups and coordinates work with the other service areas.

Across all schools the provision for developing **mental health and wellbeing/resilience** is developing very well. CEC has a long and established tradition of highly effective practice through the Growing Confidence programmes. The Building Resilience whole school progressive learning and teaching programme has been piloted and rolled out in most primary schools across the city. Evaluation of training finds improved understanding of factors that influence mental health and wellbeing, improved relationships with some evidence of changed behaviour or practice. A full evaluation of impact of these materials is currently underway. 1 in 5 Raising Awareness of Child Poverty work is also being rolled out across the city with the majority schools having taken part in the training. Anecdotal evidence highlights most of these schools have subsequently taken steps to poverty proof the school day.

Almost all schools provide two hours/periods of weekly **physical education**. The few schools who do not reach this target are monitored by the authority's PE lead officer who is working creatively to support them to meet the required provision. PEPAS cluster forums across all clusters and special schools provide a robust mechanism for collegiate working. An increase in cycle training means that most primary schools now provide this opportunity with over 2500 children benefiting from this provision. An increasing number of pupils benefit from the Active Schools programme with it now reaching 38% of pupils across the city. The majority of primary schools have engaged with a 'daily mile' activity, however, less than half of secondary schools are involved with this form of physical activity.

Our work with third sector organisations, funded by City of Edinburgh to support **substance misuse** education in schools is developing well. As a result of recent government research, a cross sector group has met to develop a framework to support schools and partners to work collaboratively to ensure evidence based practice is used when tackling these issues in schools. In addition, City of Edinburgh is working with NHS Lothian and ASH Scotland on the NHS Tobacco Prevention programme. The development of a new progressive substance misuse framework for use in early years and primary establishments is currently being planned.

Nutrition, food and health is a key aspect of the curriculum covered by the majority of primary and all secondary schools in the city. The development of a progressive food education framework for use in early years and primary establishments is at its early stages.

Last year 6 establishments received from Food for Thought funding from Education Scotland and evaluations of this work highlight a range of benefits to the schools and their learners. Better Eating Better Learning is beginning to be used in some establishments. City of Edinburgh is working to ensure that every child who attends a mainstream primary should have access to a breakfast club. Currently almost all primary schools and most Special Schools do provide their pupils with the opportunity to access this nutritious start to the day. All primary pupils have access to milk during the school day and this provision is free for those pupils in receipt of free school meals. The majority of primary children in non-PPP schools access school meals, however, only a minority of secondary pupils take this opportunity to have a nutritionally balanced school meal. Parents are informed twice yearly of the new school meal provision to encourage even greater uptake

A wide range of CPD opportunities are available to staff throughout the year to support staff ensure the children and young people in their care are **safe**. This includes the mandatory child protection training as well as a range of other opportunities on topics such as neglect, internet safety and child sexual exploitation. The 'Keeping Myself Safe' programme in primary schools is widely used across establishments. The Pupil Support Leaders Network provides a range of inputs on topics which help schools to access services to support young people both to assess and manage risk as well as upskilling staff on how best to support teenagers to keep themselves safe. Initial meetings have taken place in the authority to develop a strategic approach to prevention and early intervention with a range of risk taking behaviours

Improvement in Employability Skills and sustained, positive school leaver destinations for all young people

- Almost all schools are at the early stages of implementing the Career Education Standard and Work Placement Standard. The JET programme continues to deliver high quality provision for many young people including targeted and universal offers. Many schools offer a variety of wider experiences through employer and third sector partners which develop employability skills in their young people, particularly those who might be at risk of underachieving. This year 246 senior pupils are participating in the Career Ready Programme
- The Annual Participation Measure shows an annual increase of 0.9% in the number of 16-19 year olds in education, training or employment. A small rise (0.2%) was also noted this year in the number not participating. Slightly more than 5% are unconfirmed, in line with the national average.
- Our strategic plan has clear areas for improvement and measures for success. A DYW strategic group has now been convened with a range of partners who will support the integrated strategy in line with the vision for Edinburgh 2050.

National Improvement Framework Drivers

Practice across City of Edinburgh has developed and adapted over recent years. The range of approaches has changed from full quality reviews to smaller 'taking a closer look' approaches. Practices in different sectors have adapted to meet the needs of each group.

The new strategy will determine the best overall approaches in light of HGIOS²⁴, the National Improvement Framework and the expectations of the Improvement Collaboratives.

In response to the expectations for quality early learning and childcare as part of 1140 hours, the Early Years team have taken a 'back to basics' approach to ensure practice is strong across the core Quality Indicators. Early Years staff are very positive about the impact of focusing on agreed core QIs over the session and staff report that this has deepened discussions at cluster levels and permeated additional areas for improvement.

The Joint Practice Visits (Primary) provide a very good model for future collaboration and moderation. They enable Headteachers to present self-evaluation summaries of the core QIs which they then defend following critical challenge from peers and QIO. Peer learning visits to schools also take place; this model is strong and developing well and allowing us to draw robust conclusions about the accuracy of self-evaluation across all schools. For example, almost all recent HMI evaluations have accorded with the judgements made.

Secondary Attainment visits make very effective use of senior phase data from Insight ensuring that senior leadership teams account for trends over time as well as focus on the impact of poverty on attainment. These discussions, supported by QIOs, provide rigorous support and challenge.

School Improvement

Of the six schools inspected the grades for core Quality Indicators were as follows:

School	1.3	2.3	3.1	3.2
Oxgangs PS	4	3	4	3
Oxgangs PS NC	5	4	5	4
St John Vianney RC PS	2	3	2	3
St John Vianney RC PS NC	2	2	3	3
Craigour Park PS	3	3	3	3
Craigour Park PS NC	3	3	3	3
St Cuthbert's RC PS	5	4	5	5
Blackhall PS	5	4	5	5
Portobello HS	3	3	3	4

QI 3.2 Raising attainment and achievement

Almost 74% of schools evaluated themselves as good or better in Quality Indicator 3.2 Our Attainment Visits (secondary) and Joint Practice Visits (primary) ensure schools focus on patterns of attainment over time. We are data rich and many schools already make good use of the range of information available, however we plan to continue to more rigorously scrutinise data, looking for trends and celebrating success as appropriate.

Our overall strategy to Raise Attainment and Achievement is under development. This will be underpinned by five other key strategies: Closing the Gap, Quality Improvement, Learning and Teaching, Wellbeing and Inclusion, and Parental Engagement. Each of these strategies will provide key information for Headteachers to implement within their schools.

In summary, our self-evaluation approach is providing a rich seam of information which we plan to use to re-design our Improving Schools strategy. We are confident that by embedding quality assurance and reporting mechanisms within our new Improving Schools strategy we will be very well prepared to continue to support our schools and to comment, with accuracy, on their processes.

School Improvement Planning

Almost all schools have rigorous procedures in place to ensure all stakeholders collaborate and contribute effectively to the school planning process. Parent councils have a specific roll in this and almost all of those sampled during recent locality discussions could describe their school's areas for improvement. Most parent councils also felt strongly that Headteachers were best placed to make decisions about the areas for improvement.

All schools have ensured that their targets for school improvement planning are reflective of the NIF, in terms of the 4 key priorities. As detailed earlier we recognise the need to continue to sharpen the focus on the target setting aspect of school improvement planning. The other major theme of reducing inequalities has not yet been fully implemented at school level in terms of self-evaluation activity or setting meaningful targets. Work is due to commence on supporting schools to complete Poverty Profiles which will help clarify actions to close the gap.

Those schools involved in Scottish Attainment Challenge have had considerable support and coaching linked to setting SMART targets. This has ensured that meaningful measure are now embedded. Through engaging in this process we feel more confident that the key learning from SAC can now be extended to the wider cohort of schools. This will be an area of considerable focus for the remainder of the session.

School Leadership

QI 1.3 Leadership of change

Almost 80% of schools evaluated leadership of change as good or better. Information from our recent moderation meetings suggest that most aspects of the Standards and Quality & Improvement planning process are developing well. Revised guidance has supported Headteachers to focus on how key national priorities are being delivered in schools. Actions around closing the poverty related attainment gap are developing well. Two seminars have taken place to support staff with both operational planning, and writing detailed plans to ensure outcomes are focused. These were evaluated positively. As part of their role, QIOs have provided follow-up support and challenge to ensure that self-evaluation processes result in accurate, evaluative comments. Ensuring that we provide flexible, targeted, moderated support will be an area of improvement for the QI team.

Assessment of Children's Progress

QI 2.3 Learning, teaching and assessment

Approximately 70% of schools evaluated learning, teaching and assessment as good or better.

Children's Rights is developing well across several schools. Results from biannual questionnaires indicate that almost all primary pupils (83%) and most secondary pupils (68%) are experiencing high levels of engagement and enjoy learning (81% primary, 70% secondary). Most schools use digital technology to deliver aspects of the curriculum and many schools have implemented or are developing innovative approaches to IT as part of their curricular rationale. Primary JP visits provide the opportunity for peer challenge during learning rounds. This is an area which is developing well and with increased support will lead to more robustly moderated evaluations. Continuing to develop high quality teaching

skills in our staff is reflected in our Education Authority Improvement Plan: AiFL, differentiation and skills are all areas of focus. The revised Assessment Guidelines have recently been published. These will be supported by the Authority Assessment and Moderation Policy to ensure that staff are fully aware of local assessment and moderation policy.

Effectiveness of moderation of teacher judgement of CfE levels in literacy and numeracy

Almost all HTs report increased levels of confidence in teacher judgements of CfE levels in the second gathering of NIF data. Where schools have embedded benchmarks in their planning and assessment, HTs are confident that their staff are making accurate judgements. Our own analysis shows a higher correlation between CfE and Standardised Assessments at certain areas, e.g. S3 and in certain subjects, i.e. reading.

The work to support effective Quality Assurance & Moderation (QAMSOs) has had a good impact on providing a solid basis to embed thorough planning and assessment in line with BTC5 recommendations. As this continues to develop we expect an enhanced knowledge and therefore application of these skills across all sectors, however, many HTs report that the focus on holistic assessments should be reviewed to ensure that assessment of a discrete subject is addressed, as it more accurately reflects what teachers are expected to produce. This is particularly relevant in the secondary sector. Our plans now include making better use of Curriculum Leaders Networks to provide opportunities for planning and moderation of work.

Teacher Professionalism

Within the City of Edinburgh, we continue to support teacher education across the continuum from the early phase through to strategic educational leadership.

Throughout 2016/17 we have supported engagement in professional learning activity by providing a directory of opportunities which staff can book on to. We have also worked with the University of Edinburgh Teacher Education Partnership to provide masters level learning opportunities and with the Scottish College for Educational Leadership (SCEL) to enable access to leadership development.

Early Years

EELCA - Edinburgh's Early Learning and Childcare Academy is central to providing quality training and supporting leadership with the Early Years. These include

- Aspiring Leaders within the Early Years
- Early Level Teachers
- Funded qualifications BA Childhood Practice, PDA Level 9 and Froebel training
- Forest Kindergarten training

Through locality working the central Early Years team have provided effective support and challenge in all settings across the city. Last session support was offered to 117 partner providers, 17 early years centres and 10 nursery schools. Support is also provided to 74 nursery classes in liaison with the primary QIOs. In addition, high quality support for all early years settings is provided through a wide range of networks - seminars, conference, meetings, EY blog and support and challenge visits.

Within our Early Years settings, we continue to work closely with parents strengthening the support to parents and carers through groups such as PEEP- Parents Early Educator Programme and POPP- Psychology of parenting programme.

Initial Teacher Education

In 2016/17, figures in the Student Placement System (SPS) indicate that schools in Edinburgh hosted 1002 student placements from Scottish universities. The placement breakdown is as follows:

Primary = 575

Secondary = 346

Nursery = 81

Working with Edinburgh University staff and other local authority partners we have supported teacher involvement in a new course, delivered in partnership called Supporting Teacher Learning in and through Practice. This has enabled teachers on the course to enhance their knowledge of the theories of pedagogical practice and how to best support students with this as part of their mentoring and coaching role.

Career-Long Professional Learning

A CPD Directory of opportunities is available to all staff and includes learning and development opportunities covering areas of the curriculum, learning and teaching, health and wellbeing and other relevant topics.

The Additional Support for Learning Service facilitate professional learning opportunities for school-based staff within the Directory.

A CPD Update is sent out by email to all staff regularly to advertise internal and external professional learning and development opportunities.

Practitioner Enquiry

In partnership with Edinburgh University 13 primary teachers have begun a 20 masters credit module **Practitioner Enquiry with a Focus on Numeracy in the Primary School**.

In partnership with Edinburgh University seven teachers (5 secondary, 1 primary and 1 special school) have begun a **Certificate in Leadership of Learning: Core Processes (60 masters credit certificate)**

Teacher Leadership:

22 (14 secondary, 7 primary and 1 ASLS) teachers have engaged in the Teacher Leadership Programme facilitated by SCEL. The Programme has a focus on leadership of learning with Practitioner Enquiry with some face-to-face delivery and tutorial support with online learning.

Middle Leadership:

Middle leaders from local authorities in the partnership were invited to attend a half day conference which was held by the **Scottish College for Educational Leadership** in December 2016. Participation was voluntary.

A professional learning opportunity which includes a series of twilight sessions for those aspiring to headship in primary schools was facilitated by the Quality Improvement Team in 2016/17.

In partnership with Edinburgh University 6 secondary Curriculum Leaders completed a 20 masters credit course **Leading from the Middle**. Middle leaders within secondary schools were given priority as it was identified that colleagues undertaking the role would welcome leadership development.

In August 2017 **Leading from the Middle** was opened to application from middle leaders across the sectors. There are now seven participants on the course (3 secondary and 4 primary).

In 2016/17 eight middle leaders began the **Certificate in Leadership and Management** (60 masters credit certificate) with Edinburgh University. There are 6 secondary middle leaders and 2 special school middle leaders on this programme.

Strategic Leadership:

Nine City of Edinburgh participants successfully completed the Into Headship Programme in 2017 (five secondary and four primary)

Six participants (four primary, 1 secondary and 1 special school) are working on their final module

Nine participants (four primary, 3 secondary and 2 special school) have been recruited to the programme, starting in August 2017

The Into Headship Programme is also delivered in partnership with the University of Edinburgh.

Participants who completed the programme successfully in 2017 have informally shared the impact that the course has made on their view of strategic leadership and their practice. Two participants shared their experience and the value of being involved in the Programme at the briefing session in March 2017 for interested participants.

Eleven head teachers (4 secondary and 7 primary) were trained in 2016/17 to undertake the role of Professional Verifier for the Into Headship Programme. Some of the head teachers involved in this have remarked on the impact that the activity has made on their own learning and development. Part of the verification role included a visit to the Participant's school and engagement in moderation activity of submissions at the University of Edinburgh.

Seven head teachers (five primary, 2 special school) have engaged in the Excellence in Headship Programme aimed at head teachers with two years or more experience.

Two primary head teachers are undertaking the new In Headship course with Stirling University. The course has begun recently and will support both head teachers who are in their first headship post. This course will provide 60 masters level credits on successful completion.

Two deputy head teachers, one from primary and one from secondary are undertaking the Towards Headship course led by SCEL. Both participants have successfully achieved the Standard for Headship in recent years and are now engaging in further professional learning and development to support their progress towards becoming a head teacher.

Practitioners' understanding of expectations in literacy and numeracy across all curriculum areas

There is a strong and improving picture of practitioners' understanding of expectations in literacy and numeracy across all curriculum levels. The CEC Progression Pathways are embedded in all primary schools and have been updated to reflect the benchmarks. The work to ensure consistent planning and moderation of literacy and numeracy through the QAMSO approach continues to develop well with almost all primary schools now reflecting the methodology. Secondary schools are less reliant on this approach though plans are now in place to develop approaches to support and challenge the planning, assessment and moderation of literacy and numeracy in the secondary sector at Curriculum Leaders meetings. Our Integrated Literacy Strategy and Integrated Numeracy Strategy will provide clear and detailed guidance to schools on our expectations for all schools and centres. Our Standards and Quality Guidance will also be updated to reflect this.

Parental Engagement

Family Learning

We have significant, proven and successful programmes delivering family learning and parenting skills. Our work is rigorously evaluated and used to deliver universal and targeted parenting support, as appropriate. Through the introduction of the Pupil Equity Fund, additional targeted family learning is now offered across a range of schools. The impact of the introduction of these interventions and strategies are being monitored to ensure that money is being directed to best effect. Professional learning for staff has been a focus to ensure that staff are well equipped and supported to carry out these duties. Headteachers report positively on the impact of family learning where it is taking place. There is scope for further development for this important area of activity through collaboration, professional enquiry and focus groups. This will be reflected in the QI Strategy and in the roll-out of the Equity in Schools guidance.

Family Learning is informed by schools' and locality priorities. In line with the principles of adult education, dialogue with parents is central to the process. Developments are therefore also influenced by participant feedback, which informs the self evaluation process. To date the programmes have been delivered by CLD staff in approximately 20% - 30% of the authority's primary schools and Early Years establishments, prioritised according to the FSME with a focus on families with children in nursery – primary 3. Annual participation in family learning citywide is approximately 2400 adults and 3700 children. Outcomes include increased parental engagement, increased confidence of parents to support their child's learning and a reduction in isolation through building networks of support in the community. Evidence shows that Family Learning is often an effective pathway for parents to progress to training, work or other learning opportunities: this encourages a culture of learning in the home and can contribute to reducing poverty by increasing parents' employability.

The range of parenting programmes across Edinburgh is extensive. Several hundred practitioners and families have been trained. 60% of children whose parents/carers attended one of the PoPP courses, moved out of the SDQ high risk clinical range. Raising Children with Confidence is a universal programme for parents and carers of children aged 0-11yrs. Of parents who completed programme, 95% had improved understanding of the factors that contributed to promoting positive mental health and wellbeing and were doing things differently with their children as a result including spending more time talking and listening to them and being better able to deal with child's emotions and behaviour. 91% felt the course had positively impacted on parent mental health and emotional wellbeing. Raising Teens with Confidence is a Universal programme for parents and carers of secondary school aged children. 96% believe the course has had a positive impact on their relationship with their kids. Teen Triple programme is a targeted intervention for parents of adolescents (aged 11-16 years) who wish to prevent or address behaviour problems. 98% said the way they deal effectively with their teenager's behaviour had improved (71%) or greatly improved (20%).

Our data for the impact of family learning will be gathered at school level and sampled by QIEOs as part of their ongoing quality assurance work.

Impact of parents on improvement

We gather significant data on parental satisfaction every two years through the biannual Parent/Carer survey, which highlights strengths and areas for development. The most recent response from parents/carers was overwhelmingly positive across the fifteen statements, with 90% and above agreeing that their child enjoys learning, feels safe and is treated fairly at school; and that their child has the opportunity to take part in clubs and activities provided outside the classroom

The main issues where parents/carers appear to be less positive are on parental engagement, communication between schools and parent/carers, and the resources available to the school.

20% of parents/carers disagree that their views are taken into account, 21% disagree that the school keeps them well informed about their child's progress and 28% disagree that the school has the resources it needs. These are the highest 'disagree' responses in the survey. The highest 'neither agree nor disagree' response, at 18%, is to 'the school takes my view into account'.

In addition to the survey, participation is sought across several other areas.

<file:///H:/Item 8.1 Participation and Engagement in Communities and Families.pdf>

This session we will present our Parental Engagement and Family Learning Strategy to the Children and Families Committee. This will detail our definition of different approaches and will stipulate how these are to be used across our schools and centres. Schools will then use the strategy to produce their own policy.

Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Additional Support Needs and Special Schools Update 2016-17

Item number	7.7
Report number	
Executive/routine	Executive
Wards	City wide

Executive Summary

The Council is committed to working to deliver the five key outcomes of the Edinburgh Children's Partnership Plan 2017-20:

1. Every child will have the best start in life.
2. Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
3. Every child and young person will have good wellbeing and achieve the best possible health.
4. Equity amongst children and young people and their families will be advanced.
5. Children, young people, their families and communities will be empowered to improve their wellbeing.

Continuing improvement in high quality inclusive practice, effective additional support and high quality special schools are pivotal to achieving these outcomes, which reflect the priorities of 2017 [National Improvement Framework and Improvement Plan](#)

The delivery of these outcomes must take into account a number of challenges, including:

1. A growth in the proportion of the school population being identified as requiring additional support for learning.
2. Edinburgh's growing population.

3. The expansion of provision for 2-4 year olds in early education and childcare.
4. The entitlement to a three year senior phase leading to more children with additional support needs staying on at school.

In addition to the direct effects of rising numbers of learners, other factors need to be taken into account, including the indirect effects of rising school rolls on facilities and space in schools, the shortage of teachers, the impact of austerity on families in poverty and the impact of wider social trends and technology.

In March 2017 the Education, Children and Families Committee approved the following priorities for Additional Support Needs for 2017-20:

1. Improve the experiences and outcomes for children with autism, including completion of the review of special school provision and consultation and planning for the new St Crispin's.
2. Drive forward inclusive practice to enable the needs of all learners to be met, raising attainment and closing the gap.
3. Test and evaluate sustainable improvement models for English as an Additional Language (EAL) support.
4. Create dynamic networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs.
5. Redesign provision for social, emotional and behaviour support needs, including a new procurement framework.
6. Develop an inclusive learning culture with schools, services, clusters, localities and other authorities to improve outcomes and promote best value.

Good progress has been made in taking forward these priorities within year one and plans are in place to carry forward the work programme through 2017-18.

Additional Support Needs and Special Schools Update 2016-17

1. Recommendations

It is recommended that the committee:

- 1.1 Notes the progress in the implementation of the strategic priorities for Additional Support for Learning (ASL) 2017-20.
- 1.2 Notes and welcomes the continued progress in inclusive practice in our schools and the work of the Inclusion Strategy Working Group.
- 1.3 Notes the progress in planning for the future of our special schools including:
 - 1.3.1 The successful outcome to the proposed closure of Panmure St Ann's.
 - 1.3.2 Progress in planning for the new St Crispin's and its key role in the sustainability of authority's provision for children with autism.
 - 1.3.3 Forward planning of special school provision in anticipation of future needs.
- 1.4 Approves the public consultation and submission of planning permission for the new St Crispin's.
- 1.5 Approves informal consultations to inform planning of future provision for children with autism at Kaimes and special classes and secondary resource provision.
- 1.6 Approves that future options for special provision be continued as part of the Strategic Review and rising rolls programme.
- 1.7 Welcomes the strategic improvement plan for Autism and continuing consultations with parents and other partners in its implementation.

2. Background

- 2.1 It is a priority for the Council to provide high quality care and learning for children and young people and wherever possible to make effective provision to meet their needs within the City of Edinburgh.

2.2 In line with national trends, the number of learners in Edinburgh identified to have additional support needs continues to increase (Table 1). The latest Government figures indicate that 24% of learners in Edinburgh have additional support needs, which remains close to the national average of 25%.

Table 1: Edinburgh population with significant ASL needs

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2025/16
Pupils with Additional Support Needs	7,127	7,436	7,374	8,506	9,383	9,754	11,549
% CEC school age population	16%	17%	16%	19%	20%	21%	24%

Source Supplementary Summary Statistics for Schools in Scotland 13th December 2016.

2.3 Our aim is to provide a range of high quality provision that is suited to the changing needs of children and young people consistent with the presumption of mainstream and positive outcomes.

2.4 The Council's Vision for Schools recognises that where additional support is required, it is most effective when it is built on a foundation of strong inclusive universal provision. Generally, where learners with additional support needs can be supported in mainstream settings they achieve better outcomes. Where learners are not able to benefit from a mainstream school environment, our aim is to make provision in high quality special schools and special classes in Edinburgh.

2.5 Table 2 illustrates a projected increase of 300-400 additional learners each year who at current rates will require additional support in the period up to 2022.

Table 2: Projections of Edinburgh school population with significant ASL needs

	2017	2018	2019	2020	2021	2022
Primary pupils	30,553	31,108	31,363	31,555	31,895	32,245
Secondary pupils	18,488	19,026	19,704	20,664	21,550	22,499
Total pupils	49,041	50,134	51,067	52,219	53,445	54,744
Total requiring ASL	11,672	11,932	12,154	12,428	12,720	13,029

2.6 Provision for a growing population of learners with additional needs must take into account a number of additional challenges, including:

- 2.6.1 A growth in the proportion of the school population being identified as requiring additional support for learning.
- 2.6.2 Edinburgh's growing population.
- 2.6.3 The expansion of provision for 2-4 year olds in early education and childcare.
- 2.6.4 The entitlement to a three year senior phase leading to more children with additional support needs staying on at school.
- 2.7 In addition to the direct effects of rising numbers of learners, other factors need to be taken into account, including the indirect effects of rising school rolls on facilities and space in schools, the shortage of teachers, the impact of austerity on families in poverty and the impact of wider social trends and technology.
- 2.8 Over the past five years there have been year-on-year increases in the resources available for additional support needs in Edinburgh. The Council's financial planning assumptions for 2018/19 provide additional resources to reflect the increases in pupil numbers and the increased proportion of the school population with additional support needs (see section 4 Finance).
- 2.9 It is becoming increasingly challenging to operate within the resources available. In order to make best use of resources and to meet changing needs, we have adopted a twin-pronged strategy combining:
 - 2.9.1 Re-aligning our special school capacity to changing needs
 - 2.9.2 Improving quality and performance to promote high quality inclusive schools and accessible support.
- 2.10 This strategy incorporates four inter-related themes:
 - 2.10.1 Strengthening inclusive practice in our schools.
 - 2.10.2 A single approach to supporting children in need and addressing additional support needs within our approach to Getting It Right for Every Child.
 - 2.10.3 Strengthening networks of support around schools, school clusters, localities and city-wide on a proportionate basis.
 - 2.10.4 Developing an inclusive learning culture to support sharing of effective practice and best use of resources.
- 2.11 The pattern of growth in additional support needs has been apparent across all key areas of need over a number of years. The biggest area of need is support for English as an Additional Language (EAL), where until 2016 there has been a consistent growth trend. The number of learners requiring EAL support has doubled over a 10-year period but remained stable last year.

Table 3 - Pupils supported by Additional Support for Learning Service - Principal Needs

Need/Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Hearing impairment	73	87	104	112	101	107	133	137	130	153	140
Visual impairment	87	90	107	126	132	123	127	185	225	270	266
Learning & Wellbeing (Inc. Health and LAC)	698	611	670	699	799	892	810	810	501	793	706
Learning, Language & Communication	199	208	255	299	341	409	491	491	632	710	781
English as an Additional Language	2,542	2,965	3,069	3,373	3,600	3,721	4,252	4,629	5,046	5,491	5,493
Total supported by ASL Service	3,599	3,961	4,205	4,609	4,973	5,252	5,813	6,252	6,534	7,417	7,386
*2013/14 was a period of transition from 5 separate services into a single integrated service with a common model of recording some figures are estimated											

2.12 The growth trend in Learning, Language and Communication has continued, which reflects the increase in the population of learners requiring additional support for Autism and related needs. The fall in the need for additional Learning and Wellbeing support was due largely to a reduction in the number of requiring support following medical treatment in hospital or at home.

2.13 The pattern of need over the past year remains consistent with the priorities for Additional Support Needs for 2017-20, approved by the Committee in March 2017:

2.13.1 Improve the experiences and outcomes for children with autism, including completion of the review of special school provision and consultation and planning for the new St Crispin's.

2.13.2 Drive forward inclusive practice to enable the needs of all learners to be met, raising attainment and closing the gap.

- 2.13.3 Test and evaluate sustainable improvement models for EAL support.
- 2.13.4 Create dynamic networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs.
- 2.13.5 Redesign provision for social, emotional and behaviour support needs, including a new procurement framework.
- 2.13.6 Develop an inclusive learning culture with schools, services, clusters, localities and other authorities to improve outcomes and promote best value.

3. Main report

Improving the Experiences and Outcomes for Children with Autism

- 3.1 We have taken forward five key strands of improvement over the past 12 months:
 - 3.1.1 Professional Learning Programme for all schools
 - 3.1.2 Strengthening support for parents and early intervention
 - 3.1.3 Increasing capacity for children with Autism who require special school provision
 - 3.1.4 Improving the quality of environments in schools and classes
 - 3.1.5 Strategic improvement plan for Autism.

Professional Learning Programme

- 3.2 The Professional Learning programme in Autism addresses issues raised by parents and service reviews in 2015. The programme is delivered by a multi-disciplinary expert team of Educational Psychologists, Specialist Teachers from the ASL Service and Speech and Language therapists, taking into account the most up to date evidence of effective practice.
- 3.3 A programme for Headteachers was completed in 2016-17, successfully reaching almost all Headteachers and other senior leaders in Primary and Secondary Schools. The training of senior leaders is followed up by whole school training, with the aim that all staff in all schools will undertake training by 2020.
- 3.4 Since August 2016, 38 Primary schools and 18 Secondary Schools have completed the whole school training, representing approximately 2,300 members of staff.

- 3.5 Autism training for early years establishments commenced in August 2017. To date 387 early years staff have undertaken training. A further 9 training sessions will take place in the school session ending in June 2018.
- 3.6 Every year, transitions of autistic children from nursery to primary schools are projected and training is targeted to P1 teachers who will have children with autism joining their classes. In August 2017, 112 P1 staff received this training in preparation for their new intake. A range of targeted training was also provided for special school leaders, foster carers and Health Visitors.
- 3.7 The professional learning programme has been very well received (see appendix 1 for more details). There is emerging evidence of its positive impact in schools in the effective use of visual timetables, safe spaces, improved communications between school and home and in child planning. Further evaluation will be undertaken over the next two years in conjunction with the development and implementation of an Autism Accreditation scheme for schools.
- 3.8 Professional learning is also supported through more targeted support from Psychologists, specialist ASL Service staff, National Health Service (NHS) and Child and Adolescent Mental Health Services (CAMHS). This may focus on an individual child, a class or a 'Team Around the School' approach to support whole school approaches to improving inclusive practice.
- 3.9 One example of the Team Around the School approach is the Behaviour Support Groups that have been established to support staff within specialist placements to manage the behaviour of pupils with autism, which can sometimes be challenging, within their establishments. The data from a recent evaluation suggested the groups are successful in enabling school staff to develop an understanding of young people's behaviour and allowing for the identification and sharing of strategies to support these learners.
- 3.10 A second example of systemic whole school approaches to learning and improvement is the Visual Support Project. There is strong evidence that the systematic use of visual support reduces stress and enables learners with autism to understand their environments and participate more independently. This involves the use of recognised visual symbols to label the environment and to embed the use of visual timetables so that learners know what to expect. To date, whole school visual support approaches have been successfully adopted by seven early years establishments, 59 primary schools and six special schools. The feedback on this has been very encouraging. Not only does systematic visual labeling support learners with autism but many other learners too. It also helps learners to understand the needs of others and to foster an inclusive culture. A detailed evaluation of the Visual Support Project is currently underway and a report on its impact will be available in 2018.

Strengthening Support for Parents

- 3.11 Working in close collaboration with NHS, all parents are now offered a Family Follow up meeting shortly after their child has been diagnosed with Autism. Consultations with parents indicate that the period following a diagnosis is a particularly difficult time and they appreciate this early opportunity for support. Family Follow-up meetings provide personalised support from a Speech and Language Therapist and a Specialist Teacher from the Additional Support for Learning Service. As well as providing the opportunity to ask questions about the diagnosis, they provide parents with information about the supports available. This in turn informs child planning which follows at nursery or school.
- 3.12 Effective support and intervention from the early years onwards is recognised to be of particular importance to children with autism and in supporting parents themselves. In light of this, and informed by feedback from parents and schools, from August 2017 the ASL Early Years Service was re-organised into a dedicated team to strengthen early intervention and continuity of support throughout nursery and the child's transition into school. Where appropriate, support is also offered to parents in relation to supporting a child in the home and community as well as in early years provision.
- 3.13 Family follow up is part of range of parent supports offered in Edinburgh, which take into account parent's needs and evidence based practice. Parent programmes are geared to reflect key ages, stages and transitions in children's lives. The organisation of the programmes takes into account the locations, frequency and type of support which we have found parents to seek. Over the past two years there has been a significant growth in the range and number of parent programmes and these have been very well received (see Appendix 2 for more details).
- 3.14 Following its successful introduction to schools and demand from parents, the visual support project was extended to provision in libraries. Software is now available and staff trained to support parents to make visual resources that help their child in day-to-day family life. Most recently, following a successful bid to the Scottish Government innovation fund, the approach is now being tested in family homes with encouraging feedback from parents.

Visual Support Project – Parental Feedback

"I think it's the involvement from all parties, it's not just home, it's nursery and everyone involved with your child in these early stages – they need to have a common strategy. And I think this is where ASL can go in and train us – train people from the very early stages – and provide a common way of working with the child – how you use the visual timetable, the language that you need to use. I think that's what there needs to be in place where all parties come together, everyone working consistently"

“I had a visit at home which was kind of modelling a play session using the visuals and I found that really useful as they were actually using my child’s stuff that was in the house so when I did it the next time, it wasn’t anything strange to my child because my child had used it with ASL staff member already. That was really useful”

“I think it is that contactability...When they came out to the house it was really valuable. ASL have been out three times. I would not have been without any of those home visits. But knowing every single time they do come out they always say, “If there are any other questions or you want us to come out again just contact us.” Nice to know they are there if you need that extra support.”

- 3.15 The strengthening of support for parents is a continuing priority which will be carried forward jointly with NHS and third sector partners.

Increasing capacity for children with Autism who require special school provision

- 3.16 Over recent years there has been an increase in the number of children with Autism identified in Edinburgh. The most recent figures indicate that around 850 (approximately 2%) of pupils in City of Edinburgh schools have Autism. Of these, approximately 50% also have a learning disability.
- 3.17 The factors underpinning an increased number of children being identified as having autism are complex, but the biggest single factor appears to have been improved assessment. Over recent years there has been significant investment and improvement in diagnostic services and generally in Edinburgh children are now identified at an early stage. In light of this, it is reasonable to assume that the number of children with autism in Edinburgh will rise in line with the overall child population.
- 3.18 In December 2015, the Education, Children and Families Committee considered the [Rising Rolls for Edinburgh Schools report](#), which estimated that by 2030 school populations would rise from 47,000 to 60,400. This represents an increase of almost 30%.
- 3.19 At a similar rate of growth, this represents an increase, for all children with autism, from 850 to 1208 and, for children with autism and a learning disability, from 425 to 604. This equates to an annual average growth rate of provision equivalent to 24 additional children with autism per year. At least 1 in 2 of these children, 12 per annum, are likely to require specialist provision.
- 3.20 Special schools in Edinburgh cater for a range of complex additional needs (Appendix 3). Provision for pupils who have autism and a learning disability is made across a range of schools including Prospect Bank, Redhall, Pilrig Park, Woodlands, St Crispin’s and Braidburn. According to individual circumstances, some provision for children with autism and a learning disability may also be made at Oaklands, Rowanfield and Kaimes Special Schools and in special

classes and enhanced provision as well as in mainstream schools across the city.

- 3.21 On 7 March 2017, the Education, Children and Families Committee approved a programme of work to ensure that our special schools keep pace with changing needs. This includes reorienting provision to increase special school provision for children with autism and future proofing the new St Crispin's. A number of other steps were identified for short, medium and longer-term action to ensure that we have the right mix for our population. An overview of a 10-year projection of specialist provision is set out in Appendix 4.
- 3.22 In 2015, in response to increased need, we created 14 additional places in existing schools. In March 2017, I reported the successful outcome of the review of provision at Oaklands and Braidburn Schools. This resulted in the creation of two new classes at Braidburn school. It is envisaged that further growth will be necessary at Braidburn in August 2018.
- 3.23 The design of the new St Crispin's includes scope for 2 additional classes creating 12 additional places, which would become available from 2020-21. In order to best complement other provision and to make best use of the facilities at St Crispin's, it is proposed that in future, the school would continue to operate both primary and secondary facilities but would be weighted towards the older age range. In addition, the new St Crispin's will have specialist behaviour support facilities, which will support learners from other schools, particularly Kaimes.
- 3.24 Statutory public consultation on the proposals for the new St Crispin's will take place early in 2018.
- 3.25 The pressure on special school places is exacerbated by the combined effects of wider opportunities and higher expectations associated with a curriculum for excellence and pressures on the availability of attractive post-school options. This is leading to more learners who would have left school at 16 years staying on for S5 and S6. In some instances, by that stage, the range of opportunity available in a relatively small special school environment is very restricted. For those learners, the opportunity to progress their skills for life and skills for work would benefit from an alternative support provision.
- 3.26 We propose to investigate the feasibility of senior phase hubs, which would deliver core skills and provide a supportive link into work experience, college courses and the development of independent living skills. If this proves successful, it would relieve pressure on special school places for younger children who require them. Combined with the use of technology to support flexibility, the hubs could also provide an intermediate resource for other learners currently not attending mainstream school due to factors including health needs, such as anxiety based non attenders.

- 3.27 Further planning for provision for Autism will be taken forward in a review of Kaimes school, special classes and the enhanced support available in four Secondary Resource schools.

Improving the quality of environments for children with Autism in schools and classes

- 3.28 The quality of our school environments can have significant implications on all learners. For learners with additional support needs, these can be particularly acute. On the one hand, larger class sizes and reductions in flexible spaces in schools present additional challenges, especially for children with Autism and problems with attention. On the other hand, improvements in acoustics, colour schemes, lighting and reducing environmental distractions can greatly improve learner's experiences.
- 3.29 With the support of the Council's design teams, these factors have been taken into account in a number of recent developments in early years, primary schools, special classes and the preparations for the new St Crispin's. The feedback from staff in all sectors has been very positive. Further evaluation of the impact of inclusive design is now being undertaken by our Educational Psychology Service.
- 3.30 The lessons from these projects will be used to inform an updated brief for continuing improvement in schools and major capital projects.

Strategic improvement plan for Autism

- 3.31 In 2011, the Scottish Government and COSLA published The Scottish Autism Strategy. The strategy sets out a vision that people on the Autism spectrum are *"respected, accepted and valued by their communities and have confidence in services to treat them fairly so they are able to have meaningful and satisfying lives."*
- 3.32 The Scottish Autism Strategy sets out 2, 5 and 10 year goals. The first two years (2011-2013) focussed on access to mainstream services. In 2015-2017 there were 4 strategic priorities identified: A Healthy Life; Choice and Control; Independence and Active Citizenship.
- 3.33 The Strategy set out an expectation that each local authority would prepare an action plan for the improvement of its services for people with autism. In November 2013, the Council agreed a plan for adults and children and young people with autism, including a short-term plan for children and young people, with a wider plan to follow.
- 3.34 The Edinburgh Plan for Children and Young People with Autism, 2017-20 was developed after detailed consultations with parents and service partners in 2015-16. The plan describes progress achieved 2013-16 and sets out our intentions for improving outcomes for children and young people.

3.35 The plan reflects the strengths and challenges to improve the opportunities and experiences of children and young people with autism. Amongst the areas of strength, most young people with autism achieve positive outcomes in terms of post school destinations. In 2014/15, 90.2% of school leavers with Autism left mainstream schools in Edinburgh to positive destinations compared with a national average of 88.4%. Maintaining and improving upon these outcomes remains a significant challenge and this is reflected amongst the other improvement priorities for the next three years.

3.36 The plan sets out six improvement priorities:

- 1) Improve awareness and assessment in all settings to enable early and proportionate responses so that all children benefit from their full entitlement to education.
- 2) Provide smooth multi-disciplinary service delivery through Integration of C&YP Planning.
- 3) Child planning will enable a shared understanding of promoting wellbeing children with autism.
- 4) Practice takes into account that autism presentation may be gender specific and, behavioural or mental health problems.
- 5) Work with secondary schools to increase availability of flexible options for learners with severe anxieties to reduce frequency and severity and increase learners' resilience and adaptive skills.
- 6) Provide quality school environments appropriate to need for learners with autism to reflect anticipated pattern and level of need.

3.37 Under each of these priorities the plan sets out detailed improvement objectives and actions (Appendix 5).

3.38 When we undertook earlier consultations, we agreed to return to parents with the plan to give them the opportunity to comment further and we are now arranging to follow that through.

3.39 We will provide updates on progress to Committee in future reports.

Inclusive practice - enabling the needs of all learners to be met, raising attainment and closing the gap.

3.40 In March 2017, I reported on progress arising from a review of inclusive practice in schools. Since then the findings have been shared with head teachers from all sectors.

3.41 The recommendations of the inclusive practice working group received wide support and schools identified key challenges that they would like to see

addressed. These included concerns with challenging behaviours and the health and safety of learners and staff. There was wide agreement on the relevance of developing shared practices to reflect our 5 Rs:

- Relationships
- Resilience
- Rights
- Respect
- Restorative approaches

3.42 Taking account of the feedback from head teachers and others, an Inclusive Practice Strategy Group with representation from schools and key services has been convened and held its first meeting in November. The Group is addressing a number of work streams:

- Citywide vision known by all, leading to greater consistency
- Review key policies and procedures
- City-wide school and community approaches linked to vision
- Strong cycle of core training
- Develop a model that supports schools and partners to deliver tailored supports to the most vulnerable learners
- Developing better local knowledge and robust evidencing of best practice and self evaluation
- Valuing staff and building school based capacity
- Voice of Children, Young People and Families / Family and Community Engagement

3.43 After further more detailed work, the Strategy Group will undertake a wide engagement programme later in the school session and will bring forward agreed recommendations to commence implementation with the next cycle of school improvement planning.

3.44 It is recognised that there are a number of associated factors which impact on schools' capacity for inclusion. These include the pressure arising from the recruitment and retention of staff; school environments; capacity of partnership working and the future profile of specialist provision. In light of this, the Strategy Group will link into with other work within Communities and Families in these areas.

3.45 All of the above is informed by the [National Improvement Framework](#) priorities for Excellence and Equity *'ensuring children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.'* With this in mind, the Inclusive Practice Strategy is being coordinated together with strategic work streams for Health and Wellbeing, Literacy and Numeracy as part of an

inclusive approach towards achieving equity and excellence for children and young people in Edinburgh.

Improvement models for EAL support.

- 3.46 The biggest single group of learners with additional support needs in Edinburgh’s schools require support with English as an Additional Language (EAL). In association with this growth, there has been a shift in the patterns of first language and the distribution of learners requiring EAL support. These changes have presented new challenges and the opportunity to adopt new approaches.
- 3.47 In March 2017, I reported on the example of St David’s RC Primary School, in which the pupil profile has changed significantly over the past five years, with a large increase in the number of pupils who have English as an Additional language over a relatively short period of time.
- 3.48 The school leadership team and EAL specialists within the Additional Support for Learning Service concluded that it was no longer effective to approach the needs of these learners as an ‘add-on’ and that approaches to supporting EAL learners needed to inform the school as a whole and the overall approach to teaching in the classroom. This took the form of:
 - A transition programme involving school, EAL and Community Learning and Development staff to help inform parents about aspects of the learning experience in P1 and to bring Polish and Scottish families together;
 - Delaying the introduction of phonics in P1, to allow a focused inter-disciplinary learning approach to developing listening and talking and vocabulary.
 - Wider development of the school’s inclusive ethos, including staff visits to two schools in another authority; hosting English for Speakers of Other Languages (ESOL) courses at the school; running cultural/diversity events; more diverse representation on the Parent Council and appointing bilingual (Polish) staff.

Table 4 – Inclusive Approaches to Meeting the Needs of Bilingual Learners Implementation Programme

School	Term 1	Term 2	Term 3	Term 4	Term 5
A	Capacity-building block	Support to continue to embed practice	Advisory		

B	Direct teaching based	Capacity-building block	Support to continue to embed practice	Advisory	
C	Direct teaching based	Direct teaching based	Capacity-building block	Support to continue to embed practice	Advisory
D	Direct teaching based	Direct teaching based	Direct teaching based	Capacity-building block	Support to continue to embed practice
E	Direct teaching based	Direct teaching based	Direct teaching based	Direct teaching based	Capacity-building block

3.49 In the first year pilot, there was good evidence that the new inclusive approach has raised attainment in the school and contributed towards closing the gap in English and Literacy levels to benefit of the whole school population. There was also evidence of improvements in Numeracy and in engagement in science. In addition, with this new approach, some learners who had previously required Support for Learning were able to have their needs met without the need for that additional support.

3.50 Since August 2017, the work at St David’s has moved into a phase of consolidation and capacity building and three new schools have been introduced to the programme and this will progressively increase to involve more school through 3-year cycles.

Create dynamic networks of support at school, cluster, locality and city-wide levels

3.51 Since August 2016, our ASL Services were re-organised to provide cluster teams around secondary schools and associated primaries. This supports closer collaboration with schools, educational psychologists and Speech and Language therapy teams.

3.52 As part of the service specification of ASL Family Support Services from March 2018, the new provider of our commissioned service will operate as part of an extended cluster team.

3.53 The cluster approach provides the main channel of delivery and provides an access point to the city-wide services in more specialist areas e.g. visual impairment, teachers of the deaf, literacy and dyslexia and hospital teaching services. This model also supports collaboration and shared learning across clusters and for staff with specialist skills to be drawn in to meet particular

needs where required. A new approach to accessing a wider range of supports via the cluster team is being tested in Wester Hailes from January 2018 and, if successful, this will be extended to other clusters.

- 3.54 Locality approaches are being developed with a particular focus on learners who require more bespoke provision for social, emotional and behaviour support needs, families where more than one child requires specialist help and looked after children. A key part of this will be stronger links between social work practice teams, schools and the cluster teams.
- 3.55 At a city-wide level, work has begun to establish a virtual learning environment which supports more flexible personalised approaches via remote access to learning and teaching in a range of subjects. Staff from a number of schools are contributing to this development which is being co-ordinated by the ASL Service. This will support learners in different contexts who are unable to access mainstream school for a variety of reasons, including learners who are in hospital, placed within Edinburgh Secure Services and those who have anxiety based school refusal.

Redesign provision for social, emotional and behaviour support needs

- 3.56 Following a public consultation and the decision by the Full Council in June 2017, the Scottish Government gave approval for the closure of Panmure St Ann's in August. The four remaining pupils all transferred to other schools and have been provided with continuing support appropriate to their needs.
- 3.57 In March 2017, I reported on the very good progress that has been achieved in strengthening support for children with social emotional and behaviour support needs. This has been underpinned by an integrated approach to child planning to address support needs in the school, family and community in a joined up way and by improving collaborative working.
- 3.58 Strong collaborative working between schools in all sectors, ASL Services, psychological services and third sector partners has had a significant impact on outcomes for children and young people. Children's needs are being identified earlier and increasingly this is leading to appropriate early intervention through whole-school approaches and targeted support. Whilst there is still more to do, the positive benefits of this approach for learners are clear and it led to has led to a significant reduction in referrals for special schools for learners with social emotional and behaviour support needs.
- 3.59 Since 2010/11, special school placements for additional social, emotional and behaviour support needs have been reduced by almost 50%. This has made a significant contribution to shifting the balance of care and the proposal to close Panmure St Ann's.

Table 5: Special School Placements for social, emotional and behavioural support needs, 2013-17

Special School/Year	2013/14	2014/15	2015/16	2016/17	Feb 2017
<i>Primary - Rowanfield</i>	33	31	28	23*	32
<i>Secondary</i>					
Gorgie Mills	55	53	53	46	51
Panmure St Ann's	57	43	26	14	3
Secondary Total	102	96	79	60	54
Total	145	127	107	83	86

* New placements were suspended for 6 months during and immediately following accommodation problems requiring decant

- 3.60 In light of this success we are now beginning to return some children with more complex needs from outwith the city to our special schools. Working closely with residential services and social work practice teams, the City's special schools are helping to bring about further progress in the balance of care.
- 3.61 A key part of the recipe for success is partnership working between schools, Psychological Services, the Additional Support for Learning Service linking, the NHS, social work teams and commissioned family and community support services.
- 3.62 Over the course of last session, the provision of secure accommodation by Edinburgh Secure Services (ESS) was reduced from 12 to 6 beds as agreed by the Education, Children and Families Committee in December 2016. This reduced the risks associated with a dependency on achieving income targets from the sale of beds and brings the usage of secure services in Edinburgh closer towards that of other authorities.
- 3.63 Alongside these changes, we have developed stronger links between ESS school team, other special schools and the ASL Service. Over the next 12 months we will we will evaluate options for the future delivery of school education to ESS residents. The key aims of this will be to consolidate progress in the leadership and quality of provision on a sustainable basis, to improve the range and quality of provision in line with learners' needs and to provide greater continuity and strengthen support as learners move on from ESS into other schools in the community.

ASL and Family Support Services Procurement

- 3.64 Over the past 9 months we have undertaken a major procurement programme for ASL and Family Support Services. The aim is that this will provide a new

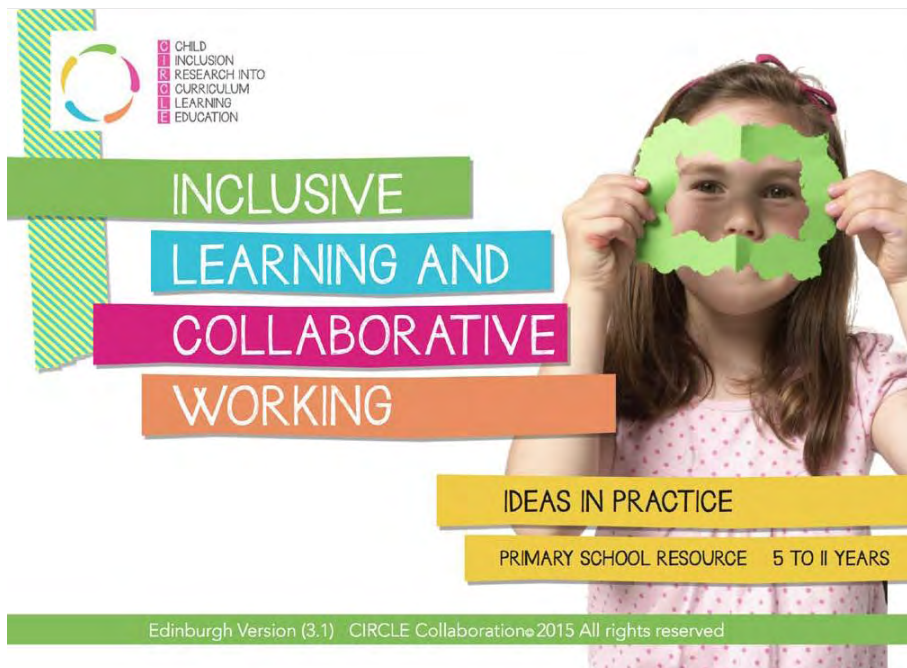
integrated service model, which will support parents and complement the work of schools, Psychological Services, the ASL Service and our NHS partners.

- 3.65 The model brings together disparate services within one framework enabling a coherent approach to addressing factors in and out of school and throughout the child's journey towards a positive destination. This will include the capacity for personalised approaches where an alternative to timetabled universal in-school programmes are required.
- 3.66 The proposed service model recognises that parents and carers are the most important caregivers and prime educators in children's lives. It reflects the principle that we get the best outcomes for children when we build positive relationships with families and the services that support them.
- 3.67 Our approach emphasises working closely *with* a child or young person, the parents and carers and the team around them, to build relationships and resilience and secure positive outcomes.
- 3.68 The new service will enable effective inclusive practice that prevents or removes barriers, enables early intervention, prevention and restorative approaches appropriate to the age and circumstances of children and young people.
- 3.69 This will be part of collaborative 'one service' ethos, whereby all services work with a common understanding of a child's or young person's personal and cultural identity, strengths, needs and aspirations. Services will work with children and young people 'without boundaries' to achieve positive outcomes regardless of their social circumstances or additional needs.
- 3.70 The procurement process is approaching its final stages and the outcome will be reported in the first instance to the Policy and Resources Committee in March 2018.

Developing an inclusive learning culture

- 3.71 All of the above reflects our commitment to creating an inclusive learning culture with learners, parents, schools, services, clusters, localities and partners to improve outcomes and promote best value.
- 3.72 We recognise that to enable all learners to achieve positive outcomes, regardless of their social circumstances or additional needs, is a major challenge. Enabling all teachers, schools and services to be the best they can requires an unstinting commitment to learning, sharing effective practice and improving performance. To achieve this, as illustrated above, we are continuing to invest in areas of strength and look critically at gaps and weaknesses.
- 3.73 Our commitment to continue to improve inclusive practice recognises that this provides the most effective way to meet learners' needs, prevent distress and disruption and to support staff.

3.74 In 2016-17, an updated edition of the primary teacher's handbook 'Inclusive Learning and Collaborative Working' was issued to staff across all primary schools throughout the city supported by an extensive professional development programme.



3.75 The resource is co-produced by teachers, therapists, support staff and Queen Margaret University to support inclusive practice in schools. It takes into account experience and suggestions of hundreds of practitioners who have used the resource in Edinburgh's schools to support thousands of learners over a period of three years together with the most up to date research findings and policy guidance.

3.76 The resource includes checklists and planning tools to support communication between home and school, record keeping and professional learning. The framework also strengthens self-evaluation, enabling assessment of individual need and monitoring via the CIRCLE Inclusive Classroom Scale (CICS) and the CIRCLE Participation Scale (CPS).

3.77 The resource has attracted interest from a number of other authorities. Education Scotland have expressed interest in as they prepare to develop good practice guidelines to support new Scottish Government guidance on The Presumption of Mainstreaming https://consult.gov.scot/supporting-learners/presumption-of-mainstreaming/user_uploads/sct04173422181.pdf

3.78 The Scottish Government has recently agreed to fund the University to work with staff in Edinburgh schools and services to establish reliable objective measures of the quality of experience of children with additional support needs. This will help to inform assessment and planning to improve the day to

day experience of children with additional support needs and their progress towards positive outcomes.

- 3.79 Similar resources have also been developed for Secondary Schools and Early Years. The updated Early Years Resource 'Up, Up and Away' is currently in preparation for a re-launch in 2018-19 and feed back is currently being collated on the prototype of the secondary resources which has been tested in a number of schools.
- 3.80 Problems with literacy are the most common manifestation of additional support needs. In light of this, the Council has a well established Integrated Literacy Strategy. The strategy spans age 3-18 years, incorporating effective inclusive approaches to literacy teaching for all, targeted early intervention for learners who are struggling to make progress and additional support for learners with persistent difficulties including dyslexia.
- 3.81 As part of the Literacy Strategy, the Council has developed comprehensive guidelines on Literacy and Dyslexia backed up with ground breaking professional development and high quality specialist support. Taking account of progress to date and feedback from learners, parents and staff, the Literacy and Dyslexia Guidelines are being updated and will be issued to all schools in 2018-19.

4. Measures of success

- 4.1 Quality Management in Education 4 - a systematic approach to the self-evaluation for local authorities in relation to their education functions (QMIE), Education Scotland, 2015.
- 4.2 Edinburgh Children's Partnership Plan 2017-20:
- 4.2.1 Every child will have the best start in life.
 - 4.2.2 Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
 - 4.2.3 Every child and young person will have good wellbeing and achieve the best possible health.
 - 4.2.4 Equity amongst children and young people and their families will be advanced.
- 4.3 Children, young people, their families and communities will be empowered to improve their wellbeing.
- 4.2 Children and Families Improvement Plan Targets:
- 4.2.1 All learners with additional support needs have their needs met;

- 4.2.2 Minimising the number of children requiring Out of Council school provision;
- 4.2.3 Providing effective, proportionate and timely support to children in need.

5. Financial impact

- 5.1 The Council has recognised the growing scale and complexity of needs and took this into account in the budget processes over the past five years, thereby enabling demography-based growth in funding to support measures to address the principal pressures and the benefits of early intervention.

Table 6: Funding for Additional Support for Learning and Special Schools 2012-17

Annual Approved Budget	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
ASL*	£16.4m	£16.6m	£17.2m	£17.9m	£18.8	£19.5
Special Schools and classes	£16.6m	£16.7m	£17.6m	£18.5m	£18.2 **	£17.2***
Total	£33m	£33.3m	£34.8m	£36.4m	£37m	£36.7
ASL* Includes: Additional Support Funding to Schools, ASL Service, Psychological Service and Speech and Language Therapy ** Reductions as approved in 2016/17 budget *** Reductions as approved in the 2016/17 and 2017/18 budget relating to the closure of Panmure School and the review of non-teaching support staff.						

- 5.2 The Council's financial planning assumptions for 2018/19 provide additional resources to acknowledge the increases in pupil numbers and the increased proportion of the school population with additional support needs. The current projected increases in the school population for the period 2016-18 indicate the prospective continued growth (see table 2).
- 5.3 The funding for Additional Support for Learning is reflected in a number of budgets. The key areas and funding over the past seven years are summarised in Table 6.
- 5.4 Alongside the additional funding, in line with priorities established in 2011, a number of steps have been taken to strengthen performance to meet the changing profile of needs across all sectors as illustrated in this report above.
- 5.3 All operational actions identified within this report will be provided within the approved budgets for Children's Services.

6. Risk, policy, compliance and governance impact

- 6.1 There are statutory duties to meet additional support needs and equalities requirements which are taken into account in this report and the associated budget processes.

7. Equalities impact

- 7.1 The findings and recommendations in this report are directed towards promoting equalities for children and young people for whom the City of Edinburgh Council is responsible.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.

9. Consultation and engagement

- 9.1 Consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from lead officers in a range of services and schools from Communities and Families and Education Scotland.

10. Background reading/external references

- 10.1 [Getting it Right for Special Schools - Planning for the Future – Report to Education, Children and Families Committee 11 October 2016](#)
- 10.2 ASN Planning and Performance Update Report March 2017
- 10.3 [Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School, 11 October 2016](#)
- 10.4 [How Good is Our School? \(4\) 2015](#)
- 10.5 The Presumption of Mainstreaming https://consult.gov.scot/supporting-learners/presumption-of-mainstreaming/user_uploads/sct04173422181.pdf
- 10.6 [National Improvement Framework](#)

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11. Appendices

1. Building staff capacity for supporting children with autism in Edinburgh August 2016-November 2017
2. Autism related parent programmes August 2016-October 2017
3. City of Edinburgh Council Special School Provision 2017/18
4. Overview of projected changes in specialist provision in light of demographic changes
5. Edinburgh Plan for Children and Young People with Autism 2017-2020

Appendix 1 -Building staff capacity for supporting children with autism in Edinburgh

August 2016 - November 2017

Support	Number of staff attending:		Direct quotes from staff training evaluations
	No of establishments:	No of staff:	
Primary Whole School Training	38/ 87 Schools since August 2016 8 additional schools confirmed Nov 2017-June 2018	1100 staff trained	<ul style="list-style-type: none"> • Lots of realistic and very useful strategies to use in class. • Clear strategies and advice. • Practical usable advice. • The information/ideas were very clear and will be easy to transfer to a classroom situation • Reminded me of how to speak to children- short phrases and emphasise • Lots of different strategies I can implement. • Provided a greater understanding that the children with ASD are not normally capable of deliberately bad behaviour, i.e. it's not intentional • Visual timetable modelling (was a strength). • Good explanation of why we use timetables and timers, etc. • Lots of good advice on managing and making adjustments within my own classroom. • Liked the message that once a strategy is in place and working <u>resist</u> temptation to take it away on belief it has worked. Importance to stress to keep things in place. • Gave insight into child's perspective. • Examples of what we might notice and what we can do.
Secondary Whole School Training	18/ 23 since August 2016 2 additional schools confirmed Nov 2017-June 2018	Approx. 1260 staff	<ul style="list-style-type: none"> • Knowledge of presenters • Delivery by multi-disciplinary team effective • Greater understanding of challenges faced by students

<p>Early Years ASD Staff Training (started August 2017)</p> <p>Plan to train 2 000 staff over 2 years</p>	<p>3 sessions</p> <p>9 additional sessions arranged Nov 2017-June 2018</p>	<p>87 staff trained</p>	<ul style="list-style-type: none"> • Clear, well planned and organised, interspersed with practical elements to give a better feeling of challenges of autism. Gives deep insight. • It was relevant to current practice, informative and supported experiences which have occurred with our children in our setting. • Knowledgeable staff/ presenters sharing expertise and making it very relevant to early years. • It was good to have the perspective of the three different professionals. • A very experienced group of people delivering a well thought out training programme. It was good to learn more about the complexities of ASD and strategies that can be put into place to help our children. • Interactive. Allows you to understand autism from child's perspective. • Actually using the timetable and movement break reinforced the messages. • Information to develop my practice. Very informative and promotes greater confidence to deal with individual children. • More aware to look deeper into behaviour. • Very interesting and I'm clearer on communication (with) and managing autistic children. • I refreshed my knowledge and gained some new information. • Very professional, lots of useful information that can be immediately implemented at work. Easy to understand. • Excellent opportunity to have the whole staff team training. • Will encourage the staff to do further discussions. • I think it would be very helpful for this course to be revisited in 2 or 3 years time to keep thinking/ learning up to date and relevant. • I'm grateful to the ASL Service for providing tailored training for Early Years staff, it makes such a difference!
<p>P1 ASD Training</p>	<p>2016: 11 sessions</p> <p>2017: 11 sessions</p>	<p>2016: 104 staff trained</p> <p>2017: 112 staff trained</p>	<ul style="list-style-type: none"> • Clear key messages. • Practical advice for the classroom. Good, clear content which is realistic. • Very clear and comprehensive. Accessible. Good mix of theory and practical suggestions with examples. • The visuals being used and (learning) how to use them in class. • Useful to discuss strategies and think about different situations/ understanding that no two children with autism are the same. • It could allow me to notice some things in pupils that I wouldn't necessarily have seen before. Good ideas to think about. • You learn new things every time you come on this course. • Good ideas to prep for pupils in August. Feel like there is good support beyond school team!

			<ul style="list-style-type: none"> Really good to have different professionals contributing to delivering the training.
Playboxes	6 x CPD sessions + 1 PSA Training sessions	500 staff trained	<ul style="list-style-type: none"> Extremely clear and practical. Nice to have input from different services presenting. Left feeling motivated and enthusiastic to develop Playboxes in Early Years Centre.
ASD Training for Senior Managers in Schools (3 sessions)	HTs Session 1 6 th Sept 2016: 80/88 Primary Schools 22/23 Secondary Schools DHTs Session 6 th March 2017: 55/88 Primary Schools 18/23 Secondary Schools	102 Head Teachers trained 73 School Senior Management trained	<ul style="list-style-type: none"> Interesting to find out about the challenges posed by mainstream school environment to children on the autism spectrum. Lots of useful information – reinforcing what we do well and supporting next steps. Practical helpful session, outlining Key Messages very clearly.
ASD Training for Senior Managers in Special Schools Including: Ros Blackburn and Rita Jordan ASD Training for staff working in Language	9 th Jan 2017: 8/12 Special Schools represented 6/ 6 Language Class Schools	13 Special School staff trained 32 Language Class staff	

Classes and Special Schools			
ASD Training for ASL Service Staff	ALL ASL Teams	Approx. 120 staff trained*	
Behaviour Clinics in Special Schools (and Language Classes?)			
ASD and Attachment Training for Foster Carers (with CAMHS)	-	30 Foster Carers trained	
ASD Training for Health Visitors	-	43 Health Visitors Trained	<ul style="list-style-type: none"> • The session was very informative about signs and how these apply depending on age and stage of child. I found this very helpful and relevant for my future career as a student child health nurse. • It was very useful and practical for using in my Health Visitor role. • Use of evidence based guidelines (strength) • Fantastic training, feeling far more confident in dealing with families
ASD Training for PE teachers/ Active Schools	-	20 PE teachers/ After School Club staff trained	<ul style="list-style-type: none"> • A lot of useful information about autism characteristics and how to help kids with those aspects in class, using examples and personal experience.

Training for staff running Family Follow Up	-	10 ASL/ EP/ AHPs trained	
Whole School Visual Support Project Training	3 x EYC 4 x Stand Alone Nurseries 6 X Special Schools (3 achieved Bronze Level; 1 achieved Silver Level) 59 x Primary Schools (20 achieved Bronze Level)	-	
Social Thinking – ‘modelling the model’ to school staff	6 schools		
Keynote Presentation at City of Edinburgh Early Years Conference (Hatty Chick) Jan 2017		Approx. 300 staff attended	

<p>Cross Authority ASD Conference (guest speakers Rita Jordan and Ros Blackburn; Jean MacLellan, Autism Network Scotland; range of practical workshops)</p>		<p>50 City of Edinburgh Staff attended</p>	<ul style="list-style-type: none"> • Just a wonderful insight from so many different perspectives. Terrific and so useful to have presentations related to our practice. • Rita's insights and experience were valuable and laid a very good foundation for Ros' talk which was wonderful and provided a real look into the ASD window – together with practical strategies and a sound rationale for them • A brilliant insight from Ros. Lovely to see and hear fresh ideas from someone who has experienced educational approaches to autism • Good ideas/tips for educators' use of language and having high expectations of autistic individuals
<p>Peter Vermeulen Cross Authority Event for Staff working in Special Schools and Language Classes</p>		<p>40 Edinburgh staff attended</p>	<ul style="list-style-type: none"> • Real life examples give clear ideas and deepen understanding • It has been very thought provoking and makes you self-evaluate your own practice • Lots of practical advice as well as theory • Felt empowered and up skilled • Makes you think about how to improve things for pupils • Made (it) easy to understand context and how simple changes in practice can make significant impact in day to day (life) <p>Practical ideas for supporting autistic pupils more effectively</p>
<p>Peter Vermeulen ASL Service Staff</p>		<p>Approx. 100 ASL / Psych Services staff attended</p>	<ul style="list-style-type: none"> • Made me feel less fearful about working with ASD pupils. • Changing thinking about autism • New awareness of how autism works • There are not many presenters you can listen to for 2 hours straight and be captivated and informed throughout as well as entertained. • Inspiring, clarifying and brilliantly focussed • Highlighting areas of autism that are critical to supporting people with ASD and explaining how best to do this. • Really opened my eyes to certain misconceptions. • Totally put into question what I thought I knew about autism – I feel that I learnt a lot today • Entertainingly translated into practical strategies

Observations/ General feedback:

Anecdotally we have received feedback about increased or improved use of:

- Visual Timetables
- Safe Spaces,
- environmental visual supports
- 2 key adults
- communication systems between home and school
- regular CPMs

Next steps:

Long term evaluation of impact of ASD Training based on the (implementation of Key Messages)

Consider whether this should be part of the Accreditation Process

Appendix 2 Autism related Parent Programmes August 2016-October 2017		
Support Provided	Number of parents attending	Direct quotes from evaluations completed by parents:
Hanen More Than Words programme (Parents of children with ASD or related difficulties up to age 5)	71 families	-
Hanen Talkability (Parents of children with ASD or related difficulties, aged 4-8 years)	26 families	-
Williams and Wright programme	30 families	-
Parent Information Sessions (pre-school)	77 families	What have you found most helpful: <ul style="list-style-type: none"> • Speaking to other parents and listening to other parents • The explanations re how to play at home • Getting lots of tips on sensory and communication
Parent Information Sessions (P1-3)	30 families	What have you found most helpful: <ul style="list-style-type: none"> • Overall very helpful, especially for parents who have only recently begun considering moving to formal diagnosis • Simply hearing, sharing experiences has been helpful • Strategies for helping with anxiety and behaviour • Information and support from other providers

Parent Information Sessions (P4-7)	38 families	What have you found most helpful: <ul style="list-style-type: none"> • Found it all helpful – we are just starting the diagnosis process and this has given real insight, putting my mind at ease • Having information provided on how to try and help our children has been invaluable
Parent Information Sessions - Evening (Secondary)	12 families	What have you found most helpful: <ul style="list-style-type: none"> • Lots of 'nuggets' of useful strategies in all of the sessions • Course facilitators were all very knowledgeable • Sessions were very informative
Parent Information Sessions – Day (P1-7)	43 families	What have you found most helpful: <ul style="list-style-type: none"> • Everyone/everything • Going back to basics with Introduction to ASD (session 1), you sometimes forget what its all about • Understanding better the way my child's emotions and thinking works. The reminders of strategies on how to cope and help my child • Absolutely every session has been fantastic. I have got a deeper understanding of what I maybe knew, I have learnt so much, I have gleaned ideas and something I did not expect – I felt reassured and proud that we (family) are working so hard and actually getting stuff right for our wee man • Well done. This is real help • I enjoyed the environment and friendliness of staff
Getting ready for P1	25 families	
PEERS programme	14 families	
Family Follow Up	Primary:	

	<p>111 families referred</p> <p>75 families attended</p> <p>Secondary:</p> <p>75 families referred</p> <p>23 families attended</p>	
Teen Triple P (ASD)		
Direct quotes from Home VSP Parent Focus Groups (specifically about ASL Service support)	<ul style="list-style-type: none"> • ASL came straight in, from the beginning, in the nursery, setting everything up. The nursery was also very supportive in helping my child ... I think the early involvement was key for our case • I think it's the involvement from all parties, its not just home, its nursery and everyone involved with your child in these early stages – they need to have a common strategy. And I think this is where ASL can go in and train us – train people from the very early stages – and provide a common way of working with the child – how you use the visual timetable, the language that you need to use. I think that's what there needs to be in place where all parties come together, everyone working consistently • You don't know what you want/need until someone suggests it • I had a visit at home which was kind of modelling of a play session using the visuals and I found that really useful as they were actually using my child's stuff that was in the house so when I did it the next time, it wasn't anything strange to my child because my child had used it with (ASL staff member) already. That was really useful • I think that is that contactability...When they came out to the house it was really valuable. ASL have been out 3 times. I would not have been without any of those home visits. But knowing every single time they do come out they always say, "If there are any other questions or you want us to come out again just contact us." Nice to know they are there if you need that extra support. 	

Appendix 3: City of Edinburgh Council Special School Provision 2017/18

SCHOOL	SCHOOL TYPE	PROFILE
Pilrig Park	Day special Secondary.	Pilrig Park meets the complex additional support needs of young people where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Woodlands	Day special Secondary	Woodlands meets the complex additional support needs of young people where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Prospect Bank	Day special Primary	Prospect Bank meets the needs of primary aged learners with long term additional support needs where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Redhall	Day special Primary	Redhall meets the needs of primary aged learners with long term additional support needs where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Rowanfield	Day special Primary	Rowanfield meets the additional support needs of primary aged children with severe and complex social, emotional and behavioural needs.
Kaimes	Day special Primary and Secondary.	Kaimes meets the complex long term additional support needs of children and young people where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with Autism Spectrum Disorder and learning disability.
St-Crispin's	Day special Primary- Secondary	St-Crispin's meets the additional support needs of learners with severe and complex learning disabilities and Autism Spectrum Disorder where the presumption of mainstream cannot be met.
Braidburn	Day special	Braidburn meets the needs of learners who have severe and complex additional support needs including those with Multiple disabilities and visual impairment. (MDVI).

	Nursery- Primary- Secondary	
Oaklands	Day special Nursery- Primary- secondary-	Oaklands meets the needs of learners who have severe and complex additional support needs including those with Multiple disabilities and visual impairment. (MDVI)
Gorgie Mills	Day special Secondary	Gorgie Mills meets the additional support needs of secondary aged learners with severe and complex social, emotional and behavioural needs.
Edinburgh Secure Services	Residential special	Howdenhall provide an education for young people who have been received into secure accommodation or young people who are resident in one of the close support units and who do not have an alternative school placement.

Appendix 4: Overview of Projected Changes in Specialist Provision in light of Demographic Changes

	2015 - 2016 Baseline								By August 2030							
Free Standing Special Schools	Classes based on capacity				Roll based on capacity				Classes based on capacity				Roll based on capacity			
	Nurs	Prim	Sec	Total	Nurs	Prim	SEC	Total	Nurs	Prim	Sec	Total	Nurs	Prim	SEC	Total
Braidburn	1	4	6	11	8	32	48	88	1	7	7	15	8	56	56	120
Oaklands	1	4	3	8	8	32	24	64	1	4	3	8	8	32	24	64
Gorgie Mills	0	0	12	12	0	0	72	72	0	0	10	10	0	0	60	60
Rowanfield	0	8	0	8	0	48	0	48	0	8	0	8	0	48	0	48
Panmure	0	0	6	6	0	0	54	54	0	0	0	0	0	0	0	0
Kaimes *	0	6	11	17	0	36	66	102	0	0*	16	16	0	0	96	96
St Crispin's	0	6	5	10	0	30	30	68	0	4	8	12	0	36	36	72
Pilrig Park	0	0	11	11	0	0	88	88	0	0	10	10	0	0	80	80
Prospect Bank	0	7	0	7	0	56	0	56	0	7	0	7	0	56	0	56
Redhall	0	9	0	9	0	72	0	72	0	9	0	9	0	72	0	72
Woodlands	0	0	10	10	0	0	80	80	0	0	10	10	0	0	80	80
ESS			3				12	12							12	12
Total Special School	2	43	64	109	16	306	462	804	2	41	65	109	16	300	424	760
% of school population								1.7%								1.2%
Language & Communication Classes*		14			84			84		18*				108		108
Enhanced Secondary Provision			20				100	100			20				120	120
Senior Phase Hubs	0	0	0	0	0	0	0	0	0	0	4	4	0	0	40/60	40 /60
Total located in mainstream								184								268/288
Total located in Special and mainstream								988								1020/1040
% of school population								2.1%								1.6%/1.7%

* Interdependent

Edinburgh Plan for Children and Young People with Autism 2017-2020

- 1.1 The Scottish Autism Strategy, was published by the Scottish Government and COSLA in 2011. The strategy sets out a vision that people on the Autism spectrum are “*respected, accepted and valued by their communities and have confidence in services to treat them fairly so they are able to have meaningful and satisfying lives.*”
- 1.2 The Scottish Autism Strategy sets out 2, 5 and 10 year goals. The first two years (2011-2013) focussed on access to mainstream services. In 2015-2017 there were 4 strategic priorities identified: A Healthy Life; Choice and Control; Independence and Active Citizenship.

The Edinburgh Autism Plan

- 1.3 When launching the national Strategy the Scottish Government set out an expectation that each local authority would prepare an action plan for the improvement of its services for people with autism.
- 1.4 In November 2013, the City of Edinburgh Council agreed a plan for adults and children and young people with Autism. It prioritised adults without learning disability but concerned all children and young people with Autism. It included a short-term plan for children and young people.
- 1.5 The Edinburgh Plan for Children and Young People with Autism, 2017-20 describes progress achieved 2013-16 and sets out our intentions for improving outcomes for children and young people.

The Scottish Intercollegiate Guidelines for Autism

- 1.6 In June 2016, the Scottish Intercollegiate Guidelines Network (SIGN) published its updated guidance for the Assessment, diagnosis and interventions for Autism spectrum disorders (*Scottish Intercollegiate Guidelines Network (SIGN). Assessment, diagnosis and interventions for Autism spectrum disorders. Edinburgh: SIGN; 2016. (SIGN publication no. 145). [June 2016]. Available from URL: <http://www.sign.ac.uk>).*
- 1.7 The SIGN guidelines provide an authoritative up-to-date assessment of research and evidence. They set out guidance on measures to support prompt diagnosis and appropriate intervention, including specialised educational programmes and structured support that may help a person with Autism maximise his or her potential. The SIGN guidelines provide a key reference informing our strategic improvement programme 2017-20.
- 1.8 The SIGN guidelines identify the key clinical recommendations that should be prioritised for implementation, as follows.

- All professionals involved in diagnosing Autism in children, young people or adults should consider using the current version of either the International Classification of Diseases (ICD) or Diagnostic and Statistical Manual for Mental Disorders DSM.
- As part of the programme of child health surveillance assessment should incorporate a high level of vigilance for features suggestive of Autism, in social interaction and play, speech, language and communication difficulties and behaviour.
- The assessment of children and young people with developmental delay, emotional and behavioural problems, psychiatric disorders, impaired mental health or genetic syndromes should include surveillance for Autism as part of routine practice.
- Professionals should consider that females with Autism may present with a different symptom profile and level of impairment than males with Autism.
- A diagnostic assessment, alongside a profile of the individual's strengths and weaknesses, carried out by a multidisciplinary team which has the skills and experience to undertake the assessments, should be considered as the optimum approach for individuals suspected of having Autism.
- Specialist assessment should involve a history-taking element, a clinical observation/assessment element, and the obtaining of wider contextual and functional information.
- Parent-mediated interventions (e.g. the Hanen 'More than Words' programme) should be considered for children and young people of all ages who are affected by Autism, as they may help families interact with their child, promote development and increase parental satisfaction, empowerment and mental health.
- Behavioural interventions may be considered to address a wide range of specific behaviours, including those that challenge, in children and young people with Autism, both to reduce symptom frequency and severity and to increase the development of adaptive skills.
- Interventions to support communicative understanding and expression in individuals with ASD, such as the Picture Exchange Communication System and the use of environmental visual supports (e.g. in the form of pictures or objects), should be considered.

1.9 In a number of the above there are existing areas of strength in Edinburgh, as well as areas for development that inform improvement priorities in this plan.

Background

- 1.10 In November 2013, the Council agreed a plan for adults and children and young people with Autism. It prioritised adults without learning disability but concerned all children and young people with Autism.
- 1.11 Edinburgh's action plan has 11 goals which take into account the Scottish Strategy's two-year goals and the best practice indicators.
- 1.12 The development of a local Autism strategy is one of the ten indicators for best practice within the Scottish Autism strategy. The Autism Plan for children and young people sits within the Council's overall approach to strategic planning for Autism in Edinburgh. The plan for children and young people sets priorities within the context of wider legislation and the Council's integrated assessment and planning framework for children and young people with additional needs, reflecting the principles of Getting It Right for Every Child (GIRFEC). It takes account of the consultative and development work that has been done over the past three years which has revealed where there are gaps in service provision (see Appendix 1).

Towards an Edinburgh Autism Strategy - Edinburgh Autism Plan (Scottish Autism Strategy Goals and Best Practice Indicators)

Goal 1 - A local Autism strategy developed (Indicator of best practice)

Goal 2 - Access to mainstream services where these are appropriate to meet individual needs (Foundations)

Goal 3 - Access to services which understand and are able to meet the needs of people specifically related to their Autism (Foundations)

Goal 4 - Removal of short term barriers such as unaddressed diagnoses and delayed intervention (Foundations)

Goal 5 - Access to appropriate post diagnostic support for families and individuals (particularly when there has been a late diagnosis) (Foundations)

Goal 6 - Implementation of existing commissioning guidelines by local authorities, the NHS and other relevant service providers (Foundations)

Goal 7 - Access to training and development to inform staff and improve the understanding amongst professionals about Autism (Indicator of best Practice)

Goal 8 - A process for ensuring easy access to useful and practical information about Autism and local action for stakeholders to improve communication (Indicator of best Practice)

Goal 9 - Process for data collection on people using services (Indicator of best Practice)

Goal 10 - Multi-agency care pathways for assessment, diagnosis and intervention services (Indicator of best Practice)

Goal 11 - Framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement (Indicator of best Practice).

November 2013

2 Understanding Autism

2.1 Autism is a lifelong developmental disorder more commonly referred to as Autism Spectrum Disorder (Autism). It affects people differently, with some individuals being able to live independently and others needing very specialist support. The American Psychiatric classification of Autism, which has wide international recognition, has recently been revised and includes a change to simplify the definition of Autism. Everyone with Autism will experience difficulty in the following areas of functioning:

- Social communication and interaction – both verbal and non-verbal communication, e.g. difficulties with use and interpretation of voice intonation, figures of speech, facial expressions and other communicative gestures, the ability to understand what someone else might be thinking in a real-time situation and to understand the need for social ‘give and take’ in conversation and overall interaction.
- Restricted, repetitive and stereotypical routines of behaviour – which may be very restricting for their family, friends and colleagues but may also be psychologically distressing or inhibiting for the individual with Autism and behaviours related to sensory processing

(The Scottish Strategy for Autism, The Scottish Government 2011, The Scottish Government, St Andrews House, Edinburgh EH1 3DG)

How common is Autism?

2.2 The estimated prevalence of all people with Autism in the Edinburgh population is approximately 1:100.

Table 1. Estimated Autism population 0-15 years: Scotland and Edinburgh 2015	
	Edinburgh
Total Population 2015 (0-15)	76,108
Estimate of population of children 0 – 15 with Autism*	875
NHS Special Needs System (0-18)	741
Education SEEMIS Records (School age records 5-18)	855 **
* Estimate based on prevalence rate of 1.15.	
** 2016 School Census approximately 2% of pupils in CEC schools	

2.3 It is often suggested that there is a growing rate of children and young people in the population affected by Autism. It is undoubtedly the case that more children and young people in our population are being identified with this

condition. However, informed studies suggest that the most likely explanation is that historically, Autism has been under-diagnosed.

- 2.4 Receiving a diagnosis in childhood and having more effective interventions at that stage is likely to help people with Autism lead a fuller life with more positive outcomes in adulthood. It is likely that in almost all cases the effects of Autism would be recognised as a disability under the terms of the Equalities Act (2010). Where a child or young person has a disability they/their family are entitled to a range of additional supports, benefits and protections across different aspects of everyday living. National research also shows evidence of inadequate recognition and support for co-existing mental and physical problems.
- 2.5 Late assessment means that some people have struggled significantly through their lives without their specific needs being recognised or addressed. Young people and adults with Autism may therefore experience a variety of secondary problems because of their needs not having been fully recognised or understood. This means that it is the secondary effects of that struggle which come to the attention of services in the form of a different presenting problem e.g. school refusal, behaviours which are challenging, mental health problems, substance misuse and eating disorders.
- 2.6 Over a 20-year period, there has been a five-fold increase diagnosis in the number of 9 to 10-year-old children with Autism (Knapp 2009). The reasons for this increase are not known; certainly, the expertise for the diagnosis of children is now more available than it was 20 years ago, but there may be other factors. This trend has become increasingly evident within children's services in recent years where the mean age of diagnosis has also been reducing, which has, encouragingly, enabled earlier intervention.
- 2.7 In Edinburgh, approximately 850 children and young people (0 – 18 years) with Autism are identified as requiring some form of additional support. This number reflects the national prevalence figure and suggests that overall our approach is effective in identifying needs and provides a useful basis for planning future transition and adult services for people with Autism.
- 2.8 The levels of recording in the NHS special needs system would also appear to reflect the expected level of Autism in our child population. Records in Schools management information system (SEEMIS) were less reliable for this purpose, a significant number of children known to have Autism were not accurately recorded in that system. A recent audit demonstrated that even in special schools there was a significant under recording of needs, which is now being remedied. In the future SEEMIS is likely to have a significant role in recording Child's Plans and this will provide an opportunity to improve its performance in providing a full and reliable profile of learners with Autism in school more widely.

3. Developing the Autism Plan for Edinburgh for Children and Families

3.1 This plan is informed by:

- The National Autism Strategy 2011, Towards an Edinburgh Autism Strategy
- Edinburgh Autism Plan for People with Autism who do not have a learning disability
- Good practice in place in Edinburgh and elsewhere
- A multi-agency programme of self-evaluation and service improvement in Children and Families services
- Comments made during the Edinburgh Autism Plan consultation with children with Autism and their carers and professionals supporting them.
- Good practice guidelines and evidence-based practice

Services for children and young people where are we now?

3.2 The Autism Plan for Children and Families in Edinburgh reflects progress in relation to the goals for children and young people in 2012. In addition, over that period further work has been undertaken to extend the scope to include key areas of concern on support for all children and young people with Autism from birth to 18.

3.3 Areas of progress since 2012 include:

- The development and implementation of an integrated diagnostic pathway across Child Health, Allied Health Professionals and CAMHS.
- Development and dissemination of information leaflets for school staff, parents, carers and primary care staff about recognition and assessment pathways for ASD at different stages
- Introduction of post-diagnosis Family Follow-up meetings for all children and young people
- Developing an 'Autism aware' approach to child planning
- Testing programmes of parent and peer education and support
- Implementation of a rolling programme of parent information sessions for pre-school, primary and secondary stages
- Improvements in transition planning and support for inclusive education for Primary school children with Autism.
- Development of a Professional Learning framework for schools and services
- Testing Self Directed Support with families of children with Autism
- Development of inclusive working with Barnardo's and Children First services and the ASL Service teams
- Development of school holiday play-scheme provision widening access for children and young people with Autism.
- Development of universal level visual support project training and accreditation in nursery primary and special schools
- Collaborative working between Children's Services and CAHMS enabling special schools and classes to implement Positive

Behaviour Support.

- 3.4 The above areas of work have been informed by consultation, co-production with parents and schools as well as visits to other authorities to identify examples of good practice. Parents in the City were consulted through an extensive consultation exercise in 2014, including focus groups and individual consultations and filmed interviews. Meetings were arranged with practitioners in Children and Families and NHS services in the City aiming to support students with Autism. Through this process the views of parents, carers, young people and a wide range of professionals supporting children and young people on the Autism spectrum were gathered.
- 3.5 Amongst professionals in our community, we have practitioners with high levels of expertise who are well informed about research at a national and international level. Many strong multi-agency links exist across Autism support services in Edinburgh. These services include the Additional Support for Learning Service, Psychological Services, staff in specialist educational placements, health professionals (including speech and language therapists, occupational therapists), paediatricians in community child health, child and adolescent mental health services (CAMHS), Children and Families, Social work-practice teams, a Health and Social Care transition service and a wide range third sector providers.
- 3.6 We recognise that a well-informed understanding and awareness of Autism needs to be reflected in all aspects of day-to-day provision in schools and early years' services and that this needed to be kept up to date with new developments with staff turnover on a continuing basis.
- 3.7 A range of children and families benefit from support from commissioned services. In addition, an enterprising third sector contributes significantly to the resources available to children and families in Edinburgh. Alongside this, the introduction of Self Directed Support offers opportunities for greater flexibility for families and for extending the range of providers. There is a continuing need to extend the scope and scale of accessible opportunities in the community across all sectors.
- 3.8 Diagnostic assessment for children and young people is readily available for children whose Autism is associated with a language impairment or a learning disability through a new assessment and treatment pathway established in 2014. However, there are extended waiting times for children and young people who do not have a language impairment or a learning disability. Developments within this area will be taken forward within the wider structures of NHS Lothian as part of a review of Child and Adolescent Mental Health Services.

- 3.9 Building on existing strengths and improving diagnostic services, further progress is required to ensure effective early intervention for children and families.
- 3.10 Further work is required to develop post-diagnostic pathways for children and families to ensure effective access to relevant interventions including Parent-mediated intervention programmes at all ages and interventions to address a wide range of specific behaviours to reduce symptom frequency and severity and to increase the development of adaptive skills.
- 3.11 The implications of Autism require to be considered on an individual basis for each child through the Child Planning process with the aim of building resilience and capacity of individuals, families, schools and other partners. Key principles informing child planning practice across Edinburgh focus on enabling provision that is:
- Individualised
 - Equitable and sustainable
 - Inclusive and anticipatory
 - Proportionate, fit for purpose, timely and progressive,
 - Enabling the best use of resources
- 3.12 Good progress is being made in applying these principles through an integrated approach to child planning. 'Autism aware' practice has been developed and tested with schools since 2013. The next phase is to extend the approach to all sectors of education in Edinburgh.

Improving Child Planning - Promoting the Wellbeing of Children and Young People with Autism

1. As with any child or young person, the wellbeing of children and young people with Autism is expressed through the wellbeing indicators.
2. Whilst the needs of children with Autism are diverse and find unique expression in each individual, there are areas of concern that are typical to Autism that need to be taken into account in child planning. In particular, it is especially important to recognise the inter-relationships between the child's life at home and in the community and in early years/school education. It is also important to recognise that the impact of a child's or young person's Autism may be 'hidden' or find expression in indirect ways.
3. Well balanced, integrated and 'Autism aware' planning provides an effective framework for promoting the wellbeing of a child or young person with Autism. To enable this, we have developed resources to support effective 'Autism aware' planning with involvement from the child or young person, parents/carers and professionals which are being implemented as part of our approach to getting it right. We are also working with our partners to support better opportunities for learning, inclusion, fun and friendships for children and young people in learning, in the wider life of

schools, in play and leisure and the wider community life (see Appendix 2 for examples.....).

4. Following a programme of testing with pilot schools a toolkit is now being introduced as part of the next phase of development in child planning in schools and this will be used to support new plans.

- 3.13 The toolkit will be supported by professional learning programmes for Autism across all schools and CEC early years' providers and the continuing development of child planning for children in Edinburgh. This is being delivered through a joint programme provided by the ASL Service, Psychological Services and Allied Health Professionals.
- 3.14 There remain significant challenges in meeting the needs of some children in Edinburgh. Typically, this involves a small but significant number of children and young people with severe mental health problems in association with autism.
- 3.15 Most young people with Autism achieve positive outcomes in terms of post school destinations. In 2014/15 90.2% of School leavers with Autism left from mainstream schools in Edinburgh to positive destinations compared with a national average of 88.4%. When special schools are included this drops to 81.7% for Edinburgh and 85.9% nationally. Where leavers with Autism from mainstream schools in Edinburgh fared slightly better than the national average, for our special schools the reverse was the case. Parents and school staff have highlighted concerns about post-school options particularly for young people with Autism who have complex needs.

Our improvement priorities for Children and Young People

- 3.16 ***Enhancing educational provisions*** An increasing number of children and young people identified as having Autism in mainstream provisions in the City of Edinburgh. We have evidence that improvements in practice to provide more Autism friendly environments and early intervention have had a significant benefit in promoting the inclusion children with Autism in mainstream schools. More children with autism are now enrolling in and continuing to attend mainstream school than ever before.
- 3.17 A small proportion of children and young people are known to have significant difficulties in managing demands of the environment of a mainstream school. This can become evident through issues of non-attendance, social withdrawal, problems with peer relationships or an increase of distressed behaviours.
- 3.18 Families and young people have told us that where these problems arise they feel that schools need a better understanding of the needs of someone with Autism or how anxiety created at school can impact on the home environment. Some children and young people with severe and persistent

anxiety require more flexible access to education and/or alternative environments to meet their academic potential.

3.19 Effective inclusion is supported by sensitive approaches to child planning and adjustments within a school environment, which take into account the needs of learners with Autism. We recognise the need for all staff to have an informed knowledge of Autism and its implications for practice to ensure that reliable and resilient provision can be made in all schools.

3.20 Key areas for improvement in educational provisions include:

- Ensuring that all children have access to appropriate opportunities for learning in Early Years and school education.
- Establishing a framework for early years' settings and schools to address behaviours typically associated with Autism, including those that challenge, both to reduce symptom frequency and severity and to increase the development of adaptive skills.
- Continuing to review the provision made in special schools and special classes to ensure that the range and level of provision takes into account the spectrum of need at different stages
- Continuing to improve progress in achieving positive post-school destinations for young people with Autism.

3.21 ***Providing smooth multi-disciplinary service delivery*** - There has been good progress in the development of Children's and Young Persons' Planning in Edinburgh. However, consultation with families and staff indicate some areas for improvement. Key areas include:

- Some children do not yet have a single integrated plan
- Children and parents reporting that planning meetings can be stressful and not always sufficiently focussed on the needs arising from the child or young person's Autism
- The right support is not always available for early intervention
- Autism may present obliquely as social/emotional/behavioural/mental health problems
- The presentation of Autism in females is typically more nuanced and less readily recognised than for males.

3.22 We will continue to strengthen professional awareness of Autism and effective practice in children's and young person's planning and we will set out support proportionate intervention to complement child planning to promote the wellbeing of children and young people with Autism addressing personal social developmental and behavioural needs.

3.23 Assessment and Planning Pathways within educational establishments will be reviewed to ensure that the assessment of children and young people with developmental delay, emotional and behavioural problems, psychiatric

disorders, impaired mental health or genetic syndromes includes surveillance for Autism as part of routine practice.

- 3.24 Guidance for schools on managing challenges will be updated to ensure that due account of Autism is taken in managing behavior and preventing school exclusions.
- 3.25 **Wider opportunities for children and young people with Autism** - Some children and young people with Autism are not motivated to leave their home and to engage in school or wider activities in the community. However, the accessibility of suitable activities and supporting learners to access these is important for ensuring the development of the whole person, their health and well-being and skills for adult life.
- 3.26 We have identified improvements in child planning to help ensure a wider shared understanding of the implication of Autism in promoting children's wellbeing that we will introduce in all educational establishments backed up by multidisciplinary specialist support from within Children's Services, Allied Health Professionals and commissioned services.
- 3.27 We will work with parents to find more ways of supporting children and young people and their families in addressing these things themselves and in enabling better access to variety of different opportunities so that our children and young people with Autism can live a full life.
- 3.28 **New diagnostic pathway** - Community Child Health, Allied Health Professionals and CAMHS follow the Lothian Children's pathway for assessment and diagnosis of Autism spectrum disorders. Evaluation has informed a plan of service development within the NHS to reduce the length of wait for assessment for children aged 0 to 18 years. Information leaflets about this pathway have been prepared and shared with primary care (e.g. GPs), partner services in Education and Social Work and families. Further work to address waiting times for CAMHS assessments building on progress in the joint pathway began earlier in 2016.
- 3.29 The impact of the Pathway on Early identification of children requiring further assessment for Autism and other developmental disorders in the domains of social interaction and play, speech, language and communication difficulties and behaviour through Health Visitors and Early Years provision will be reviewed by the NHS.
- 3.30 **Working with families** - Edinburgh has long worked with families of children and young people with Autism, in the early years. The 'Spectrum' service developed an integrated partnership between the ASL service, NHS therapists and early years' providers incorporating developmental support, including transitional support into primary schools. Alongside this, a need has been identified for more work that reaches out to families and supports them in managing their children in the home context. Autism can bring additional

challenges for parents, very rigid and anxious behaviours and if these are not addressed they may become problematic as children grow older. Through programmes of information and specific training parents can be supported in the challenging job of parenting children with Autism and creating a happy and relaxed home environment.

- 3.31 We will work across statutory services and 3rd sector providers to address the needs of families for timely intervention appropriate to the age and developmental progress of the child/young person and the wider circumstances of the family. This will include parent-mediated intervention programmes for all ages to promote positive outcomes for children and families.
- 3.32 We work across statutory services and 3rd sector providers to improve pathways to support and address behaviours typically associated with Autism that impact in the family and the community, both to reduce symptom frequency and severity and to increase the development of adaptive skills.
- 3.33 **Transitions** - Concern over transitions from one stage to another has been raised by families. This includes transitions into, within and between schools, particularly highlighting that useful strategies are not always passed on from one class or school to another.
- 3.34 We will improve the management of transitions from between and within school sectors as part of the wider improvement to assessment, planning and intervention. This will include continuing improvements in the options to continue to develop skills for adult life in both the senior phase in school and through progression through post school pathways as appropriate.
- 3.35 We will work with the Integrated Joint Board to agree steps required to enable transitions for young people with complex needs to achieve positive and sustainable outcomes.
- 3.36 **Professional Learning** - The need for training has become evident from the work that has identified these priorities and in the Council's wider evaluation of performance. Children's Services will work with the NHS to provide effective professional learning programmes on a continuing basis to enable early years and school staff to understand and address the needs of children and young people and to take forward continuing improvements in practice. Evaluation of diagnostic assessment in Scotland shows that the delay in girls being diagnosed occurs prior to referral for assessment and that once a concern is raised, their assessments take no longer than those for boys. Training will take into account gender differences in the presentation of Autism and the risk of girls needs being overlooked.

Improvement Priority 1. Improve awareness and assessment in all settings to enable early and proportionate responses so that all children benefit from their full entitlement to education.

Outcome	Lead	Milestones	Date by:
All schools undertake Designated Autism effective practice training for all schools.	<i>Early Year Mangers/ Headteachers</i>	All senior leaders in schools and early years engage with professional learning opportunities and enable all staff to access training and adopt appropriate practice within 3-year cycle.	December 2017
	<i>CEC Autism Training Leads(ASL S/EPS/SLT)</i>	Professional Learning Programmes in place for all new staff, whole school staff and Pupil Support Assistants	December 2017
	<i>CEC Autism Training Leads</i>	Progressive programmes refresh, enrich and extend knowledge, awareness and effective practice taking into account evidence based approaches, prior learning and examples of practice form schools.	August 2018
Schools and services anticipate the needs of children with autism and make appropriate	<i>Early Year Mangers/ Headteachers</i>	All child plans identify proportionate actions in sufficient time for successful transitions within and between establishments	June 2020

adjustments to their environment and practice.	Principal Psychologist	Self-evaluation of child planning enables schools and partners to inform effective practice	June 2019 (then annually)
	<i>ASD Training Leads linking with QIEOs</i>	A framework for schools is developed to support self evaluation of 'autism friendly schools' with reference to 'How Good is Our School 4'	June 2018
Effective child planning ensures individual needs are met through proportionate support via the CEC Pathways of Support.	Principal Psychologist	Continue to raise awareness of Autism in CEC Getting it Right Training for all staff	October 2017
	<i>Early Year Managers/ Headteachers</i>	Support and monitoring via child planning/cluster teams/ASAP/CMRG/QIEOS.	June 2018 (then continuing)
	Principal Psychologist	Self-evaluation of child planning enables schools and partners to inform effective practice	June 2019 (annually)
Every child attends school full-time, or in exceptional cases where a child has a reduced timetable there	<i>Inclusion Co-ordinator</i>	Clear procedures for monitoring attendance of children with Autism and use of modified timetables issued to all establishments	December 2017
	<i>Early Years Managers/</i>	Establishments routinely monitor attendance of children with Autism and take appropriate measures through Child planning process.	June 2018

is an agreed plan for when this will end.	<i>Headteachers</i>		
	<i>Senior Manager ASL</i>	Framework of measurers for support and challenge, monitoring and evaluation of attendance in operation routinely through cluster teams, ASAP, CMRG and QIEOs.	June 2018
	<i>Inclusion Co-ordinator</i>	Systematic monitoring of attendance of children with Autism and annual authority evaluation	December 2017
	<i>Inclusion Co-ordinator</i>	Annual authority evaluation of attendance of children with Autism	September 2018 & 2019
Improvement Priority 2 : Provide smooth multi-disciplinary service delivery through Integration of C&YP Planning			
All school age children who require it have a single integrated plan.	Principal Psychologist	Establish protocol for harmonisation of SW and school planning processes.	December 2017
	Named Persons, Lead Professionals	Children identified and plans integrated on next review. Support and monitoring via child planning/cluster teams/ASAP/CMRG/QIEOS.	June 2019 January 2018

Planning meetings are accessible, engaging and progressive. Meetings are well focussed on the individual's entitlement and addressing needs.	<i>ASLS and EPS Training Leads</i>	Programmed implementation of solution-focussed and restorative practices Programmed implementation of the Autism reflective planning tool in pathfinder schools (extend to all establishments within 3 years)	June 2018 June 2018 (2020)
	<i>ASLS Headteacher</i>	Progress monitored with feedback to schools via child planning/cluster teams/ASAP/ CMRG/QIEOS.	June 2018
	<i>Inclusion Co-ordinator</i>	Reported within systematic monitoring of attendance.	June 2018
Improvement Priority 3 Child planning will enable a shared understanding of promoting wellbeing children with Autism.			
Child plans address all aspects of wellbeing identifying appropriate set to promote wellbeing in school, family and community life.	<i>Principal Psychologist</i>	Children with Autism will be increasingly included across the formal and informal aspects of the curriculum/school	June 2020
	<i>ASLS Autism Lead</i>	Benchmark	June 2018
	<i>Principal Psychologist</i>	Progress monitored by schools via child planning alongside cluster teams/ASAP/ CMRG/QIEOS.	June 2019
Children, Young People and Parents will have	<i>Children's Service</i>	A strategic framework will enhance provision via: <ul style="list-style-type: none"> • Children's Partnership 	June 2020

better access to wider out of school opportunities reflected in C&YP plans.	<i>Senior Management Team</i>	<ul style="list-style-type: none"> • Locality Planning • CEC Commissioning • Grant aid programme • Community Benefits • Extending opportunities via 'Child Friendly Edinburgh'. 	
Parents have access to relevant programmes of information and training, parent mediated and peer support	<i>CEC Autism Training Leads</i>	Programmes will include: <ul style="list-style-type: none"> • Provision made directly (ASLS, EPS and NHS) • Disability SW services • Commissioned Services • Wider children's partnership provision 	June 2020
	<i>Senior Manager ASL</i>	Monitored and reported as part of planning and performance reports to Education Children and Families Committee	Annually
Support learners to increase resilience and adaptive skills and reduce the frequency and severity of disruption to learning and impact in the family and the community.	<i>QIM Special Schools and HT ASLS</i>	Establish a framework of effective practice for all sectors to address behaviours typically associated with Autism, including those that challenge. Fully implemented in all sectors	June 2018 June 2020
		Systematic Positive Behaviour Support approach introduced in all Special Schools/Classes.	December 2017
		PCPI procedures implementation in Special Schools/Classes	June 2018
	<i>Inclusion Co-ordinator</i>	Risk/need assessment framework for schools in all sectors	June 2018

Improvement Priority 4 - Practice takes into account that Autism presentation may be gender specific and/or present obliquely as social/emotional/behavioural/mental health problems			
All practitioners have an awareness of the complexity of presentation of Autism.	<i>NHS Autism Pathway Lead</i>	NHS Diagnostic pathway teams to continue to follow pathway and clinical guidelines and to deliver training to support recognition of girls in primary care and statutory services.	June 2018
	<i>CEC Autism Training Leads</i>	Progressive programmes refresh, enrich and extend knowledge, awareness and effective practice taking into account evidence based approaches, prior learning and examples of practice from schools.	August 2018
A systemic approach ensures Children and young people have timely access to effective assessment and supports.	<i>Inclusion co-ordinator</i>	Inclusion guidelines and procedures updated taking into account Autism specific factors and needs.	March 2018
	<i>ASL Senior Lead and CMRG chairs</i>	Checks and balances in assessment and decision making in each of the CEC ASL Pathways and Children's Services ensure gender equality and that presentations of social/emotional/behavioural/mental health problems are given due consideration.	December 2017
	<i>ASL Senior Lead</i>	Guidance for schools on managing challenges will be updated to ensure that due account of Autism is taken in managing behaviour and preventing school exclusions. Disseminate risk assessment and risk management tools	March 2018

	<i>Principal Psychologist</i>	Consultancy/'behaviour clinics' to special schools and classes via EPS and ASLs with CAMHS support	September 2017
	<i>ASLS Deputes</i>	Monitored by schools via child planning alongside cluster teams/ASAP/CMRG/QIEOS.	June 2019
Improvement Priority 5 - Work with secondary schools to increase availability of flexible options for learners with severe anxieties to reduce frequency and severity and increase learners' resilience and adaptive skills.			
Vulnerable learners acquire skills for life, work and learning and progress to positive destinations via: <ul style="list-style-type: none"> • personalisation of timetabling • blended learning • community based programmes • virtual learning 	<i>Depute Head ASLS</i>	Evaluate options and feasibility with schools, ASLS and commissioned services Establish flexible networks of opportunity and support a locality and city-wide basis so that Learners acquire skills for life, work and learning and progress to positive destinations	June 2018 June 2020

Improvement Priority 6 - Provide quality school environments appropriate to need for learners with Autism to reflect anticipated pattern and level of need.			
Increase capacity for learners with Autism and Learning Disability and improve quality of environment improving learner's day to day experience and reducing frequency and severity of behaviours that challenge.	<i>Senior Manager ASL and Special Schools</i>	Enhance provision at Braidburn School	August 2020
		Complete new and extended provision at St Crispin's in new accommodation.	January 2020
		Review options for future accommodation for Kaimes school	January 2020
		Update accommodation brief for establishments to take into account current evidence and effective practice standards	April 2018
	<i>Headteacher ASLS</i>	Complete programme of improvement in language classes and evaluate impact	June 2019
Learners progressing through special schools and secondary resource provision will have access to an appropriate range of progressive opportunities in the senior phase	<i>QIM Special Schools</i>	Evaluate and enhance senior phase opportunities in special schools	June 2018
	<i>Senior Manager ASL and Special Schools</i>	Assess options for extending opportunities through senior phase hubs with mainstream schools	June 2019

August 2017

Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Unaccompanied Asylum Seeking Children

Item number	7.8
Report number	
Executive/routine	
Wards	
Council Commitments	34

Executive Summary

This report highlights the increased number of unaccompanied asylum seeking children who have arrived in Edinburgh during 2016 and 2017 and describes our approaches to assessing, supporting and accommodating them. The Committee is asked to note the budget pressure associated with this increased number of children, the actions we are taking in mitigation and to request that future reports on the Looked After Child population include data on Unaccompanied Asylum Seeking Children (UASC) in Edinburgh and our strategies to support them and manage service demand.

Unaccompanied Asylum Seeking Children

1. Recommendations

- 1.1 To note the increased demand relating to arrivals of UASC in Edinburgh in 2016 and 2017 and the associated budget pressures within Children's Services.
- 1.2 To note the actions in place to develop alternative options for accommodation of young people.
- 1.3 To request that future reports on LAAC transformation include a section containing data on UASC and progress made in relation to strategies for managing demand for service.
- 1.4 To note that the Council is working with COSLA to make representation to the Home Office regarding level of government funding for UASC.

2. Background

Definition

- 2.1 The numbers of UASC in Edinburgh tended to be low until 2016. Since January 2016, the number has grown significantly as detailed in appendix 1.
- 2.2 UASC are children or young people under the age of 18 who are outside their country of origin to seek asylum in the United Kingdom, are separated from parents and relatives, and are not in the care of someone who is responsible for doing so.
- 2.3 It is the responsibility of local authorities to look after any UASCs in their local authority area. UASC are treated as looked after and accommodated children (LAAC) under section 25 of the Children (Scotland) Act 1995.
- 2.4 The numbers of UASC entering the United Kingdom varies from year to year. In 2016, 3175 UASC entered the United Kingdom, compared with 3451 in 2006 and 1149 in 2011.
- 2.5 This report provides an overview of the approach the City of Edinburgh Council has taken in response to the increase.

3. Main report

The Edinburgh Approach

- 3.1 Since 2010 the City of Edinburgh Council has been operating under a Memorandum of Understanding (MOU) with Border Force at Edinburgh Airport to ensure that any young person discovered arriving unaccompanied at the airport is quickly transferred to local authority care and when there is any reasonable suspicion that a person may be under 18 that an age assessment is carried out as soon as possible by a Council social worker.
- 3.2 During 2017 the City of Edinburgh (MOU) with Border Force was expanded to include Fife Council, Midlothian Council, East Lothian Council. The MOU was also expanded to cover all ports of entries covered by Border Force in the combined area of the four local authorities and UK Immigration Enforcement who operate inside the United Kingdom.
- 3.3 All young people who arrive in the City are treated as potential victims of trafficking (PVOT). An inter-agency child protection initial referral discussion (IRD) is always undertaken involving police, social work and health professionals, to share information and agree actions that will help protect the young person and attempt to identify any perpetrators involved in human trafficking or exploitation.
- 3.4 Currently there are 42 UASC supported by the City of Edinburgh of which 32 arrived during 2016 and 2017. The table below provides a breakdown of data relating to each.

Legal/Accommodation status	<ul style="list-style-type: none"> • 30 are under 18 years of age <ul style="list-style-type: none"> - 29 are LAAC - 1 with private foster carers (extended family) • 14 are now over 18 years of age <ul style="list-style-type: none"> - 3 remain LAAC (1 YPC, 2 foster care) - 1 adopted - 8 are in supported or independent accommodation - 2 no longer in contact with CEC
Gender	<ul style="list-style-type: none"> • 16 female • 28 male
Arrival	<ul style="list-style-type: none"> • 5 young people transferred direct from France • 39 were discovered in Edinburgh
Current placement	<ul style="list-style-type: none"> • 19 in Young People's Centre • 11 in foster care • 1 private foster care • 1 is in a hostel • 1 is in custody • 1 with adoptive family • 8 in supported or independent accommodation

	<p>(NB 7 have gained temporary leave to remain and have access to benefits for their accommodation costs. The other 1 paid for by CEC)</p> <ul style="list-style-type: none"> • 2 no longer in contact with CEC
Country of Origin	<p>Exact number from each country (other than Vietnam) not given, as small numbers mean that disclosure may breach privacy rights.</p> <ul style="list-style-type: none"> • Afghanistan < 5 • Albania <5 • Bangladesh <5 • Eritrea <5 • Ethiopia <5 • Gambia <5 • Iran <5 • Morocco <5 • Somalia <5 • Sudan <5 • Tanzania <5 • Vietnam 24

Reasons for unaccompanied children seeking asylum and pattern of arrival

- 3.5 UASC leave their country of origin for a range of reasons. They may have travelled because they are no longer safe due to conflict, political instability or other factors.
- 3.6 They may be potential victims of human trafficking (PVOT) and they undertake long and difficult journeys to get to the UK.
- 3.7 Intelligence on trafficking is scarce across Scotland and across the UK.
- 3.8 The majority of UASC arriving in Edinburgh in 2016 and 2017 have been young people of Vietnamese origin.
- 3.9 Typically, they are not found at the airport or the local national border, but arrive in the city having crossed the UK border elsewhere at unknown locations, and are found unaccompanied in the city centre. Some have been found working illegally in various locations.
- 3.10 Standard Child Protection processes, typically taking place shortly after they are found, are generating little by the way of reliable information on the routes and means by which they have travelled to Edinburgh. Council officers are working closely with Police Scotland colleagues to develop our joint approaches to our engagement with these young people to generate more reliable information.
- 3.11 Police Scotland colleagues in Edinburgh are collating information on these young people and are drawing on Police Scotland National Human Trafficking Unit expertise to commission analysis on the situation both locally and nationally. Additionally, they are working jointly with the National Crime Agency, Home Office Immigration Enforcement and UK Border Force to share information, develop the intelligence picture locally and better inform our tactics in responding to this

challenge, to better understand the problem and better support these vulnerable young people.

Accommodation and costings

- 3.12 All young people under the age of 18 are treated as looked after and accommodated children (LAAC) on arrival in our city.
- 3.13 We do so under section 25 of the Children (Scotland) Act 1995 which states that:
 - (1) A local authority shall provide accommodation for any child who, residing or having been found within their area, appears to them to require such provision because:
 - (a) no-one has parental responsibility for him;
 - (b) he is lost or abandoned; or
 - (c) the person who has been caring for him is prevented, whether or not permanently and for whatever reason, from providing him with suitable accommodation or care.
- 3.14 Young people arriving unexpectedly in the city tend to be accommodated initially in our children’s residential units. Reasons for this include that a) there is not typically a foster placement available for a teenager at short notice b) the age of the young person and their needs/risks have not yet been assessed c) they may not speak English.
- 3.15 The table below shows the relative costs of care placements.

Placement type	Direct unit cost pa
In-house foster care	£26K
Supported accommodation	£36K
Purchased foster care	£46K
Young people’s centres and close support	£120K - £170K
Residential schools	£100K - £310K
Secure Care	£295K

- 3.16 The Home Office will reimburse local authorities to some extent for the service they provide to UASC. However, the maximum per UASC is £41.6K for an under 16 year old and £33.2K for a 16-17 year old. This decreases to £10.4K when they reach age 18.

- 3.17 The cost of placement in a YPC is therefore more than three times the rate of Home Office reimbursement
- 3.18 The total number of residential units in Edinburgh is nine, each providing beds for between five and eight young people at any one time. The current situation has contributed to a dearth of available beds in Edinburgh residential units.
- 3.19 Child plans for each young person will be agreed on an individual basis depending on the level of need and risk they present. If a child is assessed as continuing to need residential care that placement will continue for as long as needed. However, assessments of some UASCs currently placed in residential are that their needs can appropriately be met using other forms of accommodation.

Alternative accommodation plans

- 3.20 In August 2017 the Council launched a recruitment drive specifically for host families willing to accommodate UASC, particularly those over age 16. As a result, we have six families undergoing assessment who, if and when approved, will be recruited to accommodate either new arrivals or to provide an exit placement for young people currently accommodated in YPCs who do not need the intensive level of support provided in residential care.
- 3.21 In addition, Council officers are working on an alternative model which will involve leasing shared flats or other accommodation which will be used to accommodate UASC with visiting support. We are currently assessing which combinations of young people can best be accommodated in this way.
- 3.22 Through these alternative plans for UASC, we aim to put less pressure on places within our residential units and bring down what has become a budget pressure of around £2m on purchased residential care.

Other support to UASC

- 3.23 Our Additional Support for Learning Service has been heavily involved with UASC in Edinburgh given that they almost always need support in English for speakers of other languages and may also have other additional support needs.
- 3.24 The young people have usually managed to be integrated into mainstream schools in the city with additional support, and those who are approaching school leaving date, or who have left, have been connected to positive destinations notably Edinburgh College.
- 3.25 Young people, where appropriate, have been supported to attend places of worship and other community groups.

4. Measures of success

- 4.1 Number of unaccompanied asylum seeking children who are accommodated in placements proportionate to individual need and risk.
- 4.2 Budget pressures managed within Communities and Families.

5. Financial impact

- 5.1 The current estimated annual cost of supporting UASC's is £2.67m which is partially offset by income from the Home Office of £1m resulting in a net pressure of £1.67m. This is based on costs and income relating to 31 UASC's with 28 aged under 18 and 3 aged 18 and over.
- 5.2 The net cost of £1.67m would increase over time if the current placements are maintained as income reduces significantly as the children reach ages 16 and 18 respectively as detailed in 3.17 above.
- 5.3 As set out in 3.21 and 3.22 above actions are in place to identify alternative forms of support to reduce the number of placements in YPC's. The current options being progressed, which include shared and individual accommodation and host families, can be provided within the funding provided by the Home Office for UASC's under 18 years of age.
- 5.4 The Council's financial planning assumptions for 2018/19 provide an additional £1m of funding to address the above pressures. Taken together with the anticipated reduction in residential costs as a result of the alternative supports being progressed this is deemed to be sufficient to support the current number of UASC's.

6. Risk, policy, compliance and governance impact

- 6.1 Due to the uncertainty in being able to predict the future number of new cases and the placements that will be available to support them at the time they arrive there is a risk that additional pressures may arise. The service will continue to monitor the impact and report this through the relevant reports to Finance and Resources Committee, Education, Children and Families committee and Governance, Risk and Best Value Committee.

7. Equalities impact

- 7.1 Individual child planning will mean that services offered are tailored to the need and risk presented by each child or young person to mitigate against risk of inequality for any individual.

8. Sustainability impact

- 8.1 There are no direct sustainability implications arising from this report.

9. Consultation and engagement

- 9.1 The service is engaging fully with the Scottish Government and relevant agencies in relation to both local and national arrangements. Issues highlighted from this report will inform discussion by Elected members via COSLA.

10. Background reading/external references

- 10.1 [Annual Review of Services for Looked After and Accommodated Children- Report to Education, Children and Families Committee 8 December 2015](#)
- 10.2 [Looked After Children: Transformational Programme Progress Report – Education, Children and Families Committee 15 August 2017](#)

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

1. Numbers of UASC in Edinburgh by calendar year.

Numbers of Unaccompanied Asylum Seeking Children (UASC) who began to be accommodated by the City of Edinburgh Council by calendar year. All found in the city or arriving at the airport unless otherwise stated.

Year	Number of UASC
2009	1
2010	0
2011	3
2012	1
2013	1
2014	2
2015	2
2016	14 (includes 9 discovered in the city and 5 we transferred direct from France)
2017	16 so far (from 1 January to 17 October 2017)

The looked after children (LAC) transformation programme is a five year programme which commenced in 2013 and will be entering its final year.

Progress was last reported to the Education, Children and Families Committee in 15 August 2017. Many of the targets had been achieved or exceeded. These included an overall reduction in the LAC population; a reduction in the number of children in foster care; an increase in kinship care placements; and a reduction in the use of secure care.

The service was behind target to reduce the percentage of independent foster placements and reduce use of residential care placements although significant progress had been made since 2013. Analysis of national benchmarking information indicated that this was unlikely to be achieved within timescale. These pressures were taken into account by the Council during the budget setting process for 2017-18.

As a result, the service is in the process of developing a new strategy and targets to continue to reduce the need for children to become looked after taking into account factors such as the rising child population, the implications of implementing Self Directed Support and the Children and Young People (Scotland) Act 2014 and the increases in Unaccompanied Asylum Seeking Children.

Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Transfer of the Management of Secondary School Sport Facilities to Edinburgh Leisure

Item number	7.9
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

Since the decision made by the Corporate Policy and Strategy Committee in June 2016 to transfer the management of secondary school sport facilities to Edinburgh Leisure, 13 schools now have an Edinburgh Leisure presence on site to manage community access to their sport facilities.

All PPP1 and PPP2 schools have been transferred to Edinburgh Leisure as well as the new Council owned and managed schools – Portobello High School and James Gillespie’s High School.

Edinburgh Leisure have also taken on the administration of bookings for community access to all secondary school sport facilities. A one-stop shop at Edinburgh Leisure’s central office now manages and processes requests for access to all sport spaces at secondary schools (apart from WHEC) during community time (after 6pm Monday to Friday – term time, weekends, and school holidays).

Transfer of the Management of Secondary School Sport Facilities to Edinburgh Leisure

1. Recommendations

- 1.1 To note the progress made with transfer of management of secondary school sport facilities to Edinburgh Leisure.
- 1.2 To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools.

2. Background

- 2.1 Education, Children and Families Committee approved the following recommendations at its meeting on the 15 August 2017:
 - 2.1.1 To note the progress made to date on the transfer of management of school sports facilities from the Council to Edinburgh Leisure.
 - 2.1.2 To note that officials from the Council and Edinburgh Leisure are working together to address the issues raised in the transfer process to date to ensure that the remaining schools are transferred to Edinburgh Leisure in a timely fashion.
 - 2.1.3 To note that the PPP schools will be prioritised for transfer whilst further work is completed on the issues raised in this report.
- 2.2 Council officials have been working closely with Edinburgh Leisure colleagues to complete the transfer of PPP schools and resolve issues that have arisen throughout this process.

3. Main report

Update

- 3.1 As of the end of September 2017, the management of sport facilities at 13 secondary schools have formally transferred to Edinburgh Leisure. This number represents all PPP1 and PPP2 schools along with James Gillespie's High School and Portobello High School.

- 3.2 Along with the operational transfer, Edinburgh Leisure have taken on the booking agent role for all secondary school sport facilities (apart from WHEC) meaning that they are now responsible for the administration of access during community time.
- 3.3 For this project, access has been split into school time and community time. School time is Monday to Friday up to 6pm during term time and community time is Monday to Friday (after 6pm) weekends and school holidays. Access to sport and non-sport facilities at secondary schools during school time is the responsibility of each individual school. Most of use during school time is of course for curricular activity but the 4pm to 6pm period is also available for schools to deliver after school clubs and active schools programmes. Clubs and external groups can gain access during this period but this is at the discretion of each secondary school.

The formal transfer of the remaining secondary schools will only commence once all aspects of this project has been reviewed.

Governance

- 3.4 Since April 2017 a project board has met on a fortnightly basis to provide leadership and guidance for the delivery of this transfer. The Council are represented by the Head of Schools and Lifelong Learning and Senior Education Manager whilst Edinburgh Leisure are represented by their Chief Executive, Director of Operations, and Head of Operations (Schools). The board is served by four sub-groups made up of officials from the Council and Edinburgh Leisure covering operations, finance, HR, and FM. The Council's internal project group chaired by the Head of Schools and Lifelong Learning meets on a weekly basis.

FM review

- 3.5 The outcome of the FM review will have a significant impact on this project. Further stakeholder engagement is currently taking place on models of operation that could see a reduction in opening hours for Council owned and managed schools at evenings and weekends. The scheduled delivery date for the new model of operation is February 2018. Officials from Communities & Families and Edinburgh Leisure have provided information on the current use of school sport facilities to inform the review as it goes forward.

If operational hours were to be reduced this could result in a loss of income for the Council as well as customer dissatisfaction.

Condition surveys

- 3.6 The review of the condition of the Council estate including primary and secondary schools was scheduled to be completed by the end of September 2017. Information on the condition of the school's sports facilities and cost to bring them up to an appropriate standard will be reviewed before further transfer of the remaining Council owned and managed secondary schools is considered.

PPP contracts

- 3.7 Access to PPP1 and PPP2 schools outside of core hours remains a significant cost to the Council. For PPP2 schools once the bank of 4,000 hours has been utilised, access to any school space has a cost of c. £50 per hour and resulted in a bill for £260,000 in 2016/17. Officers have been reviewing the current arrangements to determine options for reducing the financial impact to the Council for accessing PPP schools outside of core hours. Options include standard opening hours for all PPP 2 schools with costs to access the school beyond these times being passed to the customer. These proposals do require thorough consideration however as loss of income for not opening schools during certain periods of the weekend and school holidays could outweigh the PPP charges.

TUPE

- 3.8 At 30 October 2017, 20 staff at PPP1 and PPP2 sites have come into scope and have transferred from the Council to Edinburgh Leisure under TUPE; both the Council and Edinburgh Leisure have worked in partnership to ensure that staff and Trade Union are informed and consulted in keeping with their obligations under TUPE.

MoU

- 3.9 The Memorandum of Understanding between the Council and Edinburgh Leisure is now complete and ready to be signed by both parties. As further schools are transferred to Edinburgh Leisure, their individual details and arrangements will be added to schedules that form part of the MoU.

4. Measures of success

- 4.1 The transfer of management of all secondary school sport facilities for the period out with school core hours by the beginning of 2018.
- 4.2 A mixed economy of sports provision will continue to be available to residents of Edinburgh in secondary schools.
- 4.3 All costs to the Council have been identified and will be met from income generated from the new arrangements.

5. Financial impact

- 5.1 Financial implications are contained in section 3.11 to 3.17 of this report.

6. Risk, policy, compliance and governance impact

- 6.1 The transfer to Edinburgh Leisure of the management of community access to school sports facilities which, while not without risk, does support the Council's existing policies on improving health and well-being through greater participation in physical activity and sport, in line with national priorities and policies.

7. Equalities impact

- 7.1 The new arrangements will widen access to all the Council's sport facilities and the development of an equalities and rights impact assessment is being progressed.

8. Sustainability impact

- 8.1 Carbon, climate change adaptation and sustainable development impact assessments have enabled consideration of the public body duties under the Climate Change (Scotland) Act 2009. The findings of these assessments will also help to achieve a sustainable Edinburgh regarding progressing climate change, social justice and community well-being objectives.

9. Consultation and engagement

- 9.1 Engagement has taken place and is continuing with sports clubs, **sportscotland**, staff in scope of the revised arrangements, head teachers and trade unions.

10. Background reading/external references

[Corporate Policy and Strategy Committee Report 4 October 2016](#)

[Corporate Policy and Strategy Committee Report 14 June 2016](#)

[Education, Children and Families Committee 24 May 2016](#)

[Corporate Policy and Strategy Committee Report 17 May 2016](#)

[Corporate Policy and Strategy Committee Report 29 September 2015](#)

[Culture and Sport Committee 11 March 2014](#)

[Education, Children and Families Committee 15 August 2017](#)

Alistair Gaw

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11. Appendices

Education, Children and Families Committee

10:00 am, Tuesday, 12 December 2017

Outdoor Learning

Item number	7.10
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The March 2016 Education, Children and Families Committee meeting accepted the recommendation for the Outdoor Learning Team to report on the performance of the Outdoor Learning Centres in the next full financial and academic year.

An organisational review was largely completed by early January 2017 and the Outdoor Learning Centres have continued to provide an impressive example of transformational change.

Outdoor Learning

1. Recommendations

- 1.1 Note the performance and progress since the completion of an organisation review of the Outdoor Learning Centres.
- 1.2 Note the proposed developments regarding the Outdoor Learning Centres.
- 1.3 Continue to support the recommendation that The City of Edinburgh Council's Primary Schools choose Benmore or Lagganlia as their first choice of a fully serviced residential outdoor learning week, providing there is available space during the peak period of mid February through to mid November.
- 1.4 Continue with the provision to carry forward any budget surplus from Benmore and Lagganlia for vital future investment in infrastructure and resources to ensure their long term sustainability.

2. Background

- 2.1 The City of Edinburgh Council's Sports and Outdoor Learning Unit incorporates the Outdoor Learning Team and operates two residential centres and two Edinburgh-based centres.
- 2.2 Benmore Outdoor Learning Centre in Benmore Botanic Gardens, near Dunoon, and Lagganlia Outdoor Learning Centre in Glen Feshie, near Aviemore, are residential centres in unique locations within Scotland's two National Parks. These locations provide outstanding opportunities for children, young people and others to experience inspirational outdoor and adventurous learning in wild surroundings.
- 2.3 Bangholm Outdoor Learning Centre is a non-residential centre located on Craighall Gardens in North Edinburgh. Bangholm staff focus on excursion approval (UK and overseas); specialist technical advice; achievement awards (Duke of Edinburgh's Award, John Muir Award and Junior Award Scheme for Schools); Curriculum for Excellence advice and support; outdoor learning partnership working; delivering training and specialist courses, equipment loans and direct delivery to children, young people and others.
- 2.4 The Risk Factory, located in Southwest Edinburgh, is an interactive safety centre focused on supporting children and young people. The Centre 'manufactures' everyday risks in a safe environment with the aim to teach how to deal with or avoid risks. The Centre is part funded by four local authorities: The City of Edinburgh

Council, East Lothian, Midlothian and West Lothian Councils. The Risk Factory joined the Outdoor Learning Team in March 2017.

- 2.5 In line with the transformational change process, an organisational review was largely completed by early January 2017. This included a new Principal Officer and Sales and Operations Officer. The organisation chart is available via Appendix 11.1. This new structure ensures there is the breadth and depth of appropriate skills, knowledge and experience to support the long term sustainability of the Team and the four Centres.
- 2.6 The Outdoor Learning Team works closely with many partners including the Friends of the Award, The Green Team, Bridge8, All Ability Bike Club and the Duke of Edinburgh's Award, Scotland. These partners have a significant impact on school and community-based outdoor learning.
- 2.7 On 1 March, 2016 the Education, Children and Families Committee approved the Outdoor Learning Strategy for the period 2016 – 2020.
- 2.8 The Outdoor Learning Team is responsible for maintaining the Communities and Families Excursions Policy and Schools and Lifelong Learning Staff Travelling and Working Overseas Policy.
- 2.9 Outdoor learning continues to be a dynamic and engaging context for the delivery of a wide range of outcomes. The policy framework for outdoor learning is well established within Scotland's Curriculum for Excellence. Learning for Sustainability is a core part of the General Teaching Council for Scotland's (GTCS) Professional Standards. 'Outdoor Learning' is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education.

3. Main report

- 3.1 The 2016/17 financial year was an exceptionally strong financial performance. The two residential Centres created a combined budget surplus of £211,611. This is explained by an increase in income and one-off funds and savings. Income generation has benefitted from the recommendation for The City of Edinburgh Council's Primary Schools to choose Benmore and Lagganlia (1.3). Additional income has been secured from other sources including self-catering provision and other groups. Income generation continued to grow significantly in 2016/17:

Combined income 2013/14	Combined income 2014/15	Combined income 2015/16	Combined income 2016/17
£1,585,208.89	£1,699,307.56	£1,737,944.32	£1,892,835.70

- 3.2 The 2016/17 budget surplus has been combined with other available funds and grants to create an investment plan for 2017/18 (£422,161). The provision to carry

forward any budget surplus generated in a financial year is critical to securing urgent and sustained investment in infrastructure and resources at the two residential Centres. Staff were consulted and actions prioritised. These include urgent and planned building improvements (£145,246); a new pontoon and boat shed on Lock Eck (£20,000 - Additional Needs support at Benmore); urgent improvements to Benmore's Sail Base (£20,000); road improvements (£20,000); wired broadband connectivity at Benmore (£25,000); a new Outdoor Learning website (£17,500); urgent additional resources due to increased demand (£9415) and a new SnowSports base at Lagganlia (£165,000).

- 3.3 A new residential provider comparison toolbox has been created to compare the charges of different providers throughout the UK. This includes a range of factors which should be considered when comparing centres. The research for residential stays in June 2018 indicates that Benmore and Lagganlia's charges are towards the top of the 'mid-range' price band. It is important to recognise that Benmore and Lagganlia mostly deliver offsite adventurous activities within remote and wild environments. Each activity sub-group generally has the same instructor for the week and programmes are developed to meet the needs of everyone. These programmes are adjusted daily to maximise outcomes. Instructors are highly trained, experienced and possess national governing body qualifications.
- 3.4 The number of The City of Edinburgh Council's Schools visiting Benmore and Lagganlia during the 2016/17 academic year increased by 21% to 81, compared to 2015/16 (updated August 2017). This is compared to 56 in 2014/15. An increase in use by The City of Edinburgh Council's Schools is expected to continue.
- 3.5 The number of The City of Edinburgh Council's pupils visiting Benmore and Lagganlia during the 2016/17 academic year increased by 10% to 3201, compared to 2015/16 (updated August 2017).
- 3.6 The residential Centres are increasingly busy with very limited availability for 2018/19, as evidenced by schools visiting the Centres from mid-January to mid-December. It was therefore decided to provide a new priority 'window of opportunity' for The City of Edinburgh Council's Schools to book at the Centres for 2019/20. This reflects extremely well on the quality of provision at the Centres and a copy of the letter is in Appendix 11.2.
- 3.7 A new online residential questionnaire was introduced in mid-September 2017. This now provides consistent evaluation feedback across both residential Centres (Appendix 11.3). It is designed to ask probing and demanding questions about the Centres and their impact on key outcomes. Results are also available to schools and other groups to support their self-evaluation and improvement; and provide feedback to Parent Councils. Feedback indicates very high levels of satisfaction and impact. For example, mean figures of 96% ('strongly agree' and 'agree') and 75% ('strongly agree') across all relevant statements demonstrate the impact of both Centres. The feedback supports development planning, particularly linked to improving how residential excursions fit into the school curriculum through effective pre and post learning. An Edinburgh Head Teacher provided additional feedback in

the new Sports and Outdoor Learning Newsletter (Appendix 11.4). An example of parental feedback from a recent residential excursion:

'Today I picked up a daughter who was stronger, more confident and resilient than she was a week ago.'

Parent of a P7 pupil at Sciennes Primary School, 2017 (visit to Lagganlia).

Other feedback, including responses from young people and children, is available.

- 3.8 A combination of grant funding from Boyd Anderson Trust (£66k) and the residential Centres' budget surplus fund is being used to build a new SnowSports Centre at Lagganlia. This will improve residential and local community provision and income generation, which will protect the important heritage of snowsports at Lagganlia. Planning permission was secured in October 2017 and the building is expected to be completed by Autumn 2018. A copy of the proposed Snowsports Centre newspaper article is included in Appendix 11.5. Winter last year provided very little snow, which had a significant impact on snowsports provision. The artificial slope is an important resource and Lagganlia's SnowSports School is ready for snow this coming year.
- 3.9 A new Business Development Plan was created in March 2017 with 43% of actions completed and 35% of actions started by November 2017 (Appendix 11.6). This Plan aims to continue to grow core business; identify and secure savings; improve business systems and develop commercial income which complements the core functions of the Centres. The intended outcome is to create a sustainable and reliable budget surplus for continued and vital investment in the Centres.
- 3.10 The BBC commissioned a children's fantasy adventure game show to be produced and filmed in Scotland through the Summer of 2017. Following comprehensive research throughout Scotland, the BBC chose Lagganlia and the surrounding area as their main production base. Lagganlia Instructors supported the high profile production and the young people stayed onsite. Due to the success of the partnership with Lagganlia, the BBC may continue with production in 2019 (subject to the success of the series). The has created an additional £70,000 of net income and left a great physical legacy in the form of a ropes course (£20,000), which can be used by young people on their residential visits.
- 3.11 Significant and urgent investment is being used to improve the Bernice Farmhouse at Benmore. This will provide additional capacity to assist targeted groups, including those supporting vulnerable individuals. Bernice will be an important Adventure Hub for servicing Eco-learning, Duke of Edinburgh's Award, Secondary School fieldwork, community and Pupil Equity Funded (PEF) groups. The Farmhouse will also support our capacity-building strategy to address a predicted increase in school rolls and class sizes. Both priorities are included in our new 2-year Centre Development Plans, which will launch in January 2018 (3.12). Bernice will allow for a unique and inspirational experience with young people often 'journeying in' by walking, biking or kayaking.

- 3.12 Summary progress with the 2016-2020 Outdoor Learning Strategy is included in Appendix 11.7. With the introduction of new Locality Improvement Plans and other plans; Pupil Equity Funding; The City of Edinburgh Council restructuring; and an Outdoor Learning Business Development Plan; it has been decided that each Centre will create a two year Development Plan. These will articulate how each Centre will contribute to the Outdoor Learning Strategy, Business Development Plan and Locality Improvement Plans. Actions have started and the plans will be completed for January 2018. Centres' plans will start to address an increase in Edinburgh School rolls, including new schools and larger groups. The residential Centres' budget surplus will allow investment to support an expected increase in demand.
- 3.13 The Centre Development Plans will include details of addressing inequality. These will feature a range of actions prioritising support with residential camps, accessing affordable day and holiday provision, and improving DofE participation and completion rates (3.14/3.15). The Outdoor Learning Team have used the draft Locality Improvement Plans to support this work. Proposed actions include signposting groups to grants; running bid-writing training; sharing good practice from existing groups; attracting sponsorship to match fund residential camps; better access to hired/loaned outdoor clothing and equipment; guidance on effective use of PEF resources; delivery of affordable provision; and financial support from Friends of Lagganlia and Friends of Benmore Centre (3.19).
- 3.14 Duke of Edinburgh's (DofE) Award achievements have been significant. Data provided by DofE Scotland includes:
- The 2016/17 estimated values of Duke of Edinburgh's participants' contributions to their community through the Volunteering section were 24,345 hrs and £98,597.
 - The 2016/17 estimated values of Duke of Edinburgh's Leaders' contributions to their community were 160,787 hrs and £1,607,870.
 - The Duke of Edinburgh's participants' achievement rate across all awards between 2015/16 and 2016/17 increased by 5%.
 - The percentage of disadvantaged young people taking part in the Duke of Edinburgh's Awards for 2016/17 increased by 5% compared to 2015/16. This is a key priority for 2017-19.
- 3.15 The participation and achievement of disadvantaged young people via the DofE Award is a key priority for 2017/18. A new provision map was created in August 2017 to bring together support from the Friends of the Award, DofE Scotland (additional temporary member of staff employed by DofE) and Lifelong Learning Development Officers.
- 3.16 Completions of the John Muir Award during 2016/17 increased by over 200 to more than 1200 young people and families completing the award.
- 3.17 The Outdoor Learning Staff, particularly those based at Bangholm, continue to undertake significant partnership work with many organisations. Key partners were

asked to provide evaluation feedback on the quality of their partnership with the Outdoor Learning Team. Summary feedback in Appendix 11.8 provides excellent evidence of the effectiveness of these partnerships. Development points are being analysed and will form part of the Team's future work.

- 3.18 The Friends of the Award (FOTA) will be moving to The Risk Factory in early December 2017. The Outdoor Learning Unit initiated this move, which will provide an important outdoor learning hub in the South West of the City. FOTA's presence at The Risk Factory is planned to secure additional income via grant funding expenditure and sponsorship advice.
- 3.19 A new charity is being established at Benmore: Friends of Benmore Centre. Friends of Lagganlia already exists. Amongst many aims, both charities will provide resources to support Edinburgh's young people in attending a residential experience.
- 3.20 The Outdoor Learning Team led the review of the Communities and Families Excursions Policy. The Team approved 851 excursion requests between August 2016 and July 2017 (Category Three and Category Four - adventurous, residential, overseas and any other potentially hazardous activities). Individual requests will often include multiple trips so the actual number of trips will be higher. This represents 66,957 excursion participant sessions during 2016/17. The recent restructuring of the Outdoor Learning Team has retained and developed an important breadth and depth of knowledge and experience of excursions. These persons collectively provide the specialist technical knowledge and experience required to approve a wide range of excursions.
- 3.21 The recruitment of a new Schools and Communities Outdoor Learning Development Officer was completed in June 2017. This is an important role, which will have a significant impact on school and community based outdoor learning. The person fulfilling this role was undertaking a similar secondment post within the Outdoor Learning Team; funded by the Forestry Commission. An example of their impact is the development of high quality Continuing Professional Development (CPD). A total of 24 Training CPD activities have been delivered since February 2017 (Appendix 11.9). These have involved 245 teachers and 177 'others' (including University students, trainee teachers, and other outdoor learning providers). Some activities included pupil participation (155 pupils). This role will include the ongoing development of Secondary School fieldwork and other provision at the residential Centres.
- 3.22 Extensive school curriculum advice and resources is being made available via the new website. This is planned to include a new interactive outdoor learning map where users can plot ideas and resources for outdoor learning across the Edinburgh area.
- 3.23 The Outdoor Learning Team have continued to deliver high quality training. An example is evidenced by the excellent excursion training feedback in the

Communities and Families Excursions Policy Report, which is included within the 12 December Education, Children and Families Committee Meeting.

- 3.24 The Secondary School Convenor's Challenge has continued and there are ambitious targets for including more pupils in 2018. This adventure race across the Edinburgh area, in collaboration with outdoor learning providers, is well established and finishes at The City Chambers. A new Primary School resource is being developed by the Outdoor Learning 'Lead Teachers Network': 50 outdoor things to do in Edinburgh before you are 11 $\frac{3}{4}$.
- 3.25 Bangholm, Benmore and Lagganlia successfully renewed their separate adventure activities licences (10.4), which enables them to continue to deliver a range of adventurous activities.
- 3.26 Regarding micro-renewables, an energy efficiency survey reviewed energy provision at both Benmore and Lagganlia. Appendix 11.10 provides a summary of energy provision and plans. There are rolling replacement programmes for heaters and lights. Energy awareness has been improved and this will be developed further during 2018. Whilst there has been a significant increase in occupancy of the centres, energy expenditure has broadly remained the same. Energy bills are now being paid via individual budgets, which will allow the Team to monitor actual usage and expenditure more closely. There is currently no use of micro-renewables at either Benmore or Lagganlia. Energy efficiency reports and recent advice from a consultant have enabled the new Outdoor Learning Team to start to focus on planning appropriate long term micro-renewable solutions. The ability to carry forward any budget surplus from Benmore and Lagganlia is essential in supporting future investment plans in micro-renewables. The Team have obtained quotes for updated surveys and will then examine the costs and payback options for each centre. A plan will be created in 2018 for 2019/20 onwards.

4. Measures of success

- 4.1 The 2017/18 financial year planned investment work is either completed or committed.
- 4.2 Planned outcomes are achieved in the Outdoor Learning Strategy, new Centre Development Plans and the Business Development Plan.
- 4.3 The Residential Centres to achieve a combined 2017/18 budget surplus for investment of at least £100,000 (assuming a £100,000 contribution to The City of Edinburgh Council is required).
- 4.4 Inequality addressed via advice, sharing good practice, access to affordable holiday and day provision; and direct financial support through the Friends of Lagganlia and Benmore Centre, and sponsored matched funding (as detailed in the new Centre Development Plans).

- 4.5 The average residential centre questionnaire ‘strongly agree’ and ‘agree’ combined score will be consistently above 95%. Aspirational ‘strongly agree’ targets are set and performance will be monitored (an overall average score of 80%). Centres will continue to respond to the very small number of issues identified in feedback.
- 4.6 Outdoor Learning Team training evaluation feedback is a mean score of at least 3.5 for each relevant question.

5. Financial impact

- 5.1 The Outdoor Learning Centres continue to be an impressive example of transformational change. The latest 2017/18 financial year forecasts predict a combined Residential Centre budget surplus in the region of £100,000, assuming the Centres are required to make a £100,000 return to The City of Edinburgh Council. The continued provision to carry forward any budget surplus is critical to the sustained development of the residential Centres and to meet the predicted increased in demand for residential outdoor learning provision.

6. Risk, policy, compliance and governance impact

- 6.1 There are no health and safety, compliance or regulatory implications arising from the report.

7. Equalities impact

- 7.1 A significant number of developments via the Outdoor Learning Centres and partners are specifically targeted at addressing inequality.

8. Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

9. Consultation and engagement

- 9.1 The approach to consultation and engagement is ongoing with stakeholders.

10. Background reading/external references

- 10.1 Previous Committee report: [1 March 2016, Outdoor Centres and Outdoor Learning](#).
- 10.2 Previous Committee report: [11 September 2014, Sports and Outdoor Learning Unit](#).
- 10.3 Previous Committee report: [21 June 2011, Outdoor Learning Strategy 2011 – 2014](#).

- 10.4 [Adventure Activities Licensing Authority](#). The Adventure Activities Licensing Authority (AALA) came into existence in April 1996. It is currently sponsored by the Department for Work and Pensions. The Health and Safety Executive is currently designated as the AALA. Adventure activities licensing ensures that activity providers follow good safety management practices. These should allow young people to experience exciting and stimulating activities outdoors without being exposed to avoidable risks of death or disabling injury.
- 10.5 The Scottish National Improvement Hub. [Support for Professional Development in Outdoor Learning](#).
- 10.6 [English Outdoor Council - High quality outdoor learning publication](#). This guide outlines the benefits of working in outdoor contexts and has been written to help evaluate, and set about improving, or further improving, the quality of outdoor learning. In support of this, ten key outcomes of outdoor learning have been identified with a range of indicators attributed to each one.

Alistair Gaw

Executive Director for Communities and Families

Contact: Robin Yellowlees, Strategic Development Manager - Sport and Physical Activity

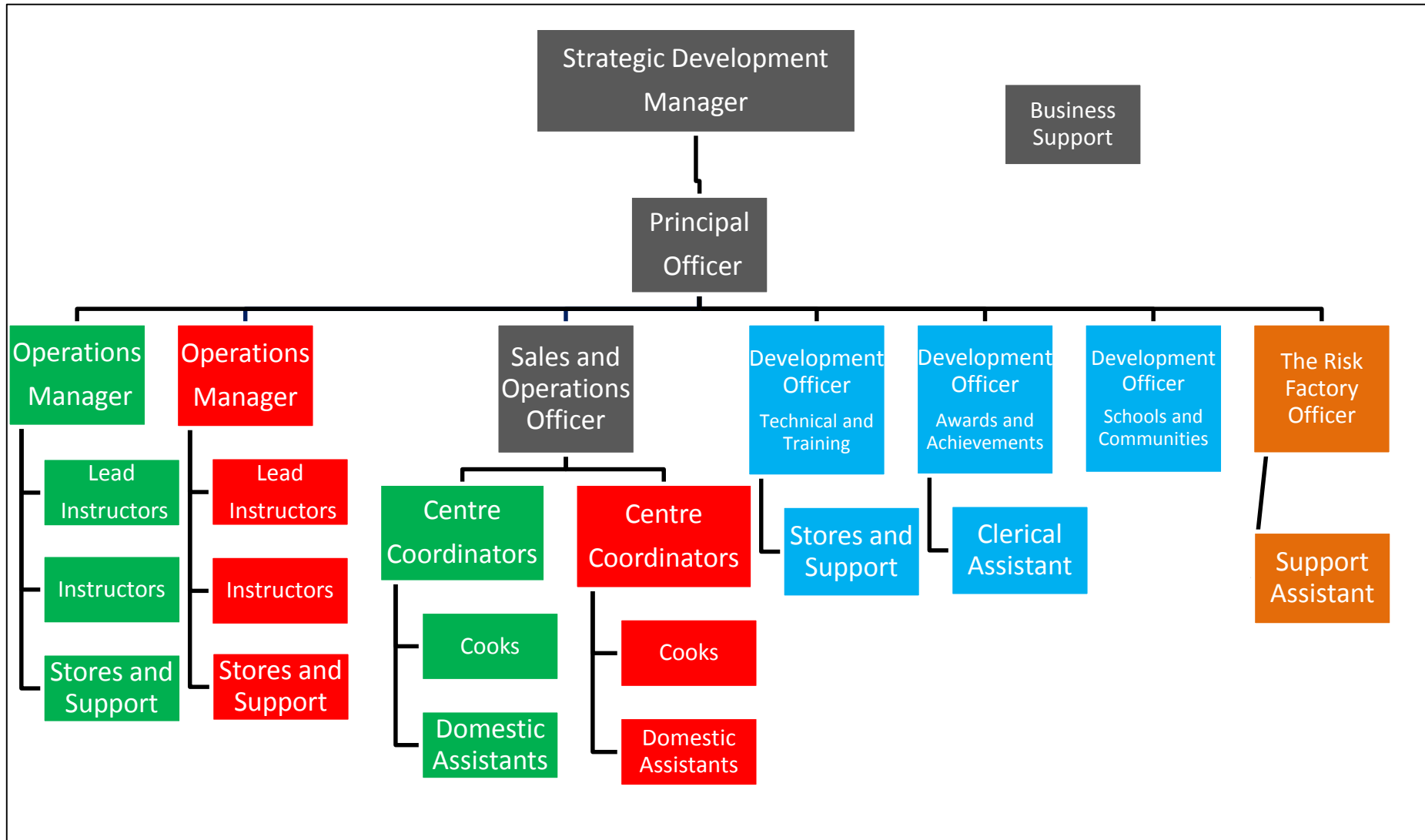
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11. Appendices

- 11.1 Outdoor Learning Organisation Structure.
- 11.2 Letter to Schools Regarding 2019/20 residential bookings.
- 11.3 Residential Outdoor Learning Questionnaire Analyses.
- 11.4 Sports and Outdoor Learning Newsletter Article – Benmore.
- 11.5 Lagganlia Snowsports Base Newspaper Article Text.
- 11.6 Business Development Plan.
- 11.7 Outdoor Learning Action Plan Progress Summary.
- 11.8 Outdoor Learning Partnerships Evaluation Feedback.
- 11.9 Schools and Communities Continuing Professional Development Summary.
- 11.10 Energy Provision and Plans Summary.



Outdoor Learning Organisational Structure



Date

28/08/2017

Important Updates from the Outdoor Learning Team

Dear Head teacher,

2019/20 Residential Bookings at Lagganlia and Benmore

We wish to inform all City of Edinburgh Council schools they are now able to book their **2019/20** residential visit/s to Benmore and/or Lagganlia. We appreciate this is well into the future, however, our residential centres are extremely busy with visitor numbers continuing to increase with significant demand beyond next year. This is great news and reflects the high quality experiences provided by Benmore and Lagganlia. Your commitment to using Edinburgh's own residential centres is highly valued and it is essential we plan well ahead.

We invite you to contact the centres as soon as possible to reserve your preferred dates for **2019/20**. CEC schools have the opportunity for priority booking between now and Friday 13th October 17. This is before reservations open to all other schools on Monday 16th October 17.

For visits reserved prior to Friday 13 October 17, the guaranteed basic City of Edinburgh schools **2019/20** charges are detailed below. Please talk to each centre regarding any additional requirements.

Arrival date**	2019/20 Charges*
1 August 2019 – 30 September 2019	£305
1 October 2019 – 30 November 2019	£295
1 December 2019 – 31 January 2020	£245
1 February 2020 – 31 March 2020	£295
1 April 2020 – 31 July 2020	£305

*weekly charges for a fully serviced week includes 4 nights' accommodation, 3 ½ days' adventure activities, evening activities and all meals from Monday evening dinner until Friday breakfast (excludes transport to and from Edinburgh).

**the date of the first day of the residential visit i.e. arrival at the centre.

Lagganlia Adventure FOCUS Ski week	Contact Lagganlia for a quote
Lagganlia Adventure Education EXPEDITION week	£20 per person supplement
Benmore Sailing week	Contact Benmore for a quote



Other Important Updates

New Outdoor Learning Website

Planned to go 'live' during this academic year it will provide easy access to key information, resources, best practice, training opportunities and booking residential and day provision at Bangholm, Benmore and Lagganlia. We will send you more information nearer launch date.

Updated Excursions Policy and Training

We are currently finalising the reviewed Excursions Policy. More information will be circulated during November. Please note that you must continue to use the existing Policy until informed otherwise. This can be accessed via the Orb using the link below:

https://orb.edinburgh.gov.uk/directory_record/225906/excursions_policy_procedures_and_guidance_for_all_non_residential_communities_and_families_establishment_and_staff

We will provide a separate communication about the new Policy, excursions training and any transition arrangements.

Group Leader Training. Location: Bangholm Outdoor Learning Centre.

1. 07 Sep 2017. Course CF2247. 16:30 – 18:30.
2. 27 Oct 2017. Course CF2247. 14:00 – 16:00.

This is the existing Group Leader Training model. New Group Leader Training will be starting from January 2018 onwards.

Outdoor Learning Training via the CEC CPD Directory:

http://www.edinburgh.gov.uk/directory/104/a_to_z/O

Registration of Excursions Coordinator and eUpdates

Thank you to all the schools who responded to our update letter in the last academic year and have registered their Excursions Coordinator with the Sports and Outdoor Learning Unit. We have started sending out a short monthly eUpdate email to Excursions Coordinators, which includes key contacts and alerts about potential funding grants, training and learning resources. Registration is quick and easy. Use the following link to register a new Excursions Coordinator or update any existing details:

<https://www.surveymonkey.co.uk/r/SR8XMW8>

Online Feedback Form

From September 2017, Group Leaders visiting Benmore and Lagganlia will be asked to complete a new evaluation form to evaluate their stay. It is important we listen to your feedback so we can make our provision even better. There will be online and paper versions. Thanks for your cooperation.

If you require any additional advice or support, please do not hesitate in contacting us.

Yours sincerely,

Andrew Bradshaw

Principal Officer Outdoor Learning | Sports and Outdoor Learning Unit | Schools and Lifelong Learning | Communities and Families |



Key Contacts	Email/Tel
General excursions admin and submission of forms	excursions@edinburgh.gov.uk
Excursions advice (general, adventurous activities/technical advice, UK based excursions) – Cliff Smith	Cliff.Smith@edinburgh.gov.uk 0131 551 4368
International excursions advice – Andrew Bagnall	Andrew.Bagnall@edinburgh.gov.uk 0131 551 4368
The Duke of Edinburgh's Award advice – Fraser Robertson/Pam Waugh	Fraser.Robertson@edinburgh.gov.uk Pam.Waugh@edinburgh.gov.uk 0131 551 4370
Bangholm Outdoor Learning Centre Craighall Gardens. Edinburgh. EH6 4RJ.	0131 551 4368 Website
Benmore Outdoor Learning Centre By Dunoon. Argyll. PA23 8QX.	info@benmorecentre.co.uk 01369 706 337 Website
Lagganlia Outdoor Learning Centre Kincraig, Kingussie. Inverness-shire. PH21 1NG.	info@lagganlia.com 01540 651 265 Website
Principal Officer for Outdoor Learning Andrew Bradshaw	Andrew.Bradshaw@edinburgh.gov.uk 07718 660 549



Appendix 11.3 – Residential Questionnaire Summary

A new questionnaire was introduced in mid-September across both residential centres. This allows us to analyse performance, set benchmarks and future targets, and to develop the Centres. Last updated on 03 November, 2018 (online responses). 21 responses in total. One response equals approximately 4.75%.

Questionnaire Statement	Strongly Agree	Agree	Strongly Agree and Agree	Comments
Booking				
The booking process was straightforward (sufficient pre-course information/guidance, helpful staff and efficient communication).	67%	24%	91%	A new website with online booking resources and support is due for Dec/Jan.
Induction				
On arrival, all our children/young people/vulnerable adults received an appropriate induction to the Centre.	95%	5%	100%	-
On arrival, all our supervising adults received an appropriate induction to the Centre.	81%	14%	95%	-
Quality of Instruction and Learning				
We had the opportunity to identify programme priorities and aims before coming to the Centre.	76%	24%	100%	-
The programme was adapted to meet the needs of our participants (appropriate range of activities, support, challenge, daily discussions with centre staff making adjustments). <u>This maximised participation and outcomes.</u>	76%	24%	100%	-
Immediate Impact (during the visit)				
Impact on enjoyable learning:				
Nearly all our children/young people/vulnerable adults enjoyed their visit.	100%	0%	100%	-
Impact on relationships:				
Overall , our visit had a very positive impact on developing peer relationships.	71%	29%	100%	-
Overall , our visit had a very positive impact on participant to visiting staff relationships.	86%	10%	96%	-
Impact on a 'sense of community' : our visit provided a very positive opportunity for nearly all participants to live away with others successfully (including facing common	81%	19%	100%	-

challenges and overcoming problems together as a team).				
Impact on confidence: staff have noted <u>significant</u> and <u>appropriate</u> changes in many participants' confidence (within themselves, their learning and/or relationships).	62%	38%	100%	This focuses on significant changes. This often develops further back at school.
Impact on attainment, health, wellbeing and engagement:				
Overall , staff have noted significant general improvements in:				
specific academic subjects (knowledge, understanding, skills vocabulary);	38%	29%	67%	20% not sure. This depends on the aims of the School. A development area.
environmental awareness (age appropriate understanding of the physical environment, threats, solutions);	48%	52%	100%	A development area.
activity/discipline skills (e.g. climbing, kayaking, skiing);	77%	23%	100%	-
participants recognising the importance of a fit and healthy lifestyle;	71%	24%	95%	-
engagement and resilience by priority learners who most require to develop these qualities.	62%	24%	86%	Focuses on learners who can be the hardest to reach. 14% - varied significantly across groups.
Accommodation and Facilities				
The sleeping accommodation and washing facilities for the children and/or young people were clean, comfortable and appropriate.	71%	24%	95%	Continued investment is essential.
The sleeping accommodation and washing facilities for the adults were clean, comfortable and appropriate.	71%	24%	95%	Continued investment is essential.
Food				
The quantity, quality and range of food were appropriate for nearly all participants (children, young people and adults).	81%	19%	100%	Continued high standards.
Customer Care				
Overall, the Centre staff are professional and helpful.	95%	5%	100%	-
Overall				
Overall, our visit has been a success.	100%	0%	100%	-
Mean scores:	75%		96%	-
How well were your programme priorities and aims met (best fit)?	Exceeded Group Leader's expectations 63%	Exceeded Group Leader's expectations 33%	96%	-

A selection of quotes from different parts of the questionnaire:

Benmore made magic happen. A determined and dedicated staff, led by the wonderful Graeme Adams, 'made the impossible, possible' during our residential stay last week at Benmore. Our needs were complex, extensive and sensitive. Our special child and family, dear to our hearts, had a dream, a dream to come to Benmore and be able to join in. To be included, to build memories, to have fun. The efforts made to acquire the correct equipment to allow for all of our children to be integrated into the Benmore programme was above and beyond anything we could have ever imagined. From accessible sleeping arrangements, food choices, programme flexibility, risk assessment meetings, family involvement, high ratio staffing and finance, Benmore cared for and considered all factors that could have been challenging for all involved. To work with such a caring and family led team was refreshing and lifted any potential strains off of all of the other partnerships involved. All instructors built strong relationships with our children in such a short period of time. Every single child was well cared for, kept safe, encouraged, nurtured and entertained by all of their instructors.

Instructors during the day were excellent at adapting the programme to meet the needs of the children. Supportive and also challenging them to have growth mindsets and try new things.

Instructors were great at supporting the needs of our students in particular the ones with additional support needs.

The level of support and quality of instruction was exceptional. All the staff were friendly, welcoming and most attentive to pupil and visiting staff needs.

The support is second to none and we are delighted with what we get from Lagganlia.

Continue your already fabulous communications with all of your schools.



‘For our children the experience of journeying to Dunoon by bus and ferry is as good as a trip round the world’

Happy birthday

Benmore Celebrates its 50th year (and we have found a Head Teacher who has seen a fair few of them!).

Benmore Outdoor Learning Centre first opened her doors to school and community groups in 1967. In that time, the Centre has become an educational institution enjoyed by generations of Edinburgh school children.

Part of the excitement of every child casting their eye on the 1840s House for the first time, is that it could easily resemble ‘Hogwarts’ and a scene from Harry Potter.



Lindsey Watt

Finding someone who has an educational perspective across the entire fifty years is too big an ask but we have come close. One of our most experienced and respected Head Teachers, Lindsey Watt, from Castleview Primary School shares her thoughts before retiring next year.

‘My first experience of a primary residential was in 1980, it was then that I was converted to become a life-long

believer in the benefits of outdoor learning. Thirty-Seven years later, the opportunities offered by Benmore Centre and it’s outstanding teaching team complement the teaching and learning provided by Team Castleview.

My ‘Castleview’ parents talk fondly of their own time at Benmore and say that it’s one of their happiest school memories. For our children, the experience of journeying to Dunoon by bus and ferry is as good as a trip round the world. Their wonder when they lie on their backs and look at the stars, unsullied by light pollution is very

moving. At the end of the week they are full of enthusiasm for exercise and Scotland’s scenery and wildlife.

My respect for the Team at Benmore is immense. I am grateful to have been given the privilege of taking hundreds of children to such a high quality outdoor learning experience.’

As Lindsey kindly says, there is little doubt the enduring quality of the Centre lies in its people. One of the key features of the Outdoor Learning Team is the number of staff who start as trainees and stay on or return as full time members of staff.

One such example is Graeme Adams who started his career at the Centre as a trainee instructor in 1999. Graeme was inspired to sail around the West Coast of Scotland and work as river guide in Nepal and New Zealand. His time in Nepal allowed him to work and paddle with Gerry Moffat – a former Benmore trainee himself and now a world renowned adventurer.



Graeme Adams

Graeme returned to Benmore and developed his career within the Council to become a much respected Operations Manager and specialist in his field.

Graeme states, ‘The opportunity to train at Benmore provided me with the skills, knowledge and confidence to pursue a career in the outdoors’

Footnote

Another successful academic year at Benmore saw a total of 4,263 participants, of which 3,281 were from schools and 982 attended adult and weekend courses. The Centre facilitated 42 Edinburgh Primary and 5 Edinburgh Secondary Schools, accompanied by 198 Edinburgh supporting staff.

The Main House is set amongst the Benmore Botanical Gardens and hosts 120 beds. It is complimented by Bernice Farmhouse and Cottage which are currently being refurbished. These will soon be ready for booking by schools, groups and holidaymakers wishing to enjoy its spectacular Lock Eck location. Benmore also has a Sail Base at Holy Loch, leading directly into the Clyde – one of the biggest accessible sailing areas in the UK. For further information, please contact info@benmore.co.uk/01369 706337



Highland ski centre plan for expansion revealed

Council: Retreat aimed at beginners and groups with disabilities

BY RITA CAMPBELL

Plans have been revealed for an extra snowsports development and learning centre at a Highland outdoor retreat.

The Lagganlia Centre For Outdoor Learning at Feshie Bridge, Kingussie, is owned by [City of Edinburgh Council](#). It has a dry slope and staff help teach youngsters how to ski.

In a planning application lodged with Highland Council, permission is sought for the proposed new centre and equipment store.

The planning statement says: "The proposed design is in response to the need for an additional snowsports development centre and equipment store to the side of the existing dry ski slope.

The facility would be aimed primarily at beginners and groups with disabilities to gain knowledge and access to the world of skiing.

"The site has been carefully chosen so as to engage with the overall masterplan of the centre while fitting in with the rural context."

While Lagganlia feels remote, it is eight miles from Aviemore, nine miles from Kingussie and two-and-a-half hours from Edinburgh

and Glasgow. The Lagganlia Centre was opened by the Duke of Edinburgh on June 30, 1970.

The land/original buildings were gifted to the citizens of Edinburgh by the philanthropist George Boyd Anderson as part of his vision to give the young people of the Edinburgh a chance to ski. His vision included the building of Hillend Dry Ski Slope on the outskirts of Edinburgh, which was then the longest dry ski slope in Europe.

A [City of Edinburgh Council](#) spokesman said: "The new classroom will build on the heritage of the Lagganlia Outdoor Centre which has strong local links and is an important part of the community.

"Based at the bottom of the dry ski slope the building will provide an all year round facility to help develop ski talent and participation among Edinburgh young people and local pupils who will have access to an outdoor classroom. George Boyd Anderson built both the Hillend slope in Edinburgh and the original Lagganlia centre and this new base would be a further fitting tribute to his legacy of promoting snow sports."

If planning permission is

approved the aim is for the new classroom to be available for use by early 2018.

It would cost £160,000, with £66,000 coming from the Boyd Anderson Trust and the rest from the council.

"The building will provide an all year round facility"

Facility: How it all started

The Lagganlia Centre for Outdoor Education has been open for 40 years.

It was started by Boyd Anderson who, having gifted money to start Hillend Dry Ski Slope in Edinburgh, was looking for a property near the ski areas in the Cairngorms as a natural progression.

He wanted children

and young people from Edinburgh to get the opportunity to move to real snow during the winter season.

His signature is the first in the visitors' book and one of the chalet lodges was named Anderson Lodge in recognition of his inspirational vision in establishing the facility.





CAREFULLY CHOSEN: An artist's impression of a snowsports development and learning centre with equipment store at the Lagganlia Centre



Strategy Aim	Year 1 Activity	Target Date	Lead Staff Member(s)	Year 1 Outcome / Deliverables	Activity Progress		
Core Provision Development							
1.1 Understand school customer base	Establish breakdown of participating schools by local authority	Jan 17	AB, CC, KP	<ul style="list-style-type: none"> Understand the: <ul style="list-style-type: none"> -breakdown of core bookings -potential for growth -number of schools and pupils per local authority -% breakdown Data is available for reporting as required 	P	S	C
1.2 Increase penetration of Edinburgh primary schools actively engaged in residential outdoor learning experience.	Identify which of the 88 primary schools are engaged with Edinburgh's outdoor learning residential	Jun 17	AB, CC, KP	<ul style="list-style-type: none"> Target schools identified Letter to schools providing priority booking opportunity. Barriers to booking explored. More Edinburgh schools book onto residential 	P	S	C
1.3 Maximise occupancy levels of residential visits by indentifying and utilising spare capacity.	Analyse capacity of each week's residential bookings	Jun 17	AB, CC, KP	<ul style="list-style-type: none"> Booking system is used to identify and respond to opportunities 	P	S	C
	Use capacity information to target small and secondary schools (particularly target from 1.2)	Mar 18	AB, CC, KP	<ul style="list-style-type: none"> Reduction in each weeks spare capacity Increase in each seasons occupancy levels 	P	S	C
1.4 Ensure pricing is consistent, affordable and sustainable	Cost out core delivery and associated domestics of residential	Mar 17	DR, AB, CC, KP, NG, GA	<ul style="list-style-type: none"> Actual operating costs are known and managed to ensure sustainability and affordability 	P	S	C

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	Benchmark and set pricing include Edinburgh schools price cap	Mar 17	DR, AB, CC, KP, NG, GA	<ul style="list-style-type: none"> Competitors pricing is collated and monitored. 3 year seasonal pricing structure is produced 	P	S	C
	Identify sources of funding to increase accessibility	Dec 17	AB, CC, KP	<ul style="list-style-type: none"> A distribution list of funding suggestions and helpful links is created Schools are signposted to access funding 	P	S	C
Commercial development (for investment into core provision)							
2.1 Increase self catering non - serviced bookings	Analyse "additional" costs of energy, domestic and manpower to establish baseline expenditure and price point	Mar 17	DR, AB, CC, KP	<ul style="list-style-type: none"> Baseline expenditure is known 2 year pricing structure is available 	P	S	C
	Explore feasibility of self-catering facilities within main residential buildings	Aug 17	DR, ABr, GA, NG, AB, CC, KP	<ul style="list-style-type: none"> Costs of investment in adaptations and staffing is evaluated against potential income and decision made 	P	S	C
	Create staffing and standby solutions to provide enhanced customer care and emergency support	May 17	DR, ABr, GA, NG, AB, CC, KP	<ul style="list-style-type: none"> Implement intended 7 day a week operation as required Stand by staff identified, inducted and trained Costs of operation factored into pricing structure 	P	S	C
	Create resources to showcase location of accommodation.	Feb 18	KP, CC, AB, DR	<ul style="list-style-type: none"> Resources created and displayed on line to enhance appeal of self catering -(tourist attraction/activities) 	P	S	C

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	Invest in Lagganlia lodges to demonstrate return on investment	Mar 18	KP, CC, DR	<ul style="list-style-type: none"> Investment results in increased occupancy 	P	S	C
	Promote venue and availability	Jan 18	DR, KP, CC, AB	<ul style="list-style-type: none"> Web launched and marketing plan (below) implemented 	P	S	C
2.2 Devise packages to maximise profitability of school holidays and weekends	Establish packages of activities tailored to target groups. <ul style="list-style-type: none"> Snow and water sports Cycling and walking Wildlife and photography Fitness and wellbeing Adventure and survival Triathlon and sports Orienteering and rambling Botanical and art 	Jan 18	AB, CC, KP, DR, GA, NM, ABg, CS, FR	<ul style="list-style-type: none"> Plan and operate a sample of packages to evaluate popularity and profitability for future development Allocated 'slots' for 2018/19. 	P	S	C
	Create a calendar of packaged activities around existing bookings. (consider safeguarding children)	Jan 18	AB, CC, KP, DR, GA, NM	<ul style="list-style-type: none"> Have a calendar of availability for package and self-catering options balanced with non-serviced, self-catering availability 	P	S	C
	Identify and implement legislative practices/ license needed i.e. PEL	Feb 18	DR, GA, NM	<ul style="list-style-type: none"> Any licences required are acquired 	P	S	C
	Contingency plan to ensure sustainable commercial growth without impacting core service	Jul 17	AB, CC, KP, DR, GA, NM	<ul style="list-style-type: none"> Flexible rotas and systems of work support growth. Bank of relief staff and third party providers are checked and available 	P	S	C

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2.3 Generate income from Bernice	Scope works, funding and contractors for Bernice.	Apr/May 17	AB, GA, DR, ABr	<ul style="list-style-type: none"> Have Bernice refurbished and ready for use 	P	S	C
	Meet with forestry commission to discuss access needs	Mar 17	GA, DR, ABr	<ul style="list-style-type: none"> Investigate temporary access via the north until preferred route can be repaired Explore access via 'South entrance' – boat and jetty Agree partner approach to repair road 	P	S	C
	Discuss challenges and considerations of operating Bernice	Feb 17	AB, GA, DR, ABr	<ul style="list-style-type: none"> Have identified systems and requirements to support operation and maintenance of Bernice 	P	S	C
	Investigate and improve existing power provision and review renewable energy options	Apr 17	DR, ABr	<ul style="list-style-type: none"> Have recommendations and costs 	P	S	C
	Promote venue and availability	Feb 18	GA, DR, AB	<ul style="list-style-type: none"> Web launched and marketing plan implemented 	P	S	C
2.4 Progress new Lodge at Benmore	Progress project planning to stage 3 (5 – 10k outlay)	Mar 18	RY, ABr, DR	<ul style="list-style-type: none"> Have firm costs for the development enabling funding and investment plan to be put in place 	P	S	C
	Identify potential capital funding options linked to water sports (coastal communities, lotto, HIE)	Mar 18	DR, ABr, GA, AB	<ul style="list-style-type: none"> Funding plan in place for new financial year 	P	S	C
2.5 Generate income from Lagganlia Camp Huts	Check and resolve health and safety concerns	Apr 17	KP, CC	<ul style="list-style-type: none"> Improved exposure of camp huts demonstrated by increase in bookings 	P	S	C
	Benchmark and set pricing	Apr 17	KP, CC, DR				

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	Targeted promotion to potential users	Feb 18	KP, CC, DR, NG, ABg, FR, CS				
2.6 Capitalise on income potential of Lagganlia snow sports school	Seek approval from Asset Committee to progress project	Aug 17	DR	<ul style="list-style-type: none"> Permission to proceed is obtained 	P	S	C
	Design for flexible use of space throughout the year	Oct 17	DR, NG, ABr	<ul style="list-style-type: none"> Planning permission granted 	P	S	C
	Project Manager is commissioned	Nov 17	DR, ABr	<ul style="list-style-type: none"> Project is managed internally within desired timescales 	P	S	C
	Plan to maximise use of asset for core and commercial purposes	Mar 18	NG, DR, ABr, KP, CC	<ul style="list-style-type: none"> Snow sports asset is well utilised and profitable 	P	S	C
2.7 Optimising resources	Identify funding opportunities and ideas for complimentary on site facilities	Mar 18	ABr, DR, GA, NM, AB, KP, CC, FR, CD, ABg	<ul style="list-style-type: none"> Funding plan in place for new financial year . i.e. trim trial, flying fox, green gym, bike wash down 	P	S	C
	Strengthen and evolve "friends of" groups to support development	Apr 17	DR, AB, GA, NM, CC, KP	<ul style="list-style-type: none"> Proactive groups are evolved to share service vision and make the most of funding channels available to charitable organisations 	P	S	C
	Any alternations, improvements, repairs and purchases that benefit the business are planned	Apr 17	DR, ABr, RY	<ul style="list-style-type: none"> Resources and surplus are pooled for planned schedule of improvements and investments 	P	S	C

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2.8 Venture into pet friendly trial	Trial Introduction of 1 dog friendly Lagganlia lodge	Feb 18	DR, CC, KP	<ul style="list-style-type: none"> Exploit free marketing route associated with pet friendly venture Measure any issues against benefits Increase occupancy of selected cabin with supplement offsetting any increase in costs 	P	S	C
2.9 Utilise Bangholm assets and expertise in a commercial context.	Team meeting to discuss and identify vision	Mar 17	ABr, CS,FR, ABg, DR	<ul style="list-style-type: none"> Team agree vision and actions 	P	S	C
	Prepare an advisory, consultancy and training service	Feb 18	ABr, CS, FR, ABg	<ul style="list-style-type: none"> Advisory services are prepared on website and circulated through target channels Training programme developed and marketed. 	P	S	C
	Offer an equipment hire resource/delivery	Feb 18	ABr, CS, FR, ABg	<ul style="list-style-type: none"> Equipment is marketed and hired to groups reducing down time and increasing accessibility to activities 	P	S	C
	Offer a mobile maintenance service	Feb 18	ABr, CS, FR, ABg	<ul style="list-style-type: none"> Council owned equipment has opportunity to be properly maintained and quality assured Checked legal liability 	P	S	C
	Direct/indirect delivery to compliment residential opportunities	Dec 17	ABr, CS, FR, ABg	<ul style="list-style-type: none"> Work with providers and existing pathways to support young people with interest and ability in outdoor activities. 	P	S	C

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Marketing and Communications Development							
3.1 Procure independent website which meets corporate requirements yet provides the functionality to achieve business outcomes	Present business case to CGI to procure external web design and build	Feb 17	DR	<ul style="list-style-type: none"> Approval to deviate from standing contract and go out to tender 	P	S	C
	Create spec with CEC digital team to ensure compliance and suitability	Mar 17	DR, ABr	<ul style="list-style-type: none"> Contract specification put out to tender on public contract Scotland 	P	S	C
	Score and award contract	Apr 17	DR, ABr	<ul style="list-style-type: none"> Timescales and costs known 	P	S	C
3.2 Populate and launch website to showcase core service, commercial opportunities and key message	Design and build site	Apr 17	GA, NM, DR, AB, CC, KP, FR, CS, Abg	<ul style="list-style-type: none"> A staff and user friendly website to showcase our service and process booking and payment 	P	S	C
	Staff needs/expectation of the new site to be communicated						
	Training for content publishers and administrators	Feb 18	DR	Staff will be confident and competent in contributing to the site.	P	S	C
	Contributions to be submitted: Visuals, location, facilities, activities, videos, virtual tours, meet the team and testimonials (any quality existing resources can be re-used)	Dec 17	GA, NM, DR, AB, CC, KP, FR, CS, Abg	<ul style="list-style-type: none"> A bank of content will be created, published and stored in the CMS 	P	S	C
	Test, launch and promote site	Feb 18	DR	<ul style="list-style-type: none"> Search engine optimised site supported by marketing plan will raise profile of OL service, resulting in more enquiries and bookings 	P	S	C
3.3	Marketing toolkit will be created consisting of Logo, template letters, posters, certificates,	Feb 18	DR	<ul style="list-style-type: none"> Marketing toolkit will be available on share drive and intranet/web 	P	S	C

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3 sites to be brought together as components of the one brand.	notices, booking forms, PowerPoint presentation, media release template						
	Staff e signatures will be standardised to communicate consistent branding and links to website	Mar 18	DR	<ul style="list-style-type: none"> Brand identity and promotional platforms will be embedded into all communications 	P	S	C
3.4 Raise profile of outdoor learning and development of commercial operations to support core service through promotional activity and advertising	Good news/success stories to be submitted	Jan 17	ABr, GA, NM, DR, AB,CC,KP, FR, CS, ABg	<ul style="list-style-type: none"> All staff will contribute to collating successes 	P	S	C
	Identify and obtain awards/ratings, accreditations relevant to sector	Oct 17	GA, NM, DR, AB,CC,KP, FR, CS, ABg	<ul style="list-style-type: none"> Awards will be achieved, displayed and celebrated. 	P	S	C
	Utilise Edinburgh.gov resources for advertising	Jan 18	DR, ABr	<ul style="list-style-type: none"> Improved visibility of OL service and opportunities Link on orb Premium benefits ad Visual presence at Waverly 	P	S	C
	Administrators will be trained to monitor and respond to consumer review sites and encourage customer feedback	Feb 18	DR, AB, CC, KP	<ul style="list-style-type: none"> Positive reputation and ranking Quantitative and qualitative data is available for reporting 	P	S	C
	Needs led advertising/communications campaign will be developed	Jan 18	DR, AB, CC, KP	<ul style="list-style-type: none"> All advertising will be channelled through DR to monitor budget and impact 	P	S	C
	Social media administrators will be appointed and trained	Feb 18	DR, AB, CC, KP, FR, CS, ABg, NM, GA	<ul style="list-style-type: none"> Minimum of 2 administrators will be trained at each site 	P	S	C

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				<ul style="list-style-type: none"> Face book and twitter pages will be relaunched and regularly updated You tube videos will be embed on website Achievement of milestones and performance will be monitored 			
	Create digital map of inspirational outdoor learning in partnership with forestry commission and national heritage	Dec 17	ABr, ABg	<ul style="list-style-type: none"> Map will be available on website generating more traffic to pages 	P	S	C
3.5	Build and grow customer database for direct mailing/email	Jan 17	DR	<ul style="list-style-type: none"> Council's communication team support growth of business 	P	S	C
Includes a clear understanding of current and potential users/customers.	Develop distribution list of target audiences	Feb 18	GA, NM, DR, AB,CC,KP, FR, CS, ABg DR	<ul style="list-style-type: none"> Live database developed and managed in accordance with data protection 	P	S	C
	Training in council version of mail chimp and survey monkey	Feb 18	DR	<ul style="list-style-type: none"> Quality correspondence controlled via mail chimp 	P	S	C
Business Systems and Operations Development							
4.1	Embed new structure promoting staff performance and collaboration	Apr 17	RY, NM, GA, ABr, CC, KP, DR	<ul style="list-style-type: none"> All staff will be briefed on service vision at induction and reminded at meetings/ trainings and communications of progress 	P	S	C
	Ensure staff understand the importance of role in the achievement of local plans and wider agenda	Oct 17	NM, GA, AB, CC, KP	<ul style="list-style-type: none"> All staff will have access to local plans Line manager will refer to areas of responsibility as 	P	S	C

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				part of daily duties and performance framework plan			
	Team meetings will be held regularly, minutes/action points will be recorded and posted in staff areas for all staff to read and sign prior to next meeting.	Oct 17	NM, GA, AB, CC, KP	<ul style="list-style-type: none"> Staff will be empowered to share ideas, work more cohesively and feel more involved and informed 	P	S	C
	Training log created and held on share to show essential, desirable and development training need and achievements	Feb 17	ABr, DR, NM, GA, AB, CC, KP, CS, FR, ABg	<ul style="list-style-type: none"> Quality ongoing training and targeted development opportunities are made available and achieved by staff 	P	S	C
	Address any performance issues promptly	Feb 17	ABr, DR, NM, GA, AB, CC, KP	<ul style="list-style-type: none"> CEC support and policies are utilised A positive and collaborative working environment where all team members input equally 	P	S	C
4.2 Ensure all customers have a positive customer experience	Signage will be reviewed at each centre	Jan 18	DR	<ul style="list-style-type: none"> Facilities and information will be easily found and informative 	P	S	C
	Weekly audit will be conducted by facility coordinators	Mar 17	AB,CC,KP	<ul style="list-style-type: none"> Quality assurance of cleanliness, maintenance and safety, enabling prompt resolution of any issues. 	P	S	C
	Customer care training in a commercial context will delivered to front line staff	Feb 18	DR, AB, CC, KP	<ul style="list-style-type: none"> Staff will be more customer focused and commercially aware. 	P	s	c

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	Survey monkey used within website and emails to undertake surveys and research	Aug 17	ABr, DR	<ul style="list-style-type: none"> Satisfaction scores and repeat business stats will be gathered and published Core and commercial evaluations will be standardised and made available at time of visit electronically and manually Performance will be monitored Dissatisfied customers/ negative feedback will escalate to address. 	P	S	C
4.3 Maximise efficiency and cost effectiveness of resources	Analyse business systems and processes	Sep 17	DR, AB, CC,KP	<ul style="list-style-type: none"> More time efficient systems and processes in place, duplication is reduced freeing up manpower hours for development focus 	P	S	C
	Identify opportunities for efficiencies and best value, controlling expenditure through budget responsibility and allocation of remits	Apr 17	ABr, DR, AB,CC,KP, NM,GA	<ul style="list-style-type: none"> Accurate monthly budget reports enable key decision to be made. Surplus increased through savings contribution 	P	S	C
	Requisition and monitoring training	Feb 17	ABr, DR, AB,CC,KP, NM,GA	<ul style="list-style-type: none"> Staff understand and are able to apply training to processes 	P	S	C
	Scope capacity and implications of implementing the 7-day operating structure	Mar 17	ABr, DR, AB,CC,KP, NM,GA	<ul style="list-style-type: none"> Improved efficiency and ability to operate 7 day service with minimal uplift in expenditure 	P	S	C

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	Standardise and streamline practices where practical	Feb 17	ABg, ABr, DR, AB,CC,KP, NM,GA, ABg, CS,FR	<ul style="list-style-type: none"> Consistent and streamlined practices adopted and applied across sites where possible -i.e. procedures, documents, work patterns, systems of work 	P	S	C
	Raise internal service awareness	Jun 17	ABr, DR, KP, CC, AM	<ul style="list-style-type: none"> Departments are aware of remote sites and nature of their needs. 	P	S	C
	Explore costs and performance of networking and wifi capabilities at all 3 sites	Apr 17	ABr, DR	<ul style="list-style-type: none"> Improved networking and wifi capabilities to increase efficiency and allow more joined up approach to Edinburgh Council protocols. 	P	S	C
4.4 Ensure a safe and best practice operation	Health and safety audits to be conducted by CEC.	Feb 17	ABr, DR, AB,CC,KP, NM,GA, ABg, CS,FR	<ul style="list-style-type: none"> Audits and action plan in place 	P	S	C
	Risk assessments to be reviewed	Apr 17	AB,CC,KP, NM,GA, ABg, CS,FR	<ul style="list-style-type: none"> Risk assessment will be current and cover all areas 	P	S	C
	Operating procedures to be reviewed for normal and emergency operation	Apr 17	CC,KP, NM,GA, ABg, CS,FR, DR, ABr	<ul style="list-style-type: none"> NOP and EAP available on share drive for each facility 	P	S	C
	Accidents and near miss reporting to be collated and analysed	Feb 17	AB,CC,KP, NM,GA, ABg, CS,FR, DR, ABr	<ul style="list-style-type: none"> Accidents will be reviewed as part of meetings and reported in accordance with CEC policy 	P	S	C
	Identify training needs	Jan 17	DR, AB,CC,KP, NM,GA, ABg, CS,FR	<ul style="list-style-type: none"> Essential courses will be planned and organised cost efficiently 	P	S	C

Activity Progress Update - 09/11/2017

Planned (P) – Activity has clear plan for delivery by lead staff member(s).

Started (S) – Activity has started and is being progressed.

Complete (C) – Activity complete and Outcomes / Deliverables have been achieved.

1. Core Provision
2. Commercial (for investment in core provision)
3. Marketing and Communications
4. Business Systems and Operations



	Create ongoing training schedule and attendance log which meets statutory H&S requirements	Jun 17	DR, ABr, CC, KP,	<ul style="list-style-type: none"> Quarterly training plan in place to cover all essential topics and test competency 	P	S	C
	Trigger matrix to be created to ensure significant occurrences are reported (critical incidents to be integrated)	May 17	DR, ABr	<ul style="list-style-type: none"> Trigger matrix available 	P	S	C

November 17 progress status:

- 43% Complete
- 35% Started
- 22% Planned

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Appendix 11.7 (Committee Report)

Strategy Aim	Strategy Timescales	Year 1 Activity	Target Date	Lead Staff Member(s)	Year 1 Outcome / Deliverables	Activity Progress			Progress Notes
1.1 City based and residential OL courses are reviewed, and developed with links to CfE meeting the needs of all learners.	Year 1	Cycling programmes are developed at Bangholm.	31/03/2017	Cliff Smith	<ul style="list-style-type: none"> Bangholm is key training centre for city based cycling (CfE and Community) 	P	S	C	Completed.
		Programmes are delivered to support achievement awards.	31/03/2017	Fraser Robertson	<ul style="list-style-type: none"> Delivery of 3 DofE expeditions 	P	S	C	Delivered 4 (bikes), 5 (walking) and 3 residential at Lagganlia/Benmore .
		Staff and course development at Benmore and Lagganlia.	31/03/2017	Nick March Graeme Adams	<ul style="list-style-type: none"> Adventure Journal used by all staff Assessment document developed 	P	S	C	New PRD process embedded into development.
1.2 Progressive pathways (3-18) are developed for Outdoor Learning including SQA Qualifications.	Year 1 – 4	Staff are trained to be more confident in delivering fieldwork elements of high school courses	30/06/2016	Andrew Bagnall	<ul style="list-style-type: none"> Fieldwork course piloted with local partners 2 fieldwork training sessions delivered 	P	S	C	Exceeded.
1.3 The excursions policy, processes and training supports Communities and Families staff in delivering safe OL experiences	Year 1	Excursion policy review group is formed with a clear remit and relevant membership.	30/06/2017	Cliff Smith Barry Hewitt	<ul style="list-style-type: none"> Schools are issued with new policy prior to start of academic year 2017/2018. 	P	S	C	Due to be launched Jan 2018. Substantial project.
1.4 Buildings, equipment and resources are well managed, renewed and shared across the Sports and Outdoor Learning Unit to support the development of OL	Year 1 – 4	High level surveys of Benmore and Lagganlia are analysed to identify priorities for investment.	01/05/2016	Ian Ross Robin Yellowlees	<ul style="list-style-type: none"> Investment Plan for Benmore and Lagganlia is developed and implemented. 	P	S	C	Included within the investment plan for 2017/18 and regular budgets.

Activity Progress Update - 09/11/2017

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Appendix 11.7 (Committee Report)

					<ul style="list-style-type: none"> Budget for investment is identified in 2016/2017 financial year 				
1.5 Outdoor Learning is delivered in school grounds, in the local area and on residential and international excursions	Year 1 – 4	Whole school training and development support schools in delivering CfE through OL	31/03/2017	Barry Hewitt Andrew Bagnall	<ul style="list-style-type: none"> 10 schools receive in-service training on Outdoor Learning 	P	S	C	Delivered via a different CPD package.
		Staff supported in international excursions supporting best practice from BS8848.	30/09/2016	Barry Hewitt	<ul style="list-style-type: none"> CPD course is developed and piloted increasing staff competencies and sharing of good practice 	P	S	C	Forms part of the new excursions training programme from Jan 2018.
1.6 Lead Teachers in OL are trained and supported to develop OL in their own schools and in partnership with clusters and neighbourhoods	Year 1 – 4	Lead Teacher in Outdoor Learning course is advertised & delivered in partnership with early year team.	31/07/2017	Barry Hewitt Louise Caldwell	<ul style="list-style-type: none"> 30 Places offered on course 50% of participants gain professional recognition from GTCS 	P	S	C	Consultation with previous LTs completed. New course being designed in Spring 2018. New LTs network started.
Strategy Aim	Strategy Timescales	Year 1 Activity	Target Date	Lead Staff Member(s)	Year 1 Outcome / Deliverables	Activity Progress			Progress Notes
1.7 Forest Education is developed and expanded.	Year 1 - 4	Forrest Kindergarten and Forrest Schools Training are advertised and delivered	31/07/2017	Louise Caldwell	<ul style="list-style-type: none"> 16 places offered on FK training 16 places offered on FST 50% of FS participants complete level 3 practitioner award 	P	S	C	Ongoing.
1.8 A comprehensive programme of CPD and CLPL supports staff from across the city in confidently and safely delivering OL	Year 1 – 4	Edinburgh Outdoor Learning course calendar is compiled and published.	01/09/2016	Cliff Smith Nick March Graeme Adams	<ul style="list-style-type: none"> Course calendar available to all C&F staff via C&F CPD directory Courses are coordinated across all centres 	P	S	C	New calendar via new website (Jan 2018). New programme of excursions training

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Appendix 11.7 (Committee Report)

									– designed and ready. Pilot sessions delivered.
2.3 Pathways for progressive and competitive engagement in OL are identified, supported by Active Schools; CSH, CLD and the wider community. New clubs are developed to meet demand.	Year 1 – 2	Active schools offer delivery of orienteering, climbing and biking clubs with progressive local pathways	31/03/2017	Barry Hewitt Jude Salmon (AS Manager)	<ul style="list-style-type: none"> The Active Schools Outdoor Learning group delivers an Outdoor Learning based club for each development sport. 	P	S	C	To form part of the new 2 year development plans.
2.7 Snow sports, sailing and canoeing are developed at the residential outdoor centres to provide tailored term time and holiday programmes	Year 1 – 4	Lagganlia Snowsports School has first full winter of operation. New Snow sports base is delivered to support enhanced dry slope & community use.	31/03/2017	Nick March Martin Amos Barry Hewitt Robin Yellowlees	<ul style="list-style-type: none"> 10% increase in winter fully serviced and self catering bookings New snow sports centre is operational 	P	S	C	SnowSports completed. Planning permission achieved for a new Snowsports Centre at Lagganlia. Orienteering planning started.
3.1 Financial support is available to support participation in OL courses through CEC and partner charities. New opportunities for charitable support are explored and developed.	Year 1	Schools are more aware of support available and share funding sources.	31/07/2016	Barry Hewitt	<ul style="list-style-type: none"> Directory of funding sources for residential experiences is compiled Schools aware of Edinburgh Educational Trust 	P	S	C	Information shared via new e-Update emails to Excursions Coordinators. New section on the website (Jan 2018).
		The 50 th Anniversary of Benmore is celebrated and the creation of a 'Friends of' charity is supported.	01/11/2016	Ian Ross Graeme Adams	<ul style="list-style-type: none"> Friends of Benmore Outdoor Centre is established Trustees have a range of skills to support the centres development 	P	S	C	Celebrations completed. Process of a charity at Benmore started. Due for Spring 2018.

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Appendix 11.7 (Committee Report)

					<ul style="list-style-type: none"> 50th Birthday is a launch event 			
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Strategy Aim	Strategy Timescales	Year 1 Activity	Target Date	Lead Staff Member(s)	Year 1 Outcome / Deliverables	Activity Progress			Progress Notes
3.2 Courses, buildings and equipment are developed to provide opportunities for pupils with additional needs to fully participate in an OL course alongside their peers. Staff members are trained and confident in working with the full range of children and young people who access our service.	Year 1 – 4	C&F staff consider the needs of all current and future pupils when planning excursions	01/05/2016	Barry Hewitt	<ul style="list-style-type: none"> Equalities procedures are part of GL training course 	P	S	C	-
		Equalities action plan developed for buildings, courses and staff training at all outdoor centres	01/03/2017	Cliff Smith Graeme Adams Nick March	<ul style="list-style-type: none"> Equalities plan with areas to develop Funding sources examined by centres and charity partners for development 	P	S	C	To form part of the new 2 year development plans.
		A development group takes forward OL in CEC Special Schools	31/03/2017	Barry Hewitt Maria Lloyd	<ul style="list-style-type: none"> Action plan produce and implemented 	P	S	C	To form part of the new 2 year development plans.
4.1 The opportunity to start a DofE Award is available to all young people through either a school or community based group. Along with a growth in completion levels all young people are able to progress to the next stage of the award. The outdoor centres provide support through expedition	Year 1 – 4	Engage 4 Secondary schools without open provision for DofE.	31/07/2016	Fraser Robertson	<ul style="list-style-type: none"> 2 schools currently without provision start delivering DofE 	P	S	C	Achieved and supported improvement in participation and completion.
		In partnership with FOTA identify communities without DofE	01/12/2016	Fraser Robertson	<ul style="list-style-type: none"> Geographic, cultural & ethnic review of city completed 	P	S	C	Substantial impact.
		eDofE training for schools with low completion rates.	31/03/2017	Fraser Robertson	<ul style="list-style-type: none"> 3 sessions delivered 	P	S	C	8 sessions completed.

Activity Progress Update - 09/11/2017

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training and residential activities.		Support training needs of centre staff in delivery of DofE.	31/03/2017	Fraser Robertson	<ul style="list-style-type: none"> Training assessment completed and programme planned and implemented. 	P	S	C	-
		Residential DofE opportunities at Benmore and Lagganlia	31/03/2017	Fraser Robertson Graeme Adams Nick March	<ul style="list-style-type: none"> 2 Snowsports Weeks 4 Other Residential Weeks 	P	S	C	-
4.2 The John Muir Award is widely available in both schools and community groups. Opportunities for quality conservation tasks are supported through the council, key partners and community groups. Leadership qualifications in award delivery are piloted.	Year 1 – 4	Provide training opportunities in the John Muir Award	31/03/2017	Fraser Robertson /Barry Hewitt	<ul style="list-style-type: none"> 2 John Muir Leader training courses opportunities delivered. 	P	S	C	2 training courses.
		Raise awareness in schools not currently delivering the JMA	31/03/2017	Fraser Robertson	<ul style="list-style-type: none"> Attend 4 cluster HT meeting to promote JMA/JASS 	P	S	C	Attended cluster meetings. Increased by 200 pupils (completions).
		Support partners delivery of JMA.	31/07/2016	Fraser Robertson	<ul style="list-style-type: none"> 3 Partners engaged and supported 	P	S	C	-

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Appendix 11.8 – Outdoor Learning Partners Questionnaire Feedback

Partnership feedback was undertaken during early November 2017.

Development ideas have also been collated and will be addressed in the new Development Plans.

Partners	Key Extracts
Friends of the Award (FOTA)	<p>How effective is the current partnership between the Outdoor Learning Unit and your organisation?</p> <p>FOTA was established 20 years ago to provide added value to the delivery of the DofE by City of Edinburgh Council. DofE management lies with Outdoor Learning Unit. Over the years our partnership has developed and matured whereby we currently support delivery of accredited learning packages. Through collaborative working at all levels and mutual respect our partnership is stronger than it has ever been.</p> <p>The partnership is supported by a formal agreement between both parties which provides FOTA with accommodation and access to training. Our staff are recognised as CEC volunteers which commits FOTA to adopting CEC policies in relation to health and safety and child protection. The partnership commits FOTA to supporting the delivery of the Outdoor Learning Unit's priorities for accredited learning.</p> <p>This agreement is made real through regular meetings between managers and staff of both Outdoor Learning and FOTA. These meetings ensure that the partnership is nurtured, FOTA is supported and therefore in a position to deliver on its' commitment.</p> <p>There are three key areas where FOTA provides added value and the effectiveness of the partnership can be evidenced through the ability of the Outdoor Learning Unit's ability to set and meet ambitious growth targets in relation to DofE and JASS delivery.</p> <ol style="list-style-type: none"> 1. FOTA provides a comprehensive support package for DofE Expeditions. This involves recruiting, facilitating training and coordination of over 100 CEC volunteers, management of EE1 process and provision of affordable kit hire. In this area FOTA works to CEC's AALA licence and Health and Safety procedures. FOTA's Expedition Coordinator attends meetings with Outdoor Learning Managers (Cliff Smith) to coordinate effort, delivers training guided by Cliff Smith and links directly with DofE Expedition Leaders to ensure that they are trained and supported in planning of ventures. In 2017 the partnership has seen an increase of 18% in Expedition delivery with 120 young people completing their challenging Gold Venture – the highest total ever in Edinburgh. Through FOTA Funding we are providing 30 free places for volunteers to gain their Lowland Leader Award to increase our capacity. 2. FOTA has expertise in making the DofE accessible to disadvantaged/marginalised young people. This work is guided by the Outdoor Learning Accredited Learning Officer (Fraser Robertson). Through the work of FOTA's Youth Development Officer and CAMHS Officer over 800 young people who face additional life challenges have accessed their DofE Programme. As a consequence of this work 22% of DofE participants in Edinburgh are from the most deprived areas of the City or face additional life challenges. 3. In 2010 the partnership developed Junior Award Scheme for Schools (JASS). Through a joint effort between FOTA and Fraser Robertson over 4,500 young people in Edinburgh are engaged in JASS with a further 8000 throughout Scotland and elsewhere. A condition of the partnership is that any income generated by JASS sales subsidises pack prices in Edinburgh and is re-invested in accredited learning in the city. Edinburgh Schools pay £1 less than elsewhere for packs, the management of JASS is self-financing and a small sum is now being re-invested.

	<p>The mutual respect between Outdoor Learning and FOTA ensure that this is a very effective partnership.</p>
The Green Team	<p>How effective is the current partnership between the Outdoor Learning Unit and your organisation?</p> <p>The current partnership is working very well. The Green Team is able to offer a range of programmes beyond what is agreed in our Partnership Agreement through the ability to raise external funding and to develop new areas of Outdoor Learning particularly with those experiencing social and economic disadvantage and exclusion. Staff in the Outdoor Learning Unit work actively in partnership with the Green Team, demonstrate a thorough understanding of the programmes we deliver, understand the challenges we face as a 3rd sector voluntary organisation and most importantly value and acknowledge our work and the quality to which it is delivered.</p> <p>Support from the Principal Officer in terms of dealing with accommodation issues that arise, applications for external funding and inclusion in the Outdoor Learning Unit is very forthcoming. In 22 years this is the most productive and mutually supportive relationship that has existed between the Council and the Green Team in working to a common aim. Issues are resolved in a timely manner and we are included in discussions about future planning and developments.</p> <p>We are pleased with the support we receive from the Council in training for volunteers (e.g. Child Protection, Group Leader Training).</p>
Duke of Edinburgh's Award Scotland	<p>How effective is the current partnership between the Outdoor Learning Unit and your organisation?</p> <p>DofE Scotland has an excellent working relationship with the CEC Outdoor Learning Unit (in particular the DofE Manger). Together we have worked over the past five years on strategic and operational developments to grow the Award throughout the City. During this period the numbers participating and those completing the Award have significantly increased. Data collected through edofe the DofE online system which participants use to log achievement, has been used to target resources and time to support a more equitable approach to the delivery of the Award.</p> <p>Through the partnership which has been developed DofE Scotland has funded a worker to engage with schools in the City of Edinburgh to build capacity to deliver a sustainable model within each targeted school/learning community.</p> <p>DofE manger, DofE Scotland and Friends of the Award meet regularly to update each other and to plan to tackle issues, for example: demand from young people to participate in the Award is often greater than the perceived capacity of schools to deliver the Award.</p>
All Ability Bike Club	<p>How effective is the current partnership between the Outdoor Learning Unit and your organisation?</p> <p>Since our project began in July 2015, the partnership between the Edinburgh All-ability Bike Centre and Edinburgh Outdoor Learning based at Bangholm has been vital in getting ourselves established. The access that you allow us to equipment in your workshop and stores means that we can keep our bikes serviced and operational as well as offer our riders the additional clothing, gloves etc that may be required and ensure their experiences are positive. The access we have to the solo mountain bikes is great as well because it allows our riders to progress to good quality bikes as their skills develop.</p>



A Bagnall – Outdoor Learning CPD / sessions delivered / organised: 2017

Date	Location	Title	Description	Participants (number / type)
2 February	Dynamic Earth	Spring Outdoors: Steps into STEM	Taking STEM learning outside offers a whole host of opportunities for pupils at all levels. Discover the support available to kick-start your STEM journey into the outdoors. Explore the benefits this can offer and meet a range of organisations working in this area. Who for: Anyone with an interest in teaching STEM	Teachers & providers, 45 people attended.
3 & 4 March	Benmore Centre for Outdoor Learning	<i>TeachMeet Dirty Weekend</i>	An informal professional learning opportunity delivered by teachers & a workshop by Plantlife Scotland, for teachers. Enjoy an overnight stay at Benmore Outdoor Learning Centre, near Dunoon, with opportunities to share photographs of your own pupil's experiences of outdoor learning and/or get practical ideas for taking the curriculum outside! Primary and Secondary welcome.	14 Teachers
21 March	Dynamic Earth	<i>Lead Teacher in OL Network</i>	First meeting for CEC's OL Lead Teachers. Introduction to new OL staff structure & facilitated discussion on role and requirements of this network.	19 CEC primary teachers
19 & 20 April	Lagganlia	<i>Fieldwork skills</i>	Training in practical fieldwork skills, approaches to fieldwork for the senior phase in Biology, Geography & Environmental Science	12 PGDE students
12 th May	Napier University, Craiglockhart Campus	LfS Annual Conference: Making Connections with Nature	This year Edinburgh Council's Annual LfS Conference is delivered in partnership with LfS Scotland's Connections with Nature Task Group and is themed 'Making Connections with Nature'. The aims of the conference are to enhance practice through gaining ideas, sharing good practice and making connections. The programme includes speakers, practical workshops and reflection, covering the key themes of Learning for Sustainability: Sustainable Development Education, Global Citizenship and Outdoor Learning.	185; mostly teachers, also HE & FE staff, NGOs / voluntary sector.

26 & 27 May	Lagganlia Centre for Outdoor Learning	Leading Environmental Fieldwork	Set in the beautiful surroundings of Glen Feshie, this field-based residential will cover managing fieldwork in remote locations, investigative approaches to delivery of Outdoor Learning, describing sites and survey skills. Aimed primarily at Secondary Biology, Geography and Environmental Science teachers, aspects will also be relevant to enthusiastic teachers in upper Primary.	9 Secondary teachers / 2 primary teachers
9 & 10 June	Lagganlia	<i>Teachmeet Dirty Weekend II</i>	An informal professional learning opportunity delivered by teachers for teachers with opportunities to share photographs of your own pupil's experiences of outdoor learning and/or get practical ideas for taking the curriculum outside! Primary and Secondary welcome.	17 primary teachers
14 June	Royal High Secondary school	<i>Sharing Good Practice – BGE Secondary Science</i>	Teacher-led workshops on delivering chemistry, physics and scientific method outdoors	11 CEC secondary teachers
8 August	Lagganlia	<i>Preparatory support for AH Biology Investigations</i>	Introduction to fieldwork sites, skills & pupil-led question formulating	Craigmount – AH Biology class teacher
21 August	Water of Leith Conservation Trust	<i>Edinburgh Outdoor Learning Network</i>	First meeting of The Edinburgh Outdoor Learning Network. Purpose: To share knowledge of current practice and areas of work, to identify potential for collaboration, signpost relevant support and encourage a strategic approach to the city-wide development of Outdoor Learning. Agenda for first meeting: Introductions & areas of work. Outdoor Learning and Pupil Equity Funding – examples of partnerships.	OL Provider organisations: 13 people representing 10 organisations
25 August	Cammo Park	<i>Fieldwork skills</i>	Introduction to essential fieldwork skills & use of equipment	9 pupils + 1 staff member
1 September	Glentress	<i>Natural Partners STEM project</i>	Part of University of Edinburgh Moray House & Forestry Commission Scotland's Natural Partners project – workshop on Carbon cycle / photosynthesis / carbon sequestration. Delivered with Sally York	3 sessions of approx. 22 STEM subject & Geography PGDE students
4 September	Royal Botanic Gardens Edinburgh	<i>Lead Teacher in OL Network</i>	Meeting of CEC's OL Lead Teachers & other teachers with a focus on OL. Agenda set by the group – meeting focussed on an Edinburgh version of NT's '50 things to do before you're 11½'.	13 CEC primary teachers

8 September	Holyrood Park	<i>Open Geography Fieldwork for Higher & Advanced Higher</i>	Introduction to fieldwork skills & techniques and data gathering for Higher & Advanced Higher Geography pupils	56 pupils + 7 staff from 6 CEC secondary schools
11, 15, 20, 21 September	James Gillespie's & Craigmount High Schools	<i>Preparatory support for AH Biology Investigations</i>	Introduction to AH Biology classes – conducting environmental fieldwork / creating your own investigation / fieldwork skills: equipment available & how to use it.	JGHS – 12 pupils Craigmount – 9 pupils
25 – 28 September	Lagganlia	<i>Advanced Higher Biology Investigations</i>	Support to pupils conducting and staff supervising environmental projects in fulfilment of their Advanced Higher Investigation	Craigmount High School: 9 pupils + 1 staff member
29 September	Hermitage of Braid	<i>Get Outdoors! Intro to OL for probationer teachers</i>	Introduction to policy & practice in OL and practical workshop on ideas for delivery. Jointly delivered with Rachael Bottom, Lead Teacher in OL (Clermiston Primary)	18 CEC probationer teachers
3 – 6 October	Lagganlia	<i>Advanced Higher Biology Investigations</i>	Support to pupils conducting and staff supervising environmental projects in fulfilment of their Advanced Higher Investigation	James Gillespie's High School: 12 pupils + 2 staff members
11 October	Scottish Rural College (SRUC), Kings Buildings	<i>Training session for Citizen Science Champions</i>	First training programme of new Citizen Science Champion Programme. Covering: intro to CS & it's importance, impact of CS and presentation skills	6 SRUC students
25 October	Gracemount Primary School	<i>Citizen Science Champion – pilot session</i>	Introducing Citizen Science to P7 pupils – what it is and why it's important. Delivery of an outdoor session: OPAL's Bug Survey	6 students & 1 staff member from SRUC: 32 P7 pupils + their teacher
3 November	Holyrood Park	<i>Introduction to Navigation (Bronze DofE)</i>	An introductory session to navigation for St. Thomas' High School new Bronze cohort. Intention that this model (use of many volunteer leaders) can be a model for an open navigation / navigation 'clinic' for DofE participants.	46 pupils + 8 volunteers
24 training sessions			Approximate Totals (where applicable):	155 pupils, 245 teachers, 177 'others' (including University students, trainee teachers, other OL providers)

	Appendix 11.10 Energy Provision and Plans Summary	OUTDOOR LEARNING: Energy overview for residential venues
	BENMORE AND BERNICE	LAGGANLIA
HEATING	77 electric storage and panel heaters (rolling replacement of convectors to modern) various control measures. Current heating system accounts for 56% of energy use.	Main building is a wet system- LPG with a Building Management System (BMS) Hillend is domestic oil system. Other 5 lodges are electric convector heaters with basic controls. Current heating system accounts for 60 %.
HOT WATER	7 calorifiers.	Main building has several calorifiers controlled by BMS, lodges have calorifiers with domestic controls.
EPC RATING	G.	D +.
LIGHTING	Incandescent lights, energy saving lamps and fluorescent lamps (rolling programme to replace with Compact Fluorescent Lamp/LED). Controlled by local switches not sensors, sensor install £2000.	Incandescent lights, energy saving lamps and fluorescent lamps (rolling programme to replace with Compact Fluorescent Lamp/LED). Sensors recommended- potential to replace incandescent lights in each dorm room with 2D light and PIR £500.
BIOMASS	Estimated costs: Biomass £250,000 with LPG back up £188,000.	Biomass can be integrated into existing wet system. Estimated cost: Biomass £160,000.
SOLAR	Main building requires survey for solar PV panels and solar thermal. Bernice could use ground mounted solar PV panels with battery back up £10,000.	Solar PV Hillend and main house £40,000. Solar thermal £35,000.
HEAT PUMP	Estimated cost: main house ground source heat pump £300,000.	Estimated cost: main house £300,000 , lodges £120,000.
HYDRO	Bernice burn has hydro potential.	River Fieshie unsuitable.
WIND	Sites unsuitable.	Site unsuitable.
16/17 PLAN	Improve energy awareness amongst staff and visitors, ensure commitment to good energy practices.	Improve energy awareness amongst staff and visitors, ensure commitment to good energy practices.
	Assess heating controls to ensure correct set up and working order- CEC property helpdesk.	Assess heating controls to ensure correct set up and working order- CEC property helpdesk.
17/18 PLAN	Commission surveys to gain up to date recommendations, costs and payback periods contact- Paul Jones, Energy and Sustainability Manager.	
	Explore funding and procurement options contact Janice Pauwels - Sustainable Development Manager. Plan investment from reserves. Energy awareness - review induction for visitors and improve signage further to improve use of energy resources.	

Education, Children and Families Committee

10:00 am, Tuesday, 12 December 2017

Communities and Families Excursions Policy

Item number	7.11
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The updated Communities and Families Excursions Policy sets out The City of Edinburgh Council's employer framework for delivering safe and high quality excursions, which make appropriate use of resources and deliver significant outcomes.

The Policy considers Scottish Government advice via the 'Going Out There: Scottish Framework for Safe Practice in Offsite Visits' resource.

Communities and Families Excursions Policy

1. Recommendations

- 1.1 It is recommended that the proposed Communities and Families Excursions Policy is approved.

2. Background

- 2.1 An excursion is defined as an offsite activity away from a recognised establishment/location.
- 2.2 The Sports and Outdoor Learning Unit is responsible for the Communities and Families Excursion Policy.
- 2.3 The current Policy was last reviewed and updated in 2011.
- 2.4 The foundations of the existing Policy are fit for purpose. The overall safety record of City of Edinburgh Council excursions is excellent. Any specific issues are addressed via evaluation feedback, monitoring and incident reporting.
- 2.5 A policy review was required to take account of recent Council structural change; stakeholder feedback; updated national guidance; and to identify opportunities to reduce unnecessary paperwork and systems.
- 2.6 Scottish Government guidance on excursions states that employer's responsibilities include:
- Providing guidelines to Heads of Establishment, Excursions Coordinators and Group Leaders (titles adjusted to match The City of Edinburgh roles);
 - Providing access to technical advice;
 - Assessing proposals for certain categories of excursions (especially visits or travel outside the UK and adventure activities);
 - Having emergency procedures in place for dealing with major incidents / emergencies;
 - Ensuring training needs have been addressed;
 - Providing access to named staff for advice;
 - Having appropriate insurance cover in place; and
 - Having in place procedures to monitor and review off-site visits and activities.

Adapted from 'Going Out There: Scottish Framework for Safe Practice in Offsite Visits' (15.1)

- 2.7 The Scottish Government recognises the importance of excursions via the Curriculum for Excellence and Going Out There framework. For example, Going Out There states:

'Giving more children and young people access to outdoor learning and play opportunities provides invaluable life experiences which could not be achieved without 'going out there' more regularly and more frequently.

Scotland's outdoor environment offers motivating, exciting, varied, relevant and easily accessible activities from pre-school years through to college and beyond. Through Curriculum for Excellence, the Scottish Government endorses the value of children and young people enjoying positive learning and play experiences in a wide variety of settings from galleries and museums to woodlands, parks and wild, natural spaces, as well as planned adventure and residential experiences.'

- 2.8 The Health and Safety at Work etc. Act 1974 requires employers to provide and maintain safe systems of work, information, instruction, training and supervision as is necessary with respect to the health and safety at work. It also requires that this information is brought to the attention of all employees.

- 2.9 The updated City of Edinburgh Council's Health and Safety statement sets out general expectations:

Protecting the health and safety and welfare of our employees, and our third parties including members of the public, contractors, service users and pupils, is the starting point to delivering a thriving, sustainable capital city.

Accordingly, we will manage health and safety and welfare in a way that:

- takes all reasonable steps to protect the health and safety and welfare of our employees and third parties;
- demonstrates our commitment to continually improve health and safety performance; and
- complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

- 2.10 The Excursions Policy sets out the requirements for a significant number of excursions involving a high number of children, young people and vulnerable adults. For example, Categories Three and Four recorded excursion approvals by the Sports and Outdoor Unit (adventurous, residential, overseas and any other potential):

	Number of young persons per time period. Categories Three and Four only.		
	August 2014 – July 2015	August 2015 – July 2016	August 2016 – July 2017
Primary School Pupils	6680	6121	6830
Secondary School Pupils	11226	8175	11069
Special School Pupils	608	552	549
Community Centre Young Persons	675	1237	1492
Duke of Edinburgh's Award Young Persons	849	1068	1154
Residential centres young persons	125	244	161
Other	49	55	112
Total	20,212	17,452	21,367

- 2.11 The recent restructuring of the Outdoor Learning Team has retained and developed an important breadth and depth of knowledge and current experience of excursions across the Communities and Families Department. This includes highly qualified Instructors, Outdoor Learning Development Officers, former Teachers and Centre Operations Managers. These persons collectively provide the specialist technical knowledge and experience required to operate, monitor and review the Excursions Policy across the Communities and Families Department.
- 2.12 Continuing professional development evaluation feedback indicates that the Sports and Outdoor Learning Team provide high quality excursion training. A small number of pilot Excursion Coordinator training sessions were held in September 2017. Overall, feedback is very good - participants are asked to provide a score between 4 (fully/greatly/excellent) and 1 (none/not at all):

Key Evaluation Questions	Column A Mean Score* New Excursions Coordinator Training (September 2017)	Column B Mean Score* Existing Group Leader Training (January 2017 – September 2017)
Number of participants.	18	212
To what extent did the learning activity meet your learning needs?	3.82	3.77
To what extent do you think that your skills/knowledge in this area have improved/increased?	3.83	3.54
To what extent do you feel able to apply your new skills/knowledge back in the workplace?	3.83	3.70
Please rate the facilitator on knowledge of subject	4.00	3.94
Please rate the facilitator on style and delivery	4.00	3.72
To what extent do you think that the learning activity achieved the stated outcomes?	3.89	3.89
To what extent do you think that the learning will contribute to your future development?	3.89	3.59
To what extent do you feel your new skills/knowledge will have a positive impact on service users?	3.94	3.69

3. Main report

- 3.1 The proposed Policy content sets out the requirements for excursions within the Communities and Families Department which must be met.
- 3.2 The proposed Policy has considered and utilised guidance from the Scottish Government - Going Out There: Scottish Framework for Safe Practice in Offsite Visits (15.1).
- 3.3 The proposed Policy will replace the existing Excursions Policy from the 1 January, 2018. It takes into account the new structural arrangements and provides additional and updated guidance and requirements on specific areas relating to excursions.
- 3.4 New features, sections and requirements compared with the existing Excursions Policy are as follows:

- 3.4.1 The digital PDF version has interactive links in the header, contents page and throughout the document to assist users in finding information within the proposed Policy and other Council policies and guidance across The Orb.
 - 3.4.2 New summary tables provide an overview of information to assist users in understanding and following requirements. There is a summary table which identifies new and updated information within the proposed Policy.
 - 3.4.3 Scope of Policy (Policy Section 1.4). A new section provides clarity about the kind of activity that falls within scope of the proposed Policy. The aim is to ensure that all qualifying activities are identified as excursions and fall within the scope of the Policy.
 - 3.4.4 Excursions Coordinators are now required to register via SurveyMonkey. This is a quick process that allows the Sports and Outdoor Learning Unit to keep up to date information and disseminate key information quickly across the Communities and Families Department. Excursions Coordinators now receive a monthly update email to keep them informed about key information and changes. From August 2018, Categories Three and Four excursions will not be approved unless Excursions Coordinators are registered and have attended the relevant training programme.
 - 3.4.5 In line with advice from 'Going Out There', there is new guidance about the approval of 'unaccompanied excursions' in exceptional circumstances (Policy Section 3.2.12).
 - 3.4.6 There are clear expectations for local approval by establishments of Categories One and Two, defined as more familiar locations with less risk and closer to the establishment (Policy Section 3.4.2).
 - 3.4.7 New guidance and signposting information about data protection and retention is included. This will support upcoming changes in data protection laws (Policy Section 3.8).
 - 3.4.8 New guidance on signing waivers and disclaimers is included to ensure employees fully understand all documentation from third parties and are cautious when signing agreements (Policy Section 3.9).
 - 3.4.9 A new online feedback form should improve the number of feedback responses and reduce paperwork (Policy Section 7.3).
 - 3.4.10 New guidance on mobile phones should address how these can support excursions and potentially cause issues (Policy Section 10).
 - 3.4.11 Two new guidance sections on trampoline parks and drinking/cooking water provision on expeditions provide the necessary detail to minimise risks (Policy Sections 16 and 17).
- 3.5 Updated actions and requirements compared with the existing Excursions Policy are as follows:

- 3.5.1 Clearer signposting to Sports and Outdoor Learning staff for advice and support.
- 3.5.2 The introduction has been rewritten to emphasise the importance of high quality excursions and the appropriate use of The City of Edinburgh Council's resources (Policy Section 1.1). It is important that Head of Establishments and Excursions Coordinators manage excursions to ensure high quality outcomes, relevant experiences and appropriate use of resources.
- 3.5.3 An updated training programme (Policy Section 1.5) will include separate training for Excursions Coordinators and Group Leaders; and additional 'bolt-on' specialist sessions linked to key topics such as transport, insurance and exchange visits. Excursion Coordinator Training and Group Leader Training will be mandatory and must be renewed every three years (Group Leader of Categories Three and Four excursions).
- 3.5.4 Updated roles and responsibilities will address recent structural changes (Policy Section 2).
- 3.5.5 The child protection guidance has been updated to reflect the latest national and local guidance (Policy Section 3.2.2).
- 3.5.6 Additional guidance on remote supervision is based on monitoring feedback (Policy Section 3.2.13).
- 3.5.7 Excursions categories have been named for clarity and updated with new activities (Policy Section 3.3).
- 3.5.8 Parental consent guidance has been updated to provide a recommended model to support establishments in managing consent (Policy Section 3.6).
- 3.5.9 Insurance guidance has been clarified, particularly around travel and personal accident insurance (Policy Section 5).
- 3.5.10 There is more detailed guidance on overseas excursions. This is based on monitoring and stakeholder feedback and will support future excursions (Policy Section 9).
- 3.5.11 Incident reporting guidance has been updated requesting employees to insert the word 'excursion' into reports. This will make it easier for the Health and Safety Team to report on excursion incidents (Policy Section 11).
- 3.5.12 Accompanying forms are being updated and will be included in the proposed Policy's appendices. Existing forms can be accessed via [The Orb](#).
- 3.6 Transitional arrangements have been included throughout the Policy. These will ensure establishments continue to deliver excursions and abide by clear deadlines for training and actions.
- 3.7 The proposed Policy will be launched via email, short presentations at key events and training.

- 3.8 The first review will be in August 2018. The proposed Policy will then be reviewed annually or earlier to comply with changing legislation, in response to a significant occurrence and/or significant internal and external guidance.

4. Measures of success

- 4.1 Excursions continue to be safe and of high quality.
- 4.2 The number of excursions are at least maintained and opportunities explored for increasing the number of high quality excursions, which are relevant to the needs of young people and vulnerable adults, and represent appropriate use of resources.
- 4.3 All relevant employees and volunteers are aware of the proposed Policy and know how to access it.
- 4.4 All Excursions Coordinators across the Communities and Families Department are identified and registered with the Sports and Outdoor Learning Unit by 1 February 2018.
- 4.5 All Excursions Coordinators have undertaken the new training programme by the 1 August 2018.
- 4.6 Group Leaders of Categories Three and Four excursions continue to update their training within three years.
- 4.7 Training evaluation feedback is a mean score of at least 3.5 for each relevant question.
- 4.8 User feedback indicates very high levels of satisfaction with the Policy.

5. Financial impact

- 5.1 No direct financial impact.

6. Risk, policy, compliance and governance impact

- 6.1 The potential impact of failure to manage the health and safety of excursions and other requirements such as insurance and application of other policies includes death, injury, ill health, legal liabilities, financial losses and reputational damage.

7. Equalities impact

- 7.1 This Policy provides guidance on equality (Policy Section 8.4). This will minimise the risk of equalities issues arising from this Policy.

8. Sustainability impact

- 8.1 There are no sustainability issues arising from this Policy.

9. Consultation and engagement

- 9.1 A range of stakeholders have supported the Policy review processes. This has been via working groups, email correspondence and meetings. This included invitations to internal teams such as Fleet Management, Social Care, Insurance, Lifelong Learning, Early Years, Schools and Health and Safety colleagues. External partners were also engaged, including Friends of the Award and The Green Team.
- 9.2 The drafting of the proposed Policy has been monitored via The City of Edinburgh Council Outdoor Education Advisory Group (OEAG).
- 9.3 A draft Policy was presented to schools via the Head Teacher Executive Meeting on the 12 October 2017.

10. Background reading/external references

- 10.1 [Going Out There: Scottish Framework for Safe Practice in Offsite Visits](#) . A framework developed in partnership by the Scottish Government, the Health and Safety Executive (HSE), the Scottish Advisory Panel for Outdoor Education, Education Scotland and the Association of Directors of Education, with input from other partners including voluntary organisations and providers.
- 10.2 [Adventure Activities Licensing Authority](#). The Adventure Activities Licensing Authority (AALA) came into existence in April 1996. It is currently sponsored by the Department for Work and Pensions. The Health and Safety Executive is currently designated as the AALA. Adventure activities licensing ensures that activity providers follow good safety management practices. These should allow young people to experience exciting and stimulating activities outdoors without being exposed to avoidable risks of death or disabling injury.
- 10.3 The Scottish National Improvement Hub. [Support for Professional Development in Outdoor Learning](#).
- 10.4 [English Outdoor Council - High quality outdoor learning publication](#). This guide outlines the benefits of working in outdoor contexts and has been written to help evaluate, and set about improving, or further improving, the quality of outdoor learning. In support of this, ten key outcomes of outdoor learning have been identified with a range of indicators attributed to each one.
- 10.5 [Health and Safety Executive - 'Health and Safety at Work etc Act 1974'](#).

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

11.1 Proposed Communities and Families Excursions Policy.

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Excursions Policy

DRAFT

Links to new forms will be completed prior to launch.

The City of Edinburgh Council: Communities and Families

Excursions Policy Guidance and Procedures for all Non-Residential Children and Families Establishments and Staff

Implementation Date: 01 January 2018

Control Schedule

Senior Responsible Officer	Andrew Bradshaw
Authors	Cliff Smith and Andrew Bradshaw Sports and Outdoor Learning Unit
Scheduled for Review	August 2018

Version Control

Version	Date	Authors	Comment
0.1	01 January 2018	Cliff Smith and Andrew Bradshaw	The existing Excursions Policy superseded.



Key Information



This Policy is for use by **City of Edinburgh Council (CEC) staff and establishments/services as policy guidance for CEC Communities and Families excursions.** [See Scope of this Policy.](#)

Third parties who are **delivering excursion related services on behalf of or in partnership with CEC** must follow this Policy as well as their own safety systems. [See Scope of this Policy.](#) This Policy sets out the minimum requirements. CEC establishments are expected to follow any additional third party safe practice requirements linked specifically to their activity. **CEC establishments MUST NOT accept standards/requirements from third parties which are below the minimum requirements set out in this Policy.** Third parties are responsible for ensuring they have adequate insurance; in-line with CEC's latest requirements, to deliver excursion-related provision.

Heads of Establishments must ensure adequate insurance has been organised for excursions. '[Insurance](#)' section.

The latest digital version of this document is always available from (CEC Orb link):

[CLICK HERE](#)

If unable to access The Orb, contact excursions@edinburgh.gov.uk


Key Contacts

General excursion enquiries/Business Support	EMAIL or 0131 469 3953
UK Excursions and UK/Overseas Adventurous Activities (Cliff Smith)	EMAIL or 0131 551 4368 or 0774 8703 515
International/Overseas Excursions (Andrew Bagnall)	EMAIL or 0131 551 4370 or 0771 8668 558
International/Overseas Excursions – submission of forms.	EMAIL
Duke of Edinburgh's Award (Fraser Robertson or Pam Waugh)	Fraser - EMAIL or 0782 4526 492. Pam - EMAIL . General phone number: 0131 551 4370
Excursions Coordinators eUpdate Registration webpage	CLICK HERE
Bangholm Outdoor Centre (EH6 4RJ)	0131 551 4370
Benmore Outdoor Centre (PA23 8QX)	0136 970 6337
Lagganlia Outdoor Centre (PH21 1NG)	01540 651 265
Principal Officer for Outdoor Learning (Andrew Bradshaw)	EMAIL or 077 186 605 49
Strategic Development Manager - Sport and Physical Activity (Robin Yellowlees)	EMAIL or 07796313169



Key Amendments and New Information

Must not be read and used in isolation. Use the links to locate each section.

Key Amendments or Additional Information	Links
NEW: Contents page and indexed sub headings to support users.	LINK
Introduction.	LINK
NEW: Scope of policy.	LINK
Glossary.	LINK
NEW: Excursions training framework.	LINK
Additional early years guidance throughout the document.	N/A
Child protection, PVG and regulated Activity.	LINK
NEW: Unaccompanied excursions (exceptional circumstances only).	LINK
Remote supervision – more detailed guidance.	LINK
Category descriptions.	LINK
Updated forms.	LINK
Risk assessment, including a new CEC template.	LINK
Parental consent, including a new recommended model for managing consent.	LINK
NEW: Data protection and records retention.	LINK
 IMPORTANT UPDATED INFORMATION: Insurance.	LINK
Monitoring and evaluation.	LINK
Overseas excursions – more detailed guidance.	LINK
NEW: Use of mobile phones.	LINK
Incident reporting via the SHE online resource.	LINK

New, Updated or Existing Processes and Resources to Reduce Bureaucracy

Highlighted Process or Resource
<p>COMMUNICATION: Excursions Coordinators receive regular and short eUpdates via email to provide alerts, updates and training opportunities.</p> <p>Subscribe or amend details via this LINK.</p>
<p>SIGNPOSTING: Key contacts have been included throughout this Policy so users can obtain support quickly.</p>
<p>UPDATED POLICY PDF FORMAT: Interactive contents page, key summary information tables e.g. 'At a Glance Matrix', active hyperlinks to locate other information – external websites and The Orb resources.</p>
<p>CONSENT: A recommended consent model. LINK (exact model will vary with 'local' contexts). This includes annual consent for Categories 1 and 2. To be agreed 'locally'.</p>
<p>CEC ADVENTUROUS ACTIVITY PROVIDERS LIST (Category 3): Maintained by the Sports and Outdoor Learning Unit to assist establishments in choosing and using different providers. Checks are performed by the Sports and Outdoor Learning Unit to remove duplication.</p>
<p>UPDATED FORMS 1: NEW versions of EE1 and EE2 to allow for a continuous programme of excursions. LINK. Clearer codes and form 'names' to support Group Leaders.</p>
<p>UPDATED FORMS 2: EE1 and EE2 forms for Benmore and Lagganlia have been combined with booking forms to remove duplication of information.</p>
<p>EVALUATION: Evaluation forms for Categories 3 and 4 excursions can be completed online. Benmore and Lagganlia CEC users do not need to complete the general excursions and centre specific feedback questionnaires. This removes duplication. No need to email or post – complete online - LINK.</p>
<p>SELF-EVALUATION TOOL: The Sports and Outdoor Learning Unit will be launching a new and manageable evaluation tool to assist establishments in managing 'local' improvements in excursion planning and delivery. Due for March 2018.</p>
<p>TRAINING: A new training model to ensure training is focused on specific roles: separate Excursions Coordinator, Group Leader and 'bolt-on' training. LINK.</p>

'At a Glance' Matrix



IMPORTANT: This is an overview and **MUST** not be used 'in isolation'. Users must consult the relevant part of the Policy.

	Category 1 Excursion	Category 2 Excursion	Category 3 Excursion	Category 4 Excursion	Links to parts of this Policy*
Description	CLICK HERE FOR FULL DESCRIPTIONS OF CATEGORIES*				N/A
Approval and Registration Process	Internal/local level: Excursions Coordinator and Head of Establishment.		Internal/local level: Excursions Coordinator and Head of Establishment. Then: Sports and Outdoor Learning Unit.		CLICK HERE*
Risk Assessment	✓ Use the new CEC template.	✓ Use the new CEC template.	✓ (Approved Provider will complete the risk assessment for their activity). Complete for other parts of the excursion where necessary.	✓ Use the new CEC template.	CLICK HERE*
Consent Required	✓ <i>Recommended model:</i> annual consent via EE2(annual) form.	✓ <i>Recommended model:</i> annual consent via EE2(annual) form.	✓ Excursion specific consent via EE2(standard) form.	✓ Excursion specific consent via EE2(standard) form.	CLICK HERE*
Medical Information	✓ <i>Recommended model:</i> annual update via EE2(annual) form and if appropriate - EE2A and/or EE2B.	✓ <i>Recommended model:</i> annual update via EE2(annual) form and if appropriate - EE2A and/or EE2B.	✓ Excursion specific via EE2(standard) form and if appropriate - EE2A and/or EE2B.	✓ Excursion specific via EE2(standard) form and if appropriate - EE2A and/or EE2B.	CLICK HERE*
Group Leader Training	<i>Recommended</i>	<i>Recommended</i>	✓ Required**	✓ Required**	CLICK HERE*
Forms and documents to be sent to the Sports and Outdoor Unit/ deadlines. SEE NEXT PAGE.	<i>Approval managed internally/at the local level.</i> <i>Forms are not sent to the Sports and Outdoor Learning Unit.</i>		EE1(C3single) or (C3multiple) + risk assessments for transport and activities not provided by the Approved Provider. Sent at least 1 week before departure.	UK based: EE1(C4single) or (C4multi) + all risk assessments. Send at least 3 weeks before departure Overseas Travel: EE3 initial approval normally 12 months before departure. EE1(C4single) + all risk assessments + any other relevant documentation. Send at least 3 months before departure. Additional TRAVEL AND PERSONAL ACCIDENT INSURANCE REQUIRED.	

*Only works with interactive PDF version. **At least one of the leaders accompanying the excursion (within the last 3 years).

IMPORTANT: there are new versions of EE1 and EE2 forms to facilitate different types of excursions (single and multiple) and different types of consent (annual and excursion specific). [CLICK HERE FOR THE LATEST FORMS.](#)

Forms Summary

Form Name	NEW Codes	Notes	When do we use this form?
Different forms link to different types of excursions.		If you are unsure about what form to use, please email excursions@edinburgh.gov.uk CLICK HERE FOR THE LATEST FORMS or view via Section 14 – appendices.	
Category 3 Approval Form (standard/single)	EE1(C3single)	For single non-residential excursions with an Approved Adventurous Activities Provider (category 3).	Standalone/single Category 3 excursion.
Category 3 Approval Form (multiple/programme)	EE1(C3multi)	For a continuous/regular programme of multiple non-residential excursions. Normally with the same Approved Adventurous Activities Provider/s (Category 3) involving a defined set of activities.	Continuous Category 3 programme (see notes).
Category 4 Approval Form (standard/single)	EE1(C4single)	For single Category 4 excursions.	Standalone/single Category 4 excursion including overseas excursions.
Category 4 Approval Form (multiple/programme)	EE1(C4multi)	For a continuous/regular programme of multiple Category 4 excursions. Normally with the same provider/s involving a defined set of activities.	Continuous Category 4 programme (see notes).
Consent and Medical Information Form (standard)	EE2(standard)	Standard EE2 form for excursions (normally Categories 3 and 4).	Normally for Categories 3 and 4 excursions to gain consent and provide medical information.
Consent and Medical Information Form (annual)	EE2(annual)	Annual EE2 form. To support Categories 1 and 2 excursions recommended model. Renewed annually. See policy guidance and suggested model. Removes the need to gain consent for individual excursions.	Annually to renew consent and medical information.
Medical Consent with Exception of Blood Transfusion	EE2A	Medical consent with the exception of the administration of blood or blood products.	If parents have not given consent in EE2(single) or (annual) for blood transfusions.
Medication Record	EE2B	Out of school medication, medical treatment and medication recording form.	If the participant is taking any medication, this form should be completed.
Overseas Initial Notification and Approval Form	EE3	Advance notice to ' International Excursions ' for overseas excursions.	Overseas excursions.
Evaluation	Not Applicable	Feedback evaluation forms are now online . There is a separate version for excursions to Benmore and Lagganlia. CLICK HERE.	Categories 3 and 4.

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Section 1 GENERAL INTRODUCTION

1.1 INTRODUCTION

'...access to outdoor learning and play opportunities provides invaluable life experiences which could not be achieved without 'going out there' more regularly and more frequently.

Scotland's outdoor environment offers motivating, exciting, varied, relevant and easily accessible activities from pre-school years through to college and beyond. Through Curriculum for Excellence, the Scottish Government endorses the value of participants enjoying positive learning and play experiences in a wide variety of settings from galleries and museums to woodlands, parks and wild, natural spaces, as well as planned adventure and residential experiences.

An enjoyable, creative, challenging learning journey helps participants learn by experience and grow as confident and responsible citizens who value and appreciate their local area and the wider environment of Scotland, which includes spectacular landscapes, rich natural heritage and a diverse built environment including landmarks of international significance.'

Adapted from Going Out There (Scottish Framework for Safe Practice in Off-site Visits).

Children and young people have been replaced by 'participants'.

The City of Edinburgh Council (CEC) is committed to ensuring **safe, purposeful and high-quality** excursions. It is important that children, young people and others participate within a progressive and planned programme of excursions to broaden horizons and maximise high quality outcomes. These include enjoyment, academic achievement, social and emotional wellbeing, environmental awareness, health and increased motivation and an appetite for learning.

This latest version has been designed to make the process of organising excursions even more straightforward. The Council is determined to see excursions thrive within a framework that ensures **high safety standards, quality outcomes, meets all legal obligations** and is **"user-friendly"**.

It is **essential** for every establishment to consider from the start and throughout the planning, approval and delivery process:

- intended benefits and outcomes;
- safety;
- inclusion;
- learning about and experiencing an appropriate level of risk, controls and related safe practice within a range of environments;
- best use of establishment and Council resources including staff; and
- costs.

This will maximise outcomes, develop participants' risk management skills and secure best use of CEC resources. Significant outcomes can be achieved through thoughtful and skilful planning, delivery and evaluation of purposeful and high-quality excursions.



Significant resources are used to plan and deliver excursions. It is important therefore that **ALL** excursions are **purposeful** and the use of an excursion and specific locations **add significant value and benefits** for **children, young people and vulnerable adults** when balanced with **risk, use of resources** and **costs**. This will be monitored via Communities and Families personnel.

Some indicators of high quality excursions:

<ul style="list-style-type: none"> • Delivery is planned and adjusted to maximise achievement. 	<ul style="list-style-type: none"> • Participants play an active part and engaged in the planning, delivery and evaluation phases.
<ul style="list-style-type: none"> • Inclusive and differentiated to meet the needs of all learners. 	<ul style="list-style-type: none"> • Positive, professional and consistent relationships between all participants.
<ul style="list-style-type: none"> • Safe and positive learning environment/s using an appropriate level of risk. 	<ul style="list-style-type: none"> • Learning is well paced, shows progression and development of skills, behaviour and knowledge.
<ul style="list-style-type: none"> • Participants actively involved in safe practice and risk management. 	<ul style="list-style-type: none"> • Participants can be creative and apply their learning.
<ul style="list-style-type: none"> • Clear learning outcomes discussed from the beginning and regularly revisited. 	<ul style="list-style-type: none"> • Participants describe what they are learning as opposed to what they are doing and can understand how they can apply it in the future.
<ul style="list-style-type: none"> • Integral part of the curriculum or programme; supporting pre and post learning. 	<ul style="list-style-type: none"> • Reflection and review time is built into the excursion where application of learning is explored and achievements recognised.
<ul style="list-style-type: none"> • Linked to wider curriculum outcomes through a clear transfer of learning. 	<p>Adapted from 'A Guide to High Quality Outdoor Learning and Residential Experiences – OEAP'. See Section 3.1 for additional guidance.</p>

The Council has three outdoor education centres of its own; **Bangholm, Benmore** and **Lagganlia**. Using these centres can be advantageous to CEC groups in terms of quality assurance and reducing excursion planning workload. **The Council expects establishments to use these Centres whenever possible.**

Benmore and Lagganlia are residential centres. Bangholm is a non-residential centre based in Trinity North Edinburgh. The Centre is home to the three Outdoor Learning Development Officers responsible for i) Technical and training ii) Curriculum development & iii) Wider achievement awards (including DofE, JASS, John Muir). The Centre has a stock of high quality outdoor equipment including camping, walking, rock climbing, winter climbing, cycling, and orienteering. A full list of equipment & hire charges can be found on the website.

[Contact information for the three CEC Centres.](#)

The use of Approved Adventurous Activities Providers for other types of excursions is encouraged as checks have been carried out by the Sports and Outdoor Learning Unit, further reducing the burden for organisers and Group Leaders.

Key CEC website link (CEC Approved Adventurous Activities Providers):

[CLICK HERE](#)

1.2 THE CITY OF EDINBURGH HEALTH AND SAFETY POLICY STATEMENT

Key CEC contact:

healthandsafety@edinburgh.gov.uk

Key CEC Orb website link:

[CLICK HERE](#)

Protecting the health and safety and welfare of our employees, and our third parties including members of the public, contractors, service users and pupils, is the starting point to delivering a thriving, sustainable capital city.

Accordingly, we will manage health and safety and welfare in a way that:

- takes all reasonable steps to protect the health and safety and welfare of our employees and third parties;
- demonstrates our commitment to continually improve health and safety performance; and
- complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

1.3 GLOSSARY OF TERMS

Adventurous Activities	See Appendix 7.
Employer	The Employer is the City of Edinburgh Council (CEC). The Sports and Outdoor Unit is part of the Council and responsible for supporting, approving, monitoring and evaluating excursions.
Excursion	Offsite trip, visit, activity taking place away from the establishment. Onsite adventurous activity (see Appendix 7). See Scope of this Policy. This Policy does not provide guidance and procedures for work experience. See 'Scope of this Policy'. This Policy does not provide guidance and procedures for Communities and Families staff travel abroad (other than with children, young people and vulnerable adults as part of an excursion). See Scope of this Policy.
Excursions Co-ordinator	The person who oversees the overall management, co-ordination and approval mechanism within the establishment for all excursions. This person has been appointed by the Head of Establishment .
Group Leader	A named person who will plan, prepare, lead and review the excursions. The Group Leader is responsible to the Excursions Coordinator and Head of Establishment and is the person with the main supervisory responsibility for leading participants on an excursion.

	They are responsible for participants before, during and after (until the defined excursion has ended) the excursion. The Group Leader is responsible for the detailed organisation of the excursion according to this Policy and other relevant CEC policies and procedures. They will present their plans to the Excursions Coordinator and Head of Establishment for approval. They must also ensure that parents make informed decisions regarding attendance and should arrange for briefing sessions as required. The Group Leader will normally attend the excursion.
Head of Establishment	The person with the immediate management responsibility for groups or individuals who are participating in off-site activities. This is the Head Teacher in a school. <i>Following recent CEC transformational change, there may not be a person with the title: Head of Establishment in a specific service area. If this is the case, it is important that these services identify and document who will undertake these responsibilities – see ‘Roles and Responsibilities’ section. This must be shared with CEC staff. For the purposes of this document, the responsibilities will be assigned to the Head of Establishment role.</i>
Home Base Contact	Staff member/s not attending the excursion and available at the establishment and where required via an “out of hours” phone number. For longer excursions, there may be several Home Base contacts to ensure continuous coverage.
Parent / Guardian / Carer	The parent / legal guardian / carer of the child, young person or vulnerable adult attending the excursion . This document will use the term ‘parent’ to represent parents, legal guardians or carers.
Participant	All children, young people, vulnerable adults and other clients for whom excursions are provided and for whom the Local Authority has a duty of care.
Provider	A person, organisation or business responsible for the delivery of a service or activity to a group of children, young people and adults. CEC Approved Adventurous Activities Providers list: CLICK HERE .
Supervising Staff	The persons listed below carry out supervisory duties as instructed by the Group Leader. Includes any adults employed via CEC who are participating in a Communities and Families (C&F) excursion. This can include teachers, teaching assistants, learning support assistants, early years practitioners, peripatetic employees, other C&F employees or any other CEC employee. Also, where specified, persons may be delegated to deputise for the visit leader in an emergency.
Supervising Volunteer (authorised)	All adults who organise or assist on an excursion with the knowledge and authorisation of the Head of Establishment and who are not paid employees of the Council. The Head of Establishment, Excursions Coordinators and Group Leader are responsible for ensuring supervising staff and volunteers are competent (relevant skills, qualifications and/or experience linked to the excursion) and have undergone the required checks.
Technical Advisor	Suitably qualified and experienced member of staff within the Communities and Families Department who will advise on health and safety issues, good practice and compliance of an excursion with this Policy. In the context of licensable adventure activities, this person is a highly qualified and experienced specialist who is responsible for providing specialist advice to providers on their safety management and staff competencies.

1.4 SCOPE OF THIS POLICY

Key CEC contact:

excursions@edinburgh.gov.uk

This Policy applies to all events which include **any one** of the following and should be classed as an excursion (excluding independent lettings by third parties):

- the CEC establishment's resources, including funding, buildings, equipment and /or staff/volunteers, will be used to **plan part or all the excursion**;
- the CEC establishment's resources, including funding, buildings, equipment and /or staff/volunteers, will be used at some point **during the excursion**;
- adventurous activities, as defined in Appendix 7, are delivered **onsite** (CEC designated site); **and/or**
- where any CEC establishment, department or division has commissioned/requested an external provider to plan and/or deliver an excursion.

This Policy applies regardless of whether an excursion takes place within or outside of normal working hours, including weekends and holiday periods.

Some examples are included below to **help guide** establishments in deciding if this Policy applies to a specific activity.



It is impossible to list every possible type of excursion. If a CEC establishment is unsure as to whether an event falls within the scope of this Policy, the Head of Establishment or Excursions Coordinator **must** contact the Sports and Outdoor Learning Unit **as early as reasonably practicable** for advice. This will ensure appropriate support and correct compliance with this Policy. Contact should be made via excursions@edinburgh.gov.uk.

The approval of Communities and Families employees working abroad (not accompanying children, young people or vulnerable adults) is **not** within the scope of this policy.

Key CEC contact and guidance for **Schools and Lifelong Learning** employees working abroad:

[CLICK HERE](#)

Pupil work experience placements are **not** within the scope of this Policy.

Key CEC contact (work experience):

Tommy.Hughes@edinburgh.gov.uk

Developing the Young Workforce Manager

	<u>Examples</u>	<u>Offsite</u> activity (away from the establishment – can include another CEC property).	Establishment resources, including funding, buildings, equipment and /or staff, will be used to plan part or all the activity .	Establishment resources, including funding, buildings, equipment and /or staff), will be used during the activity .	Establishment has commissioned /requested an external provider to deliver all or part of an activity.	Activity takes place during term time; including standard establishment operating times.	Adventurous activities included as defined in Appendix 7.	<u>Does this event fall within the scope of this Policy?</u>	Additional Notes or Actions.
A	CEC establishment books a residential camp or day visit with a provider . The establishment staff attend.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	Yes	THIS IS AN EXCURSION. For excursions involving a cluster of establishments with a lead/organising establishment, all establishments must still be satisfied that all relevant safety checks have been completed and all safety controls are in place.
B	CEC establishment plans and delivers a camp or day visit for participants from their own establishment (no external provider).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	Yes	THIS IS AN EXCURSION.
C	In exceptional circumstances , an upper secondary young person attends an organised event without establishment staff present during some or all an event.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> No staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	Yes	THIS IS AN EXCURSION. Exceptional circumstances only and approved by the Sports and Outdoor Learning Unit. See section . THIS IS CLASSED AS A CATEGORY 4 EXCURSION.
D	A third party approaches a CEC establishment with funding support to deliver a residential activity – UK or abroad. The establishment’s buildings will be used to support the excursion training. It is proposed in the early planning stages that establishment staff will attend the training events but might not the final event abroad.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	<input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> (either)	Yes	THIS IS AN EXCURSION. The establishment will take part in supporting the planning stage. The establishment and provider must ensure compliance with this Policy. The use of establishment staff at all stages, including the final residential activity, would be discussed with the Sports and Outdoor Learning Unit.



	<p>Examples</p> <p>This is not a full list and if unsure, establishments must check with the Sports and Outdoor Learning Unit very early in the planning phase.</p>	<p>Offsite activity (away from the establishment – can include another CEC property).</p>	<p>Establishment resources, including funding, buildings, equipment and /or staff, will be used to plan part or all of the activity.</p>	<p>Establishment resources, including funding, buildings, equipment and /or staff, will be used during the activity.</p>	<p>Establishment has commissioned /requested an external provider to deliver all or part of an activity.</p>	<p>Activity takes place during term time; including standard establishment operating times.</p>	<p>Adventurous activities included as defined in Appendix 7.</p>	<p>Does this event fall within the <u>scope of this Policy?</u></p>	<p>Additional Notes or Actions.</p>
E	<p>A provider is commissioned by a CEC establishment or department to deliver all or part of an activity.</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/> (either)</p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/> (either)</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/> (either)</p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/> (either)</p>	<p>Yes</p>	<p>THIS IS AN EXCURSION. If the excursion has been organised centrally by CEC, the establishment and organising department must this Policy has been adhered to.</p>
F	<p>Adventurous activity delivered onsite (as defined in Appendix 7).</p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/> (either)</p>	<p><input checked="" type="checkbox"/></p>	<p>Yes</p>	<p>Establishments must ensure that any adventurous activity, as defined in Appendix 7, delivered onsite at a CEC establishment is approved by the Sports and Outdoor Learning Unit.</p>
G	<p>Non-adventurous activity delivered onsite.</p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>No</p>	<p>Establishment and CEC Health and Safety policy and procedures should be followed. Good practice from this document may still be applied.</p>
G	<p>Establishment is contacted by a provider to distribute marketing materials to parents/guardians. The establishment agrees to distribute these materials.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> or <input type="checkbox"/></p>	<p>No</p>	<p>Establishment must be satisfied that parents understand that the CEC establishment will not be involved in the planning nor delivery of this activity. It is good practice to send out an accompanying letter to parents to make this clear and that it is the parents' responsibility to be satisfied with the safety of each activity. It must be made clear that the establishment nor CEC is not endorsing the activity. The establishment could request that the provider pays for the cost of printing any accompanying establishment letter.</p>
I	<p>Work experience placement.</p>	<p>See separate CEC guidance.</p>						<p>No</p>	<p>See separate CEC guidance.</p>

1.5 TRAINING AVAILABLE

Key CEC contacts:
General: learninganddevelopment@edinburgh.gov.uk or 0131 469 3227
Excursion training: excursions@edinburgh.gov.uk

Key CEC website links:
General: CLICK HERE
Excursion training (all courses are prefaced with Outdoor Learning): CLICK HERE

In response to feedback from CEC staff, excursion training has been revised to best support the different roles involved in excursions.

Title	Code	Audience	Description	Mandatory/Optional
Excursions Co-ordinator Training	ECT	Excursion Coordinators	To focus on the whole-school management of excursions, including approvals. Two-hour training. There will be two different courses: schools (ECT-S) or non-schools (ECT-NS).  From August 2018, Categories 3 and 4 excursions will not be approved by the Sports and Outdoor Learning Unit without a registered Excursions Coordinator at that CEC establishment or group.	Mandatory every 3 years.  ECs need to attend this training by July 2018.
Group Leader Training Part 1 (Theory)	GLT 1	For any adult attending an excursion with responsibility for one or more of the following aspects: planning, preparation, leading or reviewing.	To focus on policy, legal requirements, administrative requirements, roles, responsibilities, planning and reviewing. Two-hour training. Mandatory for named Group Leaders for Categories 3 and 4 excursions. It is recommended for adults leading categories 1 and 2 excursions. There will be two different courses: schools (GLT1-S) or non-schools (GLT1-NS).	Mandatory every 3 years (names Group Leaders Categories 3 and 4). Optional for adults leading Categories 1 and 2 excursions. Must be renewed every 3 years to be valid.
Group Leader Training Part 2 (Practical)	GLT 2	As above. Ideally suited to probationary teachers.	An optional practical outdoor session providing a toolkit of practical skills and ideas for leading excursions. Attendance at GLT1 is a pre-requirement. Open to all adults.	Optional.

<p>Excursion 'Bolt-on' Modules</p>		<p>Any relevant staff and volunteers.</p>	<p>Short one hour specialist sessions linked to key topics requested by CEC staff and identified via monitoring visits. Suitable for Head of Establishments, Excursions Coordinators, Group Leaders and other staff where applicable. These will differ year to year. Planned modules include: Foreign Travel, Adventurous Activities, Unaccompanied Trips, Home Base Contacts, Joint Trips, Large Scale Sponsored Walks, Dynamic Risk Assessments, Emergency Procedures, Mobile Phones and Social Media, Equipment Maintenance.</p>	<p>Optional Attendance is voluntary and allows staff/adults to tailor their own training requirements specific to their role and establishment. Modules have no expiry date, they are simply renewed as and when required.</p>
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Unless stated otherwise, training will be delivered at the Bangholm Outdoor Learning Centre.



Transition Arrangements – 2017/18

NEW Excursions Coordinator Training

ECs will need to attend the new training by July 2018. The first 'wave' of training is during Autumn 2017. [Link to training.](#)

Former Group Leader Training Model

The previous/older GLT training is still applicable for staff and volunteers who have attended this training within the previous 3 years i.e. they do not need to attend the new training until the 3-year limit from the previous training elapses.

Section 2 ROLES AND RESPONSIBILITIES - WHO DOES WHAT?

To reflect 'local' circumstances, it is essential that CEC establishments/services clearly identify roles and responsibilities. The responsibilities must be allocated to named persons. Some people may perform more than one role and some key responsibilities may be changed to different roles e.g. the appointment of Group Leaders by the Head of Establishment or Excursions Coordinator. **Whatever the finalised arrangements, it is essential that all responsibilities have been allocated, documented and shared locally with the relevant persons.**

2.1 ROLES AND RESPONSIBILITIES - Employer

Under the Health and Safety at Work Act 1974, employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in excursions.

CEC is the employer. CEC has the following main roles:

- to produce a Policy for all excursions;
- provide access to this Policy to Heads of Establishment, Excursions Coordinators, Group Leaders, and any other relevant persons;
- provide access to technical advice where necessary - see '[Contacts](#)';
- assess proposals for certain categories of excursion (especially excursions or travel outside the UK, adventurous activities and other hazardous activities);
- have emergency procedures in place for dealing with major incidents / emergencies – see [relevant section](#);
- ensure training needs have been addressed – see '[Training](#)' section;
- provide access to named staff for advice - see '[Contacts](#)';
- have basic insurance cover in place and provide access to additional insurance needs - see '[Insurance](#)' section; and
- have in place procedures to monitor and review excursions. See [relevant section](#).

Except for insurance and general emergency planning guidance, these responsibilities have been delegated to the CEC Sports and Outdoor Learning Unit.

2.2 ROLES AND RESPONSIBILITIES - Head of Establishment

Heads of Establishments are expected to follow and implement this Policy to ensure their responsibilities, and the responsibilities of others they are responsible for, are fulfilled and that excursions can occur frequently and regularly and are managed safely. Heads of Establishment must ensure that the Group Leader is competent to manage and monitor the risks throughout the excursion.

Following recent CEC transformational change, there may not be a person with the title: Head of Establishment in a specific service area. If this is the case, it is important that these services identify and document who will undertake these responsibilities – see '[Roles and Responsibilities](#)' section. This must be shared with CEC staff. For the purposes of this document, the responsibilities will be assigned to the Head of Establishment role.

Heads of Establishment must also ensure that:

- roles and responsibilities are defined with named persons;
- an Excursions Coordinator has been appointed, registered, and has suitable experience and competencies for the role;
- the Excursions Coordinator and Group Leaders have sufficient time to fulfil their roles;
- an effective and manageable 'local' approval system and procedures are in place;
- Categories 3 and 4 excursions are sent to the Sports and Outdoor Learning Unit for approval and any feedback is addressed;
- excursions have a clear purpose, relevant to participants and represent a good use of Council resources – see relevant sections - [Introduction](#) and [Purpose](#);
- appropriate child protection checks and procedures are in place;
- the needs of the staff and participants, including training needs, have been considered;
- reasonable adjustments have been made for the needs of all participants (inclusion);
- there is adequate and relevant insurance cover in place;
[Insurance link](#)
- emergency arrangements are in place and have been communicated to those who need to know; and
- they report any health and safety concerns to their line manager.

2.3 ROLES AND RESPONSIBILITIES - Excursions Co-ordinators

Excursions Co-ordinators are responsible, along with the Head of Establishment, for ensuring that all excursions comply with policy detailed in this document. They must attend Excursions Co-ordinator Training (ECT) every three years. [Training link.](#)



In response to recent CEC transformational change, it is important that individual parts of Communities and Families identify who will undertake this role. All staff must be informed so they understand the excursion planning and approval process within their area and are supported well within their roles.

Excursions Coordinators are **required** to subscribe to our eUpdates service to receive regular and short pieces of information and alerts.



From August 2018, Categories 3 and 4 excursions will **not** be approved unless an up to date Excursions Coordinator is registered with the Sports and Outdoor Learning Unit.

Subscribe or amend details at:

Key CEC survey link:

[CLICK HERE](#)

Excursions Co-ordinators must ensure that:

- suitable procedures in line with this Policy exist in their establishment and that staff are aware of them;
- excursions have a clear purpose, relevant to participants and represent good use of Council resources – see relevant sections - [Introduction](#) and [Purpose](#);
- there is adequate and relevant insurance cover;
[Insurance link](#)
- Group Leaders have followed this Policy and 'local' approval procedures;
- he/she has appointed a suitable Group Leader, which may include **approved** volunteers working for the Department e.g. Duke of Edinburgh's Award;
- the Group Leader has suitable experience in supervising and managing the age groups going on the excursion and will organise the group effectively;
- the ratio of supervising adults to participants is appropriate and in line with Council Policy;
[Supervision link](#)
- supervising adults are competent, appropriately trained and briefed;
[Supervision link](#)
- if acting as an instructor, the Group Leader has relevant skills, qualifications and experience, and is familiar with the location of the activity;
- an appropriate risk assessment has been completed and proportionate safety measures are in place via the standard CEC Risk Assessment form;
[Risk assessment link](#)
- any training needs have been met;

- all adults on the excursion are appropriate people to accompany and supervise children, young people and vulnerable adults;
[Child and vulnerable adults protection link.](#)
- where necessary, the Sports and Outdoor Learning Unit has registered and approved the visit;
- parents have been appropriately informed and have provided consent via the agreed procedure;
[Consent link](#)
- staff appointed as home base contacts are competent and confident in the task they are expected to perform and any necessary training has been given;
- reasonable adjustments have been made for the needs of all participants, including arrangements for all medical needs (inclusion);
- CEC's policy on the administration of medicines has been followed;
- adequate first aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known;
- he/she has the address and telephone number of the venue/provider/s and a contact name;
- he/she has reasonable access to the names of all the adults and participants in the travelling group, and the next of kin contact details of participants, staff and volunteers; and
- report any health and safety concerns to their line managers;
- there are clearly defined channels of communication for the Group Leader and appropriate emergency and late back procedures.
- suitable contact arrangements are in place;
- emergency arrangements are in place and have been communicated to those who need to know;
- they report any health and safety concerns to the Head of Establishment;
- appropriate records are kept according to CEC retention and data protection guidance – [see relevant section](#); and
- there is a contingency plan, with clear lines of responsibility, which will cover incidents such as adverse weather, travel delays including a late return home.

2.4 ROLES AND RESPONSIBILITIES - Effective Practice in Managing Excursions Safely

The ability and competence of front line staff to plan and manage a dynamic situation in a safe and appropriate way is the key contributor to safe and successful practice in the different levels of excursions.

This is underpinned by:

- CEC supporting Heads of Establishment;
- Heads of Establishment and Excursions Coordinators supporting, identifying and deploying staff with the right competences and experience for leading different levels of excursions;
- staff being given training and other opportunities to develop their knowledge, skills and confidence in planning, organising and leading excursions; and
- all staff/approved volunteer leaders having access to resources of relevant and competent technical advice.

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At a Glance

Identifying and Deploying Staff	Support and Development for Group Leaders
<p>The Head of Establishment and Excursions Coordinators, who approve each excursion, must match the demands of the different levels of off-site excursion to the competencies and experience of individual staff who may be interested in participating in excursions.</p> <p>The Head of Establishment may delegate the appointment of Group Leaders to the Excursions Co-ordinator:</p> <p>For routine off-site excursions in the local area or to local facilities no additional competencies over and above those of a competent professional working on-site should normally be required.</p> <p>For residential excursions, Excursions Coordinators must decide who is competent to lead. However, staff may need experience of routine excursions and of assisting with residential excursions before acting as leader.</p> <p>For overseas excursions, Excursions Coordinators must decide who is competent to lead. However, normally, staff will need experience of the above two types of visit and of assisting on an overseas visit before taking the leadership role.</p> <p>For adventurous activities, Excursions Coordinators must decide who is competent to lead. Staff should have competence in leading routine off-site excursions. However, there may be a need for certain other defined competencies and skills for some adventurous activity excursions. Advice on this must be sought from the Sports and Outdoor Learning Unit.</p>	<p>This document provides Group Leaders with ready access to CEC's employer's policies and guidance. This includes direct access to technical advice on excursions and additional field monitoring assistance by a senior member of the establishment in some cases.</p> <p>Arrangements should enable Groups Leaders to be clear about their role and to feel supported and confident in it. Where development needs are identified, these should be fulfilled.</p> <p>A key area for development of professional skills and competence in delivering excursions is the ability of Group Leaders to make dynamic risk assessments that take account of changing circumstances and events and cause them to respond appropriately. Training in risk management and approaches to risk education, combined with developmental experience of planning, preparing for, and supervising excursions form part of the Sports and Outdoor Learning Unit's training offer to CEC establishments. This includes opportunities to consider the many benefits of excursions and the contribution that high quality excursions make to attainment, achievement and well-being.</p> <p>Access to specialist technical advice and support is via the Sports and Outdoor Learning Unit.</p>

2.5 ROLES AND RESPONSIBILITIES - Home Base Contact	2.6 ROLES AND RESPONSIBILITIES - Group Leader
<p>The Home Base Contact is responsible for providing support to the Group Leader from the home base. This responsibility may be passed from one person to another on a rota basis, as long as cover is continuous for the duration of the excursion.</p> <p>The Home Base Contact will ensure that they have reasonable access to the following information:</p> <ul style="list-style-type: none"> • details of the location of the excursion and the activities being undertaken; • a list of all the participants and accompanying adults; • contact number for the Group Leader; • copies of all the consent (EE2) forms and if required associated appendices (EE2A) and (EE2B) forms; and • contact information for the Head of Establishment (and the excursions coordinator if different), the Head of Establishments, and the Council’s Media team. <p>If the Group Leader or any other person contacts the Home Base in the case of an emergency, then the Home Base will:</p> <ul style="list-style-type: none"> • ensure that the Group Leader is in control of the emergency and establish if any assistance is required from the home base; • act as a link between the group and the parents, who should be kept as well informed as possible at all stages; • report the incident to the Head of Establishment or Excursions Co-ordinator at the earliest possible time; • report any health and safety concerns to their line manager; and liaise, if necessary, with the Head of Establishments and the Council's Media team, who will deal with questions from and/or press releases to the media. 	<p>Each Group Leader appointed by the Excursions Co-ordinator will have the main supervisory and management responsibility.</p> <p>The Group Leader must:</p> <ul style="list-style-type: none"> • always have regard to the health and safety of the group; • follow this Policy document; • ensure excursions have a clear purpose, relevant to participants and represent good use of Council resources – see relevant sections - Introduction and Purpose • undertake and complete the planning and preparation of the excursion including the briefing of group members and parents/guardians (special arrangements may be necessary for parents for whom English is not their first language); • ensure they have approval from the Head of Establishment, Excursions Coordinator and where relevant, the Sports and Outdoor Learning Unit, and responded to feedback; • be able to supervise and lead participants of the relevant age group; • be suitably qualified if instructing an activity; • have undertaken child protection training; • conduct a risk assessment for all significant hazards identified and have control measures/actions in place to minimise risks or delegate this task to a suitable and competent person; • appoint a deputy, where appropriate; • recruit, and brief competent supervising adults; • ensure proportionate and adequate supervision at all times; • ensure consent from parents is in place; • obtain sufficient information about participants to support specific needs, including medical information; • make reasonable adjustments to support specific needs; • ensure adequate first aid provision will be available; • ensure any outside provider/third party has relevant information about participants; • report any health and safety concerns to their line manager; • ensure incidents and near misses are reported via the SHE system and/or any other relevant CEC reporting system; and • observe in addition the guidance set out for adult supervisors below.

2.7 ROLES AND RESPONSIBILITIES - Supervising Adults (staff or approved volunteers)	2.8 ROLES AND RESPONSIBILITIES - Participants	2.9 ROLES AND RESPONSIBILITIES - Parents/Carers/Legal Guardians
<ul style="list-style-type: none"> • support the Group Leader in all his/her tasks; • have due regard for the health and safety of everyone in the group; • care for each individual participant, as would any reasonable parent; • follow the instructions of the Group Leader and support with control and discipline where necessary, which should be matched to their competency; and • report concerns to the Group Leader, Excursions Coordinator and/or Head of Establishment. 	<p>Participants, including children and young persons, should be made aware of the purpose of the excursion, the proposed programme, any adjustments to that itinerary (i.e. Plan B), the emergency procedures to be followed in the unlikely event of a serious incident and their responsibilities in achieving a beneficial and successful outcome. Participants must:</p> <ul style="list-style-type: none"> • follow the instructions of the Group Leader and other supervising adults at all times; • dress and behave appropriately; • look out for anything that might hurt or threaten any group member and inform a supervising adult or Group Leader about it; • not take unnecessary risks; and • consult with supervising adults if they consider an activity to be dangerous. 	<p>Parents have an important role in taking an informed decision on whether any excursion or off-site activity is suitable for their child. The Group Leader must ensure that parents/carers are given sufficient information about the visit and are invited to any briefing sessions.</p> <p>Parents must provide the Group Leader with relevant information as detailed in form EE2, and if also appropriate EE2A and EE2B forms a copy of which are included in the appendices (Forms). It is the responsibility of the parents to keep the establishment informed of any significant changes. This is particularly relevant to EE2B form.</p> <p>Just as the Group Leader needs to ensure that parents are given information about the purpose and details of the excursion, parents can help prepare their participant for the excursion by, for example, reinforcing the agreed code of conduct.</p>

Section 3 PLANNING AND PROCEDURES

3.1 PLANNING AND PROCEDURES - General

All excursions must have a clearly defined purpose, related to the establishment type/context, needs of the curriculum where relevant (formal or informal) and the personal/social development of the individual or group. The Head of Establishment, Excursions Coordinator and Group Leader must do everything reasonably practicable to secure high-quality excursion outcomes that will develop the needs of participants. Excursions which lack purpose, not relevant to the needs of the participants, or not in the most suitable location do not represent the best use of Council resources. See '[Introduction](#)'. **It is the primary responsibility of the Head of Establishment to monitor this.**

The aims and objectives should always be clearly expressed both to participants and parents to ensure that an appropriate level of discipline is maintained. Care must be taken to ensure that the activities are closely related to the age, needs, experiences and aptitude of the participants.

Thorough planning and preparation are essential for the safety and wellbeing of all participants on any excursion or activity. Whether it is to a local park, museum, swimming pool or includes a residential stay at home or overseas, it is essential that careful planning takes place.

This involves considering the dangers and difficulties which may arise and making plans to avoid or manage them.

Whilst the Excursions Co-ordinator is responsible for ensuring the planning of all offsite excursions, the detailed planning can be delegated to the organiser of the activity or the Group Leader. This planning is a considerable responsibility for any Group Leader.

Excursions Co-ordinators must satisfy themselves that the person planning the activity is suitable and competent to do so and has the necessary experience.

It is vital that planning and preparation take place as early as possible, to ensure that there is ample time for all the procedures to be completed before the excursion takes place. This is particularly important where approval from the Sports and Outdoor Learning Unit must be sought, parents are to be informed and give their consent, and bookings are to be made.

To encourage positive attitudes to safety, the importance of good order and discipline must be impressed upon participants by establishing a code of conduct for the visit. This could take the form of a list of rules circulated to each member of the group.

Whenever possible, the Group Leader should make every effort to familiarise him/herself with the area/venue which is to be visited. Clearly, it would be unrealistic to expect staff engaged in a day visit to a museum to go to the same lengths to familiarise themselves with a location as staff involved in more hazardous activities. Prior research and an anticipation of hazards - whether natural or manufactured - is essential for any excursion.

Staff instructing adventurous activities should normally be familiar with the location in which they will be working or must have taken reasonable steps to find out about local hazards.

Dangers and hazards may not always be clear to those without local knowledge and advice should be sought from persons who have the necessary understanding of local conditions.

Whenever appropriate, participants should be involved in the planning and preparation of excursions.

Other factors that should be considered at the planning stage include:

- staff competence and experience, and training needs;
- transport arrangements;
- insurance arrangements;
- supervision ratios;
- communication arrangements;
- information to parents;
- preparing participants;
- emergency arrangements and late back procedures;
- equipment and logistics; and
- environmental impacts.



Further policy guidance on these factors is provided in subsequent sections of this document.

3.2 PLANNING AND PROCEDURES – Supervision

3.2.1 General Supervisory Considerations

The Group Leader has overall responsibility for supervision during an excursion. Breaks from this responsibility during the excursion need to be clearly identified, with clear hand over arrangements, and co-ordinated by the Group Leader. All adults who are in a supervisory role have a duty of care. There must always be adequate supervision throughout an excursion.

There are numerous methods of supervising groups and general consideration should be given to the following:

- establishing rendezvous points;
- carrying out regular head counts;
- wearing easily identifiable clothing;
- having a buddy system; and
- splitting large groups in to smaller groups with an identified leader.

The risk assessment process should identify suitable levels and methods of supervision. Consideration should be given to keeping parents informed about the supervision arrangements.

There may be times during an excursion where the participants come under the care of a third party (e.g. a coach driver or outdoor instructor). In these circumstances, however, it must be realised that the Group Leader still retains overall responsibility. If any concerns arise, the Group Leader must discuss them directly with the third party in the first instance and then withdraw the group from the care of the third party if the problems are not resolved.

Group Leaders should be aware of the following:

Group size - small groups under the control of an individual and competent supervising adult **can** provide a much more effective method of supervision than a large party under the collective care of several supervisors.

Head counts - frequent head counts are a vital factor in the supervision of all groups.

Roll lists - a list of names and selected essential information (contacts/medical information) must always be carried by the Group Leader and delegated people. Persons should only be given the information they need. This information must be stored and disposed of as per CEC data protection requirements. Roll lists can be of crucial importance if a party becomes separated or, or if there is an incident.

The Group Leader is responsible for briefing supervising adults and other accompanying persons. Briefing must take place before the activity or journey and, if the excursion is an extended one, at least once a day during the excursion. **These persons must understand their role and responsibilities.**

The Group Leader must brief the participants concerning their tasks, arrangements and organisation and the expectations which are being placed upon them.

When a group is to be divided, or the Group Leader/s to be absent for some reason, it is the responsibility of the Group Leader to make a clear and unequivocal delegation of responsibility. The Excursions Coordinator should normally be informed.

The Group Leader must be involved whenever there are any significant changes in the overall plan.

For the protection of all persons, all supervising adults should ensure that, whenever possible, they are not alone in a one-to-one situation with a child, young person or vulnerable adult.

Supervision is most effective when:

- the aims and objectives of the excursion are clearly understood by all;
- the excursion has been carefully risk assessed and will be managed safely;
- participants have contributed to the overall plan;
- clear behaviour guidelines are agreed and laid down;
- supervising adults have an appropriate level of knowledge of participants, including any additional needs, and demonstrate suitable confidentiality; and when
- each activity within an excursion has an alternative (plan B).

3.2.2 Child Protection, PVG and Regulated Activity

Child Protection

All supervising adults must know and follow the Council's latest child protection policy and procedures.

Key contacts and CEC website link:

[CLICK HERE](#)

These child protection procedures apply to all excursions.

Accompanying staff, including all Group Leaders, must be trained to Specific Contact Workforce Level (Level 2) as a minimum. This will be delivered through up to date training for staff, which is renewed every three years. Staff should also receive regular updates through establishment training and meetings. **It is good practice to discuss excursion scenarios to support training and how to respond effectively.**

PVG and Regulated Activity

Parents and other volunteers are often an essential part of supervision ratios. When they assist on visits they are called “supervising adults”.

The main decision that must be made is whether an accompanying adult needs to be vetted.

The essential factor in this decision is whether the accompanying adult is doing ‘regulated work’. This term is explained in Chapter 26 of the Disclosure Scotland guidance under ‘Protection of Vulnerable Groups’ (PVG).

Or use this link:

Key website link:

<https://www.mygov.scot/pvg-scheme/types-of-work-covered-by-pvg/>



If a supervising adult is carrying out regulated work then they must be vetted.

All adults attending a residential excursion must be vetted via the PVG Scheme.

There is a five-step assessment process to determine whether someone is doing regulated work. This five-step process must be applied in all cases.

In those cases where an application to join the PVG Scheme is not required, a basic disclosure could be used instead.

3.2.3 Establishing Ratios

It is important to have a suitable ratio of supervising adults to participants for any visit. The Group Leader, Excursion Coordinator and Head of Establishment must consider a range of excursion variables.

3.2.3.1 Excursion Variables

These include:

- an understanding of participants, including additional needs of participants, existing competency and the level of support and challenge required;
- an understanding of supervising adults including needs and competency, including previous experience, skills and knowledge relating to the excursion;
- venue;
- type of activity/activities;
- distance from the establishment and emergency services;
- suitability and competency of a specialist provider;
- mode/s of transport;
- weather conditions; and
- the time of year.



An appropriate participant/supervising adult ratio must be ensured on every occasion. This is just one part of ensuring appropriate supervision. **The quality of persons undertaking supervisory duties is essential.**

Supervision ratios should be appropriate for the nature and aims of the excursions, for the age and stage of the participants, and be agreed in the context of a risk assessment. The establishment of ratios is best determined through discussion between the Head of Establishment, Excursions Coordinators and Group Leaders.

The Head of Establishment is ultimately responsible for ensuring an appropriate **ratio** and **quality** of supervising adults. For Categories 3 and 4, this ratio and the competency of adults will then be approved by the Sports and Outdoor Learning Unit. Specialist advice can be sought via the Sports and Outdoor Learning Unit depending on the circumstances.

One to one support staff for individual participants **must not be included** in overall ratios. Other adults connected to an excursion, such as third party drivers, instructors and tour guides, **should not normally be included in ratios.** This is because they are usually unfamiliar with the needs of participants, individual CEC establishment routines and expectations, and will need to focus on their own role.



3.2.3.2 Maximum Ratios

Maximum ratios are detailed below. Consideration **must** be given to a range of **excursion variables**, some of which are listed above. In a range of circumstances, it may be essential to have a reduced ratio. This may be as low as 1:1.

Without prior approval from the Sports and Outdoor Learning Unit, no group must travel overseas with a ratio of more than 1 supervising adult to 10 participants.

When faced with the continuous responsibility of having control of participants, staff cannot work efficiently and maintain the necessary degree of alertness and concentration if they are over tired. Adequate provision must be made for breaks and relaxation. Appropriate supervision must still be maintained.

	Maximum Ratio (Supervisory adults : young persons/children/vulnerable adults)	Notes
General maximum ratio (primary and secondary ages +):	1:15	This ratio may need to be reduced depending on the excursion variables . There must be an adequate supervision ratio, which involves competent supervising adults. The final ratio must be agreed by the Head of Establishment.
General maximum ratio (Early Years, including primary schools with nurseries)*	There is no regulatory requirement specific to Early Years excursions. However, CEC expects ratios to be reduced on those expected onsite at EYs establishments. The exact ratio must be determined by a risk assessment, which will depend on the excursion variables . There must be an adequate supervision ratio, which involves competent supervising adults. The final ratio must be agreed by the Head of Establishment.	
Curricular Swimming maximum ratio (primary and secondary ages +):	1:20 (plus adequate lifesaving provision – personnel and equipment)	Maximum ratio of swimming teacher to pupils in the swimming pool plus adequate lifesaving provision specific to each pool. This applies to swimming lessons only. This ratio may need to be reduced depending on the excursion variables , particularly linked to swimming ability and age. There must be separate and adequate supervision of pupils not in the pool , including those not undertaking any swimming. Link to 'CURRICULAR SWIMMING' SECTION.
Overseas maximum:	1:10	This ratio may need to be reduced depending on the excursion variables . There must be an adequate supervision ratio, which involves competent supervising adults.
Adventurous activities maximum:	Various	Guidance on staffing ratios in respect of adventurous activities is detailed in Section 10 of this document, along with other advice for specific activities given as Appendix 7. These maximum ratios may also need to be reduced depending on the excursion variables .
Mixed-aged groups	A detailed risk assessment, understanding of the excursion variables and with reference to the guidance above will enable the Group Leader, Excursions Coordinator and Head of Establishment decide on a suitable ratio of competent supervising adults : participants.	

Circumstances during an excursion may require the Group Leader to reassess the supervision ratio e.g. staff illness. **Adequate supervision must always be maintained and matched to the excursion variables.** The Group Leader can consult with the Excursions Coordinator, Head of Establishment and the Sports and Outdoor Learning Unit to agree on any changes to supervision. Key actions may include:

- introduce a new supervising adult (must be competent and briefed about the excursion);
- change the activity programme or activities;

- change locations; and
- reallocate participants to different groups.

3.2.4 Group Leader

The Group Leader should ideally be a teacher, social worker, lifelong learning development officer, or other suitably qualified and experienced member of staff e.g. outdoor education instructor, or a suitably approved volunteer.

3.2.5 CEC Employees

These persons must be judged to be competent for the excursion by the Head of Establishment and Excursions Coordinator.

3.2.6 Use of Parents and Other Voluntary Supervisors

Parents or other approved volunteers must be carefully selected and well known to the establishment and ideally to the participants on the visit. They must have received and understood instructions on their roles and responsibilities. The overall responsibility for the group is retained by the Group Leader.

3.2.7 Gender of Accompanying Adults

With a mixed gender group, it is recommended to have a gender mix of supervising adults. However, there are many circumstances where this is not possible or essential. **Consideration of this should be part of the risk assessment process and matched to the needs of all participants.** Parents should be informed of and have given consent to the staffing arrangements.

3.2.8 Use of Senior Pupils and Young People as Supervisors

CEC recognises that acting as a supervisor on an excursion can be an excellent capacity building and leadership development opportunity for older pupils (16+). However, these persons are not in a position of legal responsibility. As such they must not be counted in place of adults in the supervising adult : participant ratio but must **be additional**.

Where establishments submit EE1 forms that show that the required ratios are not met by adults approved by the establishment (e.g. non-pupils), these will be referred to the Head of Establishment for further investigation.

3.2.9 Staff Accompanied by their Own Child or Children

Staff must not be accompanied by their own child or children without the specific agreement of the Head of Establishment or Service Manager (for a Head of Establishment requesting to take their children/young people). This should be detailed in the risk assessment and submitted to the Sports and Outdoor Learning Unit with the appropriate forms, in the case of Category 3 and 4 excursions. Any approved arrangements **must not affect the quality of supervision** for all participants.

3.2.10 Residential Supervision

All residential excursions should be accompanied by at least 2 adult supervisors. **All adults attending a residential excursion must be vetted via the PVG Scheme.**

3.2.11 Supervision on Transport

[CLICK HERE](#)

3.2.12 Unaccompanied Excursions

There may be **exceptional occasions** when a very small number of **Upper Secondary** young people take part in excursions without any accompanying CEC supervising adult for part or all of an excursion. This is in-line with guidance from the Scottish Government's 'Going Out There' document. Before such excursions are considered, careful thought must be given to why this is deemed to be appropriate. **These arrangements must not be used as an inappropriate way of removing direct supervision from excursions where it is required.** The type and quality of supervision must match the excursion variables.

NEW: This type of excursion is categorised as a **Category 4** excursion and requires approval from the Sport and Outdoor Learning Team. This must be completed via an EE1 form.

It may be considered that such an excursion is appropriate in the following circumstances:

- participants are of Upper Secondary age;
- it will benefit the participants' personal development;
- the proposed participants are of an age commensurate with the level of self-reliance required;
- the proposed participants' individual needs are understood by the establishment;
- the proposed participants are assessed to have previously displayed appropriate behaviour;
- the proposed participants have been fully briefed with regards to what to do in the event of delays, missed transport links, incidents or accidents and other relevant information;
- parents/guardians know and understand the arrangements for this kind of excursion and provide consent where appropriate;
- the proposed participants have been allocated a 24/7 emergency contact support person from the organising establishment;
- all aspects of the excursion have been fully risk assessed;
- if applicable, the organisation 'receiving' the participants agree to these arrangements;
- if applicable, any direct supervision provided by the visiting venue/s must be recorded in the EE1 notes; and
- the proposed participants have received skills training that is appropriate to the level of self-reliance required.

3.2.13 Remote Supervision

General

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the supervising adult;
- remote supervision occurs when, as part of planned activities, a group works away from the Group Leader or supervising adult but is subject to stated controls. The Group Leader or another supervising person is present though not necessarily near or in sight, but his or her whereabouts are known;
- 'down time' (or 'recreational time') – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the Group Leader and supervising adults continue to be in charge; and
- it is essential that everyone involved in the excursion understands the supervision arrangements and expectations.

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision may well be the final stage of a phased development programme;
- young people will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the Group Leader and appropriate adults and the establishment. Participants must not rely exclusively on mobile phones;
- the Group Leader and supervising adults should monitor the group's progress at appropriate intervals;
- the Group Leader and supervising adults will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency. Supervising adults may be located at key points where there is a greater risk e.g. near water hazards and path junctions;
- there should be a recognisable point at which the activity is completed; and
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

Duke of Edinburgh's Award Expeditions or Similar Activities

This applies to such undertakings as Duke of Edinburgh's Award Expeditions where participants are not closely supervised but are remotely supervised.

Supervisors must hold at least the award that they would need if they were actually accompanying the group.

In addition, supervising adults must:

- have attended specific NGB training in remote supervision;
- or

- have significant experience of assisting with remotely supervised activities.

Participants must have had significant training to allow them to cope with the excursion. In particular, training should have been delivered on what to do in an emergency (including emergency aid training).

Remotely supervised activities taking place in winter conditions must be approved in advance by one of the Council's Technical Advisors (who holds either the ML Winter or MIC).

Maximum ratio will normally be one suitably qualified supervising adult for each independent group of participants, and each group should not exceed the size that their supervising adult would be permitted to lead.

Where there are fewer qualified supervising adults than independent groups, a well-designed Supervision Plan will be necessary, which takes into account: each supervising adult's skills; experience and knowledge; knowledge of the group; familiarity with the area; environmental and terrain conditions; assessment of the route; movement of groups between supervisors; methods of communication; and logistics and transport.

The Technical Advisor assessing the proposed activity may require a written supervision plan to be produced before approving the activity.

3.3 PLANNING AND PROCEDURES - Categorisation of Excursions

To determine what planning and administration is required for a planned excursion, it is vital first to check which category it is in.

All off-site activities are divided into four main categories.



3.3.1 Categories 1 and 2

See HOW THESE CATEGORIES LINK TO APPROVAL AND REGISTRATION, CONSENT etc – [CLICK HERE FOR THE 'AT A CLANCE MATRIX'](#).

	Category 1 'ROUTINE AND EXPECTED'	Category 2 'EXTENDED'
Description:	Generally, to local venues (within or close to the City); involve easily managed activities; happen on a regular basis ; and be completed within normal session times .	Generally, excursions not regarded as part of the normal regular activities of that establishment; extend beyond normal hours but do not involve overnight accommodation; and/or extend beyond the City/close to the City.
Examples include:	<ul style="list-style-type: none"> - Swimming pools (for curricular swimming only); - Local sports halls; - Local playing fields; - Local library and shops; - Off-site music and dance rehearsals; - Inter-establishment sports fixtures (including routine/regular after-school tournaments); - Local and regular fieldwork (except those to potentially hazardous environments - see section on "Adventurous Activities"); - Regular excursions to familiar/local venues that have water features/hazards but where there are no plans to be in, or on water. The staff in charge should show some awareness of the water hazard and have appropriate measures in place in the event of someone falling into the water. More importantly they should have control measures in place to prevent entry into water in the first place. For example, walks along canal banks, visits to parks and gardens which include water features, (with no plans to go in the water either swimming or paddling) within normal operating hours of the establishment. 	<ul style="list-style-type: none"> - Edinburgh Zoo, Edinburgh and Stirling Castles, Gorgie City Farm and other farm visits, Falkirk Wheel, Murrayfield Ice Rink, Dalkeith Country Park; - Non-local fieldwork (except those to potentially hazardous environments - see section on "Adventurous Activities"); - Small-scale sponsored walks in a non-hazardous environment (in/very close to the establishment grounds, local walking / cycle tracks and any area which does not require a qualified member of staff or instructor to be deployed). See Appendix 13 for Guidance on sponsored walks. - Excursions to non-local/familiar venues that have water features/hazards but where there are no plans to be in or on the water. The staff in charge should show some awareness of the water hazard and have appropriate measures in place in the event of someone falling into the water. More importantly they should have control measures in place to prevent entry into water in the first place. For example, walks along canal banks, visits to parks and gardens which include water features, BBQs at the beach (with no plans to go in the water either swimming or paddling). - Activities in, or on the water which are life guarded, or have similar emergency procedures in place e.g. public swimming pools. - Travel on the water but with no intention to be in the water. Staff in charge should show some awareness of the water hazard, and there should be appropriate measures in place in the event of someone falling into the water (for example ferry/boat trips at places like Blair Drummond Safari Park or Inchcolm, water rides at theme parks).

3.3.2 Categories 3 and 4

See HOW THESE CATEGORIES LINK TO APPROVAL AND REGISTRATION, CONSENT etc – [CLICK HERE FOR THE 'AT A CLANCE MATRIX'](#).

	Category 3 ‘CEC APPROVED ADVENTUROUS ACTIVITY PROVIDERS’	Category 4 ‘RESIDENTIAL, OVERSEAS, non-Cat 3 ADVENTUROUS + HAZARDOUS ENVIRONMENTS’
Description:	Non-residential adventurous activities and/or excursions to potentially hazardous environments which are delivered by an organisation on the Council’s approved provider list.	<ul style="list-style-type: none"> - Adventurous activities and outdoor Learning delivered by Council employees or volunteers; - Adventurous activities delivered by organisations not on the Council’s approved provider list; - Other hazardous activity not listed in Appendix 7 and approved by the Sports and Outdoor Learning Unit; - All overseas travel; - All residential excursions; - Large-scale sponsored walks (or small scale sponsored walks in hazardous environments including environment which requires a qualified member of staff or instructor to be deployed); and - Activities involving being deliberately in or on the water and delivered by Council staff or volunteers who are fully responsible for the safety of the participants. For example, pond dipping at deep or swift moving water venues, kayaking, sailing, rafting, paddling or swimming in non-lifeguarded rivers, the sea, or swimming pools.
Examples include:	<p>-Activities via the CEC Approved Adventurous Activities Provider list. CLICK HERE. See Section 10 for definition of Adventurous Activities - most commonly: climbing, canoeing, mountain biking, skiing, and go-karting.</p> <p>- Includes activities in or on water and where CEC Approved Adventurous Activities Provider staff are running the session. For example, kayaking, sailing, rafting, gorge walking.</p> <p>All MUST BE delivered by a CEC Approved Adventurous Activities Provider. Non-residential.</p>	<p>-Residential excursions to Benmore and Lagganlia (and any other residential centre).</p> <p>-Exchange excursions overseas.</p>

3.4 PLANNING AND PROCEDURES - Approval and Registration Procedures

3.4.1 Summary Approval and Registration Procedures

[CLICK HERE FOR THE 'AT A GLANCE MATRIX'.](#)

[CLICK HERE FOR SUMMARY OF THE FORMS.](#)

3.4.2 Approval of Categories 1 and 2 Excursions – ‘Local’ Approval

Approval for these excursions is the responsibility of the Head of Establishment and Excursions Coordinator. Establishments must establish their own procedures which are manageable; follow and support this Policy; understood by staff; and promote and deliver safe excursions with high quality outcomes. [See some indicators of high quality excursions.](#) Procedures will reflect ‘local’ contexts.

3.4.3 Category 3 Excursions Requirement for form EE1AP

Registration and approval with the Sports and Outdoor Learning Unit is required for all Category 3 excursions. [‘Forms Summary’](#) link.

Standalone/single Category 3 excursions: the Excursions Co-ordinator must **submit form EE1(C3single)** and the Risk Assessment (for the parts of the excursion which are the establishments primary responsibility) to the Sports and Outdoor Learning Unit **at the earliest possible stage in the planning process and normally before any deposits are paid or taken.**

Continuous programme of Category 3 excursions: the Excursions Co-ordinator can **submit form EE1(C3multi)** for a **continuous and regular programme** of non-residential excursions normally with the same ‘Approved Adventurous Activities Provider/s’ involving a defined set of activities.

This should normally be at least one week before the planned visit. On receipt of an EE1 form, the Sports and Outdoor Learning Unit will register the excursion and log the details. Once approved, the form will be returned to the establishment.

The form and associated documents can be emailed to the Sports and Outdoor Learning Unit – [see ‘Key Contacts’](#).

3.4.4 Category 4 Excursions Requirement for form EE1

Registration and approval with the Sports and Outdoor Learning Unit is required for all Category 4 excursions. The Excursions Co-ordinator must **submit the right EE1 form** ([‘Forms Summary’](#) link) and the Risk Assessment to the Sports and Outdoor Learning Unit **at the earliest possible stage in the planning process and preferably before any deposits are paid or taken.**

In any event this should be at least three weeks before the planned visit. For foreign travel and adventurous activity, it is important to allow as much time as possible for the approval process.

In the case of foreign travel, an EE3 form should normally be submitted at the planning stage to allow help and support to be offered by the Sports and Outdoor Learning Unit. The EE1 form is still required and should normally be submitted to the Sports and Outdoor Learning Unit **at least 3 months** prior to the visit.

Particular attention must be paid to Section D of the Approval form (EE1) prior to authorisation.

Form EE1 must be accompanied by the following items:

A written risk assessment for the activity. This must include risk assessments prepared by the activity provider and CEC establishment/service (aspects of the excursion not covered by the activity provider e.g. travel, evening activities).

Evidence that there is additional insurance cover for the excursion where appropriate. [‘Insurance’](#) Section.

The Sports and Outdoor Learning Unit will consider the evidence above when registering the activity.

The EE1 form and associated documents can be emailed to the Sports and Outdoor Learning Unit – see [‘Key Contacts’](#). This is the preferred method and considerably speeds up the approval process.

3.4.5 Approval by the Sports and Outdoor Learning Unit (Categories 3 & 4)

All documents submitted to the Sports and Outdoor Learning Unit are registered and recorded on a database. They are checked to ensure that they have been correctly completed, contain sufficient detail and the accompanying risk assessments are suitable and sufficient.

Where the information provided is satisfactory, the Technical Adviser acting for the Sports and Outdoor Learning Unit will sign the form and arrange for it to be returned along with any comments

If an EE1 form and associated documentation **fails** to meet the expected standard, the Technical Adviser will contact the establishment to discuss the issues and provide advice on any further information and /or actions that should be included. Where agreement is reached, the Technical Adviser will add notes detailing the conditions to be applied before signing the form and returning it to the originating establishment.

It is expected that establishments should address the advice provided by the Technical Advisor. If there is disagreement which cannot be resolved, the Technical Advisor will contact the Principal Officer for Outdoor Learning. If a Category 3 or 4 excursion remains unauthorised, the relevant senior leaders will be informed. Approval is **expected** prior to departure. Categories 3 and 4 excursions departed without approval will be reported to the relevant senior leaders.

A record is kept of the approval status of every registered excursion. The EE1 is returned to the establishment after registration and approval.

For any further communication and enquiries contact:

excursions@edinburgh.gov.uk

3.5 PLANNING AND PROCEDURES - Risk Assessment

3.5.1 General

During the early planning stages for a visit, the Group Leader (ideally with the help of another competent person and/or participants) should consider the risks associated with the excursion. A preliminary visit may provide the ideal opportunity to identify hazards and risks associated with the journey, venue and planned activity. In addition, the Group Leader should consider the individuals who will make up the group and any risks associated with them (e.g. related to their ability/previous experience, maturity, behaviour, special needs etc.).

The establishment may have run similar excursions in the past. If so, there should be a record of the planning and evaluation of the visit and this can provide invaluable information for the Group Leader.

A risk assessment involves identifying the hazards present in any activity and then evaluating the extent of the risks involved, considering whatever precautions and control measures will be taken.

- A **hazard** is something with the potential to cause harm.
- **Risk** expresses the likelihood that the harm from a particular hazard will be realised.
- The **extent** of the risk covers the population that might be affected by the risk (i.e. who might be exposed), and the consequences for them.

A risk assessment should always be undertaken at the planning stage for any excursion. The Group Leader should normally be involved in carrying out the assessment.

The person carrying out the risk assessment must record it, so it can be shared with the relevant persons and support the approval process.

The risk assessment should include the following considerations:

- What are the hazards?
- Who might be harmed and how?
- What are you doing already?
- What further action is necessary (by whom and when)?

The Group Leader should take the following factors into account when assessing the risks:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- any participants with additional support needs;
- the quality and suitability of available equipment; and
- seasonal conditions, weather and timing.

Whilst there is always an element of risk in trying something, participants must not be placed in situations which could expose them to an unacceptable level of physical or psychological risk. Group leaders should be aware that there are benefits to participants understanding risk and sometimes being exposed to low levels of risk.

Safety must always be the prime consideration. If risks cannot be controlled, then an activity within an excursion must not take place.

In assessing risk, staff should always consider the objectives of the exercise and ensure that risks to the participants are the minimum necessary to achieve these objectives. **Activities should not proceed or continue if risks are assessed to be or become too high.**

For further guidance on the general principles of risk assessment can be obtained using the links below. The approved CEC General Risk Assessment template must be used. This cannot be adapted.

Key CEC Orb website link (risk assessment guidance):

CLICK HERE

The CEC Orb website link (CEC required risk assessment template):
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CLICK HERE

Establishments are required to adopt a transitional approach to using the new format i.e. change to the new format when they are next reviewed.

3.5.2 Adventurous Activities (Appendix 7)

If one of the adventurous activities detailed in Appendix 7 is involved, then the more stringent procedures will apply. adventurous activities leaders : participants ratios will need to conform to the Sports and Outdoor Learning Unit guidelines. Leaders must be qualified - by holding the appropriate national award or by local validation (subject to written authorisation from one of the Council's technical advisers).

Excursions Coordinators should maintain a register of suitably qualified staff in their establishment and should keep a photocopy of relevant qualifications on file. Care must be taken to ensure that qualifications, with time limits, remain valid.

Prior familiarity with the location is highly desirable for all adventurous activities, as it is for field studies, where there may be hazards in the environment which are not clear.

The absence of an adventurous activity from Appendix 7 does not imply that a particular activity does not require special precautions. Omission indicates that the activity is not regarded as appropriate for the educational framework or that there has been so little demand that guidelines have not yet been prepared. If an activity does not appear or if you have any doubt about an activities validity then please contact the Sports and Outdoor Learning Unit or one of the Council's Technical Advisers for further assistance.

3.6 PLANNING AND PROCEDURES - Communication with Parents/Carers and Parental Consent

3.6.1 Communication with Parents/Carers

An effective, two-way communication process between establishments and parents is important for all excursions. Effective communication will ensure that parents are made aware of the purpose and nature of the excursion and will ensure that they inform the establishment about any particular needs of their child/young person/vulnerable adult relevant to the excursion.

It is important that parents be fully advised, in advance.

Before residential excursions, or when participants are to travel overseas or engage in adventurous activities, it is highly recommended to invite parents/carers to briefing meetings.

Care must be taken to inform parents of detailed arrangements.

3.6.2 Contact between parents/carers, participants and leaders during the excursion

It is essential that parents can contact the establishment and/or Group Leader in the event of a home emergency.

Parents must therefore:

- know the full address and telephone number of the destination; and
- know who to contact in case of an emergency.

The Group Leader and establishment must communicate arrangements and appropriate key information to parents prior to the excursion.

It is helpful for parents to be advised when the party has arrived at its destination and any delays to returning home. This can happen in a variety of ways, including email and blogs. The Group Leader must plan these arrangements with the establishment and parents/guardians prior to departure.

3.6.3 Parental Consent – General

Excursions Co-ordinators and Group Leaders must seek parental consent by means of the right EE2 and if appropriate forms EE2A and/or EE2B for **all Category 1, 2, 3 and 4 excursions** (see [‘Forms Summary’](#)). This applies to all children and young people aged 18 and under, unless they are between the ages of 16 to 18 (inclusive) **and** no longer live at the parental home. For the latter, it is still essential to collect significant medical information. See suggested [‘Consent’](#) model and [‘Consent’](#) overview.



It is important that parents/carers are given sufficient information about the excursion to allow them to give consent. This includes a full list of expected activities and locations, including a **reasonable attempt** to list any **likely** alternatives which may be used due to short term changes to a programme e.g. changes in weather and non-availability of specific activities.

Effective planning will ensure written consent is gained for all participants. **In exceptional circumstances**, verbal consent can be accepted if this is witnessed and recorded by another member of staff. If done via a phone call, staff must be satisfied beyond reasonable doubt that the person providing consent is the person able to do so.

Parental consent must be obtained specifically for any transportation of participants in any other supervising adult’s car (e.g. staff, another parent, volunteer).

Parents must not be pressured into giving consent and establishments must accept that consent may not always be forthcoming.

If parents withhold consent absolutely, the participant must not participate in the activity or be taken on the excursion. The curricular aims of the activity should be delivered to the participant in some other way.

Form EE2, and if appropriate forms EE2A and/or EE2B, should be completed in respect of each participant in any group.

3.6.4 Medical Consent

Form EE2 requires either that parents agree to a participant:

- receiving emergency dental, medical or surgical treatment, including blood transfusion/anaesthetic, **as considered necessary by the treating medical authorities; or**
- alternatively, to a participant receiving emergency dental, medical or surgical treatment/anaesthetic, **as considered necessary by the treating medical authorities**, with the exception of the administration of blood or blood products, (this is covered by the EE2B form) but in the latter case coupled with the release of the Council and its staff from all liability.

In certain circumstances in Scotland, a child can consent to his/her own medical treatment as detailed below.

Section 2(4) of **The Age of Legal Capacity (Scotland) Act 1991** states that: *“A person under the age of 16 years shall have legal capacity to consent on his own behalf to any surgical, medical or dental procedure or treatment where, in the opinion of a qualified medical practitioner attending him, he is capable of understanding the nature and possible consequences of the procedure of treatment.”*

In these circumstances, the test for the medical practitioner is not one of age but of whether the child *“is capable of understanding the nature and possible consequences of the procedure of treatment”*.

It is possible that a surgeon in another country might be reluctant to operate on a child, unless assured that the party leader had parental authorisation to agreeing to treatment. **It should be noted that the Group Leader is not expected to take himself or herself decisions in relation to the authorisation of treatment.** Consequently, permission must be sought to authorise any emergency treatment that is professionally recommended and that is the purpose of form EE2.

The parent will make the decision and this should be regarded as the most desirable course of action.

In the event of an emergency, the EE2 form should be handed to the medical authorities detailing the parents' wishes.

Parents who belong to religious bodies such as Jehovah's Witnesses and Christian Scientists should make their views and wishes known to the establishment. The EE2A form covers the administration or the non-administration of blood or blood products. It is suggested that if parents have agreed to their child receiving emergency treatment with specific conditions, they should consider providing the Group Leader with a copy of a statement which sets out their views in the language of whatever country is being visited. This statement would be handed to the medical authorities along with the EE2 form and if appropriate EE2A and EE2B forms.

It is **essential** that similar information is recorded for all staff, supervising adults and any other persons accompanying the group (e.g. emergency contact details, essential medical requirements).

Should a participant require medical treatment which involves hospitalisation as an in-patient, the Group Leader should take all reasonably practicable steps to ensure that the parents are notified of such an event as soon as is possible.

3.6.5 Managing Consent - a recommended model

It is the responsibility of each establishment to manage consent in line with the guidance above and establishment context.

The following guidance will assist establishments in managing consent.

	Type	Method of Consent
Category 1 Excursion	ROUTINE AND EXPECTED. Link to more info.	Annual consent via EE2(annual) and EE2A and/orEE2B if appropriate. LINK TO SUMMARY OF FORMS. Establishments must define the type of excursion to parents as part of the annual consent process. This will include examples.
Category 2 Excursion	EXTENDED Link to more info.	Annual consent via EE2(annual) and EE2A and/orEE2B if appropriate. LINK TO SUMMARY OF FORMS. Establishments must define the type of excursion to parents as part of the annual consent process. This will include examples.
Category 3 Excursion	CEC APPROVED ADVENTUROUS ACTIVITY PROVIDERS Link to more info.	Consent per excursion or programme via EE2(standard) and EE2A and/orEE2B if appropriate. LINK TO SUMMARY OF FORMS.
Category 4 Excursion	RESIDENTIAL, OVERSEAS, non-Cat 3 ADVENTUROUS + HAZARDOUS ENVIRONMENTS Link to more info.	Consent per excursion or programme via EE2(standard) and EE2A and/orEE2B if appropriate. LINK TO SUMMARY OF FORMS.

ParentPay ‘consent button’: consent via the recommended model above for Categories 1 and 2 excursions can be managed annually. This removes the need to use the ‘consent button’ in parent pay for individual Categories 1 and 2 excursions. Schools who decide to continue with individual consent for each excursion for categories 1 or 2 can choose to use the ParentPay ‘consent button’. If this is the case, they **must** ensure parents are sufficiently informed about the excursion to provide consent.

3.7 PLANNING AND PROCEDURES - Preparing Participants

Providing information and guidance to participants is an important part of preparing for an excursion. The purpose of the excursion should be communicated to all participants.

Participants should be aware of who is responsible for them and the itinerary for the excursion.

Participants should be given a clear understanding of what standards of behaviour are expected from them and why rules must be followed.

Any potential dangers should be drawn to their attention and they should be aware of how to act to ensure their own and others' safety.

Participants should be assessed to ensure that they can undertake the proposed activities. During the excursion, they could be encouraged but never forced into activities.

Participants should be involved in planning, implementing and evaluating their own work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Participants whose behaviour is such that the Group Leader is concerned for their, or others' safety should be withdrawn from the activity or excursion.

It is important to remember that excursions are a valuable method of achieving aims and objectives and withdrawal should only be considered as a result of assessing the significant risk an individual might pose to themselves and others. It should never be used as a threat.

A sample checklist to give to participants is given in the [Appendices](#).

3.8 PLANNING AND PROCEDURES – NEW: Data Protection and Records Retention

All CEC establishments are required to follow the latest data protection and records retention CEC guidance.

The latest CEC **records retention** guidance and requirements can be found via:

Key CEC Orb website link:

CLICK HERE

or a summary of relevant to excursions can be found via:

Key CEC Orb website link:

CLICK HERE

Establishments are required to follow this guidance.

3.9 PLANNING AND PROCEDURES – NEW: Signing Agreements and Waivers/Disclaimers

Agreements

Establishments must adopt a cautious approach to signing agreements with providers. Group Leaders, Excursions Coordinators and Head of Establishments **must fully understand any agreement before signing it. If unsure, further advice must be sought via the Sports and Outdoor Learning Unit.** Establishments should request any agreements **well before** departure to avoid staff having to sign an agreement on arrival at a venue.

Waivers/Disclaimers



Waivers and disclaimers designed for families or private groups **must not** be signed. These often include specific requests not suitable for CEC establishments. For example, they can include agreements relating to the permission to take, use and own photographs. Further advice can be sought from the Sports and Outdoor Learning Unit.

Section 4 TRANSPORT

4.1 TRANSPORT - Forms of Transport

Many excursions would not be possible without using transport to the venue. If this is well-organised, it can help ensure that the excursion is successful and operates to the required time schedule. Various forms of transport may be used.

- Public transport.
- Hired minibuses and coaches with drivers.
- Self-drive minibuses.
- Hired people carriers and hire cars.
- Private vehicles belonging to staff.
- Private vehicles belonging to parents and volunteers.
- Overseas travel.

The Group Leader must give careful thought to planning transport. It is important to ensure that the travel plan is suitable for the age and nature of the participants.

Consideration should be given to the following:

- the length, nature and complexity of the journey and implications for supervision;
- selecting the right mode(s) of transport including use of public transport;
- using a reputable transport provider;
- contingency plans;



- the time of year and weather; and
- the needs of any participants with limited mobility.

Service providers such as transport operators are all subject to regulation and inspection and Group Leaders can use them in the same way as any member of the public. There is no requirement to obtain risk assessments from transport providers.

4.1.1 Supervision on Transport

The Group Leader is responsible for the party at all times including maintaining good discipline whilst travelling, and during any unsupervised periods (e.g. motorway services, ferries etc.). The level of supervision that is necessary should be considered as part of the risk assessment, taking in to account the:

- age and nature of the participants;
- mode of transport and the implications for supervising participants; and
- length, nature and complexity of the journey.

When planning transport, consideration should be given to the following:

- preparing participants and adults for the journey; and
- the comfort and safety of participants and adults.

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of participants are being taken on a short journey.

4.1.2 Hired Minibuses and Coaches with Drivers

This frequently used method of travel is convenient and safe. Establishments should use the link below for additional guidance. Delegated persons should check the carrying capacity and the amount of room available for luggage/equipment. Group Leaders should request and plan appropriate toilet stops at suitable intervals. The drivers must follow regulations which govern the maximum hours they can drive between rests, as well as maximum hours over a 24-hour period.

Key CEC contacts and Orb website links	
CEC Book a Coach:	CLICK HERE This page also includes contact details.

4.1.3 Public Transport

The appropriateness of public transport must be assessed using the guidance at the start of this [section](#). For larger groups and groups with specific needs, it is advisable for the Group Leader to liaise with the transport provider.

Head of Establishments, Excursions Coordinators and Group Leaders must understand the terms and conditions of purchasing travel tickets. This includes understanding cancellation charges. Establishments may decide that they require insurance cover to cater for cancellation charges. This is not automatic – [‘Insurance’ section](#).

Moving groups on all forms of public transport is made easier if members of staff are allocated small groups of participants. Ensuring that the group is ready for departure times with plenty of time to spare should prevent missing the transport which can be extremely inconvenient and costly. Participants should be

made aware that, because they are identifiable as a group, they should behave in a manner which reflects well on their establishment and the Council.

Key contacts and website links	
Lothian Buses:	CLICK HERE
Edinburgh Trams:	CLICK HERE
National Rail Enquiries Group Travel:	CLICK HERE
Managing transport risks on a day trip to London:	CLICK HERE

4.1.4 Self-Drive Minibuses

The rules governing minibuses are very complex. The Fleet Management's fact sheet will explain the basic rules (see link below). If employee and approved volunteers are in any doubt, then they must contact Fleet Management. It is the employee and approved volunteer's responsibility as the driver to ensure they have the correct entitlement. Fleet Management can help advise.

The Council requires all employees and approved volunteers who drive minibuses to hold a Council Permit whether or not the vehicle is a hired minibus or is CEC owned. Drivers must read the CEC Drivers' Handbook to understand their responsibilities, and the Council rules when driving a Council vehicle. Drivers must be aware that they are only insured to drive vehicles categories stated on their permit.

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of participants are being taken on a short journey. This will depend on the age and needs of the participants.

Key CEC contacts and Orb website links	
Council Driving Permits:	CLICK HERE
Drivers' Handbook:	CLICK HERE
Short Term Minibus Hire:	CLICK HERE
Fleet Management Minibus Factsheet (includes an entitlement flow diagram)	CLICK HERE
Fleet Management - Minibuses:	Russell Road Depot, 38 Russell Road, Edinburgh, Midlothian, EH11 2LP. 0131 337 2307 vehiclehire@edinburgh.gov.uk

4.1.5 Short-Term Council Vehicle Hire

To comply with legislation, and to protect staff and the Council, an employee or approved volunteer must hold both a valid driving licence for the class of vehicle they wish to drive and a valid Council Driving Permit. They must also have the approval of their manager or the CEC employee responsible for engaging an approved volunteer.

Children/young people/vulnerable adults should not travel in the front seat if there are seats available in the rear.

Use the links below to comply with specific guidance from the Fleet Management Team.

Key CEC contacts and Orb website links	
Short-Term Vehicle Hire.	CLICK HERE
Fleet Management - Vehicle Hire Contact Details.	Russell Road Depot, 38 Russell Road, Edinburgh, Midlothian, EH11 2LP. 0131 337 2307 vehiclehire@edinburgh.gov.uk
Hire a car.	CLICK HERE
Hire a van, truck or specialist vehicle.	CLICK HERE
Council's Vehicle Drivers' Handbook.	CLICK HERE

4.1.6 Authorised Private Vehicles and Drivers

The use of **authorised** private vehicles and drivers is permitted for appropriate excursions. This is defined as transport normally over a short distance, which is risk assessed, familiar to the driver, a journey that is matched to the needs of the participants and safe road conditions. Journeys of a longer distance must be carefully risk assessed and have the approval of the Excursions Coordinator and Head of Establishment.

Adults who drive participants in their own car must ensure their passengers' safety in line with legal requirements. This includes:

- ensuring that passengers wear properly adjusted seat belts;
- having appropriate seating in place for children (including booster seating and seatbelt adjustment devices);
- ensuring that the vehicle is roadworthy and has a valid MOT; and
- ensuring that there is appropriate insurance cover for carrying the participants. This will require cover for business purposes. It is advised that adults provide exact details about the proposed driving to ensure the insurance does apply.

If using private cars to transport participants it is essential that parents are informed of the arrangements, to enable them to make an informed decision and provide consent.

Other key points:

- the driver is suitable and competent;
- parents must be informed of the arrangements, to enable them to make an informed decision (consent);
- avoid travelling in convoys where some drivers are dependent on following the person in front. All drivers must have knowledge of the route;

- all drivers must be aware of the establishment’s emergency plan and emergency contact details. It is useful to discuss different scenarios and related actions with drivers e.g. accident, breakdown;
- drivers must have access to a mobile phone. Mobile phones must not be used by the driver whilst driving, including hands-free. A driver must follow the law when intending to make a call;
- children, young people and vulnerable adults should travel in the rear of the vehicle;
- the driver should not be put in a position where they are alone with a child, young person or vulnerable adult. The Group Leader should arrange a central dropping point for all participants rather than individual home drops;
- supervision in the car should match the needs of individuals; and
- drivers must be well rested and sufficient time allowed for travelling.

Anybody using their own car to transport participants **must** be carefully **selected**, and **vett**ed if **appropriate**, and **approved** by the Excursions Coordinator and Head of Establishment. The Excursions Coordinator and Head of Establishment must ensure the points above and the specific points below are followed.

4.1.6.1 Private Vehicles Belonging to CEC Staff (Council Authorised Car User)

It is responsibility of the Excursions Coordinator and Head of Establishment to undertake reasonable checks and to ensure the guidance at the start of 4.1.5 is complied with. CEC staff intending to use their vehicle **must** complete a ‘PRIVATELY OWNED VEHICLES USED ON OFFICIAL BUSINESS FORM’ (link below) and follow the guidance for submitting the form and checking documentation. The driver must read and understand the Council’s Vehicle Drivers’ Handbook (link below).

Key CEC contacts and Orb website links	
‘Privately owned vehicles used on official business’ form.	CLICK HERE
Business Travel Guidance (e.g. see Private Vehicles 9.4 to 9.10)	CLICK HERE
Council’s Vehicle Drivers’ Handbook	CLICK HERE

4.1.6.2 Private Cars belonging to Parents and Volunteers

It is responsibility of the Excursions Coordinator and Head of Establishment to undertake reasonable checks and to ensure the guidance at the start of 4.1.5 is complied with. This can be achieved by making the same checks as detailed in the ‘Privately owned vehicles used on official business’ form. These checks should be recorded and held locally.

4.2 TRANSPORT - Overseas Travel

See [‘Overseas Transport’](#) section.

4.3 TRANSPORT - Using Leaders as Drivers

It is the responsibility of the Excursions Co-ordinator to ensure that drivers are correctly licensed and fit to drive. The following list of checks is recommended:

- (a) The driver provides proof of a clean driving license.
- (b) Maximum driving hours and required rest stops are set down. This should consider any other work prior to driving the vehicle. A tired driver is a serious risk.
- (c) A second adult may be necessary either as a relief driver, or to take the responsibility for the behaviour of passengers.
- (d) The driver should complete simple checks of the bodywork, engine and tyres before embarking. If a trailer is being used, checks should be made of the roadworthiness and security of load.
- (e) Luggage should be safely stowed and secured to prevent obstruction of aisles or emergency exits.
- (f) Seatbelts must be used by all passengers. For passengers under the age of 16, it is the responsibility of the driver to ensure that seatbelts are used.
- (g) Booster seats are available if required.
- (h) Drivers must not drive for "hire or reward" without the appropriate licence entitlement.
- (i) Drivers should be aware of Child Protection issues when travelling alone with one child. In such situations, the child should be in the back seat and not next to the driver.

4.4 TRANSPORT - Conduct of Participants

Participants must be made aware of basic safety and conduct required. This must include:

- using seatbelts during the journey;
- staying seated throughout the journey;
- not distracting the driver or obstruct the driver's vision;
- not throwing things out of the windows;
- telling the driver if a member of the group is unwell; and
- taking notice of other traffic when boarding or alighting or whilst waiting at the embarkation point.

Section 5 INSURANCE

5.1 INSURANCE

It is essential that the Head of Establishment, Excursions Coordinator and Group Leader understand and arrange appropriate insurance cover for excursions. Each CEC establishment/service is responsible for ensuring appropriate and adequate insurance is in place for each excursion.

Any questions should be directed via insurance@edinburgh.gov.uk.

5.1.1 CEC Public Liability Insurance

The Council's insurance arrangements include Public Liability insurance. The policy caters for the Council's legal liability for accidental death of or bodily injury or disease to any third party and damage to third party property. The policy is subject to normal terms and conditions and caters for volunteers assisting the Council in its activities.

In order to pursue a successful claim against the Council, it is necessary for the third party to demonstrate negligence on the part of the Council or its employees.

All supervising adults have a duty of reasonable care and the Council requires adherence with this Excursions Policy.

This cover is automatic and does not need to be arranged for each excursion.

This public liability insurance does **NOT** provide travel and personal accident insurance.

5.1.2 Travel and Personal Accident Insurance

The Council has **NO automatic** travel and personal accident insurance.



This must be organised using the procedure below – [section 5.1.2.1](#).

The Head of Establishment, Excursions Coordinator and Group Leader are responsible for organising any additional insurance needs.

The following are examples of risks for when additional insurance cover may be appropriate in respect of many types of activity or excursion:

- medical and related expenses (overseas travel only);
- personal accident;
- loss of baggage and/or personal affects/money;
- cancellation or delay;
- personal liability; and
- legal expenses.

This list is not exhaustive and the establishment should ask for advice if required.



Establishments must arrange this additional travel and personal accident insurance **for ALL OVERSEAS TRAVEL**.

Establishments **organising their own hotel/s and travel** should consider this additional travel and personal accident insurance for excursions, **including UK travel**. This will insure the establishment against any **qualifying** cancellations.

This additional travel and personal accident insurance should be organised as soon as reasonably practicable and certainly before departure. This ensures cover is in place prior to departure and will provide cover for any **qualifying** cancellations.

5.1.2.1 Arranging additional travel and personal accident insurance via the Council

Key Contact (Service Accounting, Children & Families):

alison.murray@edinburgh.gov.uk

Tel: 0131 469 3101



This is the Council's **expected method** for CEC establishments/services to arrange travel and personal accident insurance.

The Council has an annual policy in place. **Cover is NOT automatic**. This can be obtained by providing details of the trip to Service Accounting, Children & Families (key contact above).

The cost of cover will be charged to the CEC establishment/service involved.

The Head of Establishment, Excursions Coordinator and Group Leader are responsible for ensuring appropriate and adequate cover. It is important that they liaise with the Insurance Team to ensure appropriate and adequate cover is in place.

The **key facts** of this policy will be circulated annually via the Excursions Coordinator e-Update.



It is essential that establishments **plan** and **deliver** excursions **effectively** and **adhere** to this **Excursions Policy** to minimise the risk of claims. This helps the Council to keep the insurance premium as low as possible, which is to the mutual benefit of all establishments.

Exceptional Circumstances – arranging additional travel and personal accident via a third party

This is for exceptional circumstances only and will be considered on an individual basis with the Insurance Team.

Section 6 FIRST AID

6.1 FIRST AID – General

At the planning stage, it is sensible to consider what first aid provision will be needed for each excursion.

The requirement for a First Aider should be decided through the risk assessment process unless specifically prescribed in Appendix 7 Outdoor Adventurous Activities. Excursions within the City and those going to public venues such as theatres, swimming pools and “visitor attractions” will have access to the normal range of health care services as well as first aid provision at the venue itself. On the other hand, expeditions overseas, outdoor learning at more remote venues and beach excursions must be significantly more self-sufficient because access to health care services will take much longer. In these cases, having appropriate First Aid provision present is a sensible way to manage any minor incidents, and could be a lifesaver if an accident happens.

If the group size is large or may at times be sub-divided, extra First Aiders may be necessary. On all occasions, every leader should be able to cope with the most common problems and all adults should know how to contact the emergency services. This is especially important in overseas countries as the key telephone contact numbers are not the same as in the UK.

6.2 FIRST AID – Qualifications and Training

Under The Health and Safety (First Aid) Regulations 1981, training is available for workplaces at two levels.

1. First Aid at Work (FAW) is a three-day course which is valid for three years and which can be re-validated by a two day course every three years. An annual refresher course is recommended to prevent “skills-fade”.
2. Emergency First Aid at Work (EFAW). This is a one day course which needs to be re-validated with a similar course every three years. An annual refresher course is recommended to prevent “skills-fade”.
3. Early Years – Emergency First Aid for Babies and Young Children.

For most excursions, the EFAW qualification is suitable. However, in remoter situations and/or more hazardous activities, the leader should have FAW. There are many other courses available on the open market which tend to build on these two basic levels but are more specific to an environment e.g. British Association of Ski Patrollers First Aid in remote environments. These alternative qualifications are acceptable and, in many cases, more appropriate to the activity or venue.

First Aid training is offered through the Children & Families CPD programme as well as training set up by individual establishments.

It is the responsibility of the Excursions Co-ordinator to ensure that leaders hold the appropriate level of first aid qualification for the type of trip they are involved in. It is also the responsibility of the Excursions Co-ordinator and the Group Leader to ensure that qualifications have not time-lapsed.

In assessing which is the best qualification, Excursions Co-ordinators and Group Leaders should consider:

- hazards and risks relating to the specific activity or activities;
- proximity of hospitals or qualified medical staff;
- location of the outing; and
- number of participants.

6.3 FIRST AID – First Aid Kits

A First Aid Kit should be carried on all excursions unless a first aid kit is immediately available at the venue and transport option. All kits should be marked with a white cross on a green background.

Contents of a basic first aid kit:

Key website link	
NHS Choices website:	LINK

Additional items should be added appropriate to the foreseeable hazards of specialised activities.

6.4 FIRST AID – Medical Information on Participants

It is essential that information is received from parents by means of form EE2 and if appropriate the EE2B form on any medical history of a participant which may be of significance (e.g. asthma, bronchitis, epilepsy) particularly where any form of medication is being taken regularly. In the case of medication,

the Group Leader must be aware of the type and frequency of use in accordance with guidance given in “Arrangements for Medication, Health Care Programmes and Clinical Tests” (HSP 4)/latest guidance.

6.5 FIRST AID – Legal Liability and Insurance Cover

Concern is sometimes expressed about the legal position of First Aiders should they cause injury to a casualty.

All staff in charge of participants have a common law duty to act as any reasonably prudent person would, to ensure that participants are healthy and safe. This duty can extend to administering medicine and/or taking action in an emergency.

Section 5 of the Children (Scotland) Act 1995 provides scope for staff to do what is reasonable for the purpose of safeguarding children’s health, development and welfare. This can give protection to staff acting reasonably in emergency situations which may arise on an off-site activity or excursion.

Section 7 MONITORING AND EVALUATION

7.1 GENERAL

CEC is required to monitor the work of employees and the implementation of this Policy. The Sports and Outdoor Learning Unit, Head of Establishments and Excursions Coordinators have the responsibility to monitor excursions. Monitoring of excursions will ensure that:

- excursions are carried out safely and effectively and in line with the CEC policy and procedures;
- relevant policies and procedures are reviewed and updated to remain current and in line with good practice;
- employees have easy access to the employer’s policy and to this guidance;
- employees have access to relevant training that supports the implementation of this guidance e.g. Excursions Coordinator training and Group Leader training;
- establishments have access to advice and further information to clarify the guidance issued;
- establishments appoint, register, train and revalidate in accordance with this Policy;
- establishment practices, including notification and approval procedures, comply with this Policy; and
- establishments keep proper records.

The Sports and Outdoor Learning Unit will focus on monitoring and approving Categories 3 and 4 excursions via examining EE1s; EE3s; risk assessments; other supporting documentation, feedback evaluation forms, general feedback from training/correspondence and monitoring visits. The Unit **may** monitor Categories 1 and 2 where required.

The Heads of Establishments and Excursions Coordinators are required to monitor all excursions, including the non-technical aspects of Categories 3 and 4 excursions. This is achieved through ‘local’ procedures; discussions; risk assessments; other supporting documentation; training; and examination of EE1s and EE3s for Categories 3 and 4 excursions. Head of Establishments and Excursions Coordinators should contact the Sports and Outdoor Learning Unit for any specific technical advice, monitoring support or general advice.

7.2 MONITORING AND EVALUATION VISITS

Monitoring should include an element of field observation. There are many ways CEC will targeting or sampling the range of provision:

- Excursions Coordinators and/or Head of Establishments can observe Categories 1 and 2 excursions, and non-technical aspects of Categories 3 and 4 excursions; and
- the Sports and Outdoor Learning Team will normally observe Categories 3 and 4 excursions (establishments and providers will normally be informed in advance).

7.3 FEEDBACK – including CEC EVALUATION FORM (Categories 3/4 Excursions)

It is essential that employees provide feedback to their line managers. This includes positive outcomes about what has worked well and incidents or concerns. Significant incidents, including near misses, must be reported via the SHE system – [CLICK HERE FOR MORE INFORMATION](#) and see relevant [Section](#).

Establishments are required to complete a short evaluation form for all Categories 3 and 4 excursions. It is useful to receive feedback, both positive and negative, regarding the organisation and delivery of these excursions. We may use this information to assist in approving future excursions, sharing good practice, dealing with significant concerns and considering applications from new and existing providers seeking approved provider status.

Excursion Feedback forms
Benmore and Lagganlia Residential Centres https://www.surveymonkey.co.uk/r/Outdoor_Learning_Centres_City_of_Edinburgh Groups will be given the password and a paper copy at the start of their visit.
All Other Excursions https://www.surveymonkey.co.uk/r/DF7QP83 Contact excursions@edinburgh.gov.uk for a copy. The return via the email address.

Section 8 EQUAL OPPORTUNITIES AND ADDITIONAL NEEDS

8.1 General

This section (8.1) has been adapted from the ‘Going Out There’ document.

Where it is reasonably practicable, all participants should be able to access the opportunity to participate in excursions. Group Leaders should be aware of, and follow the Council’s equality and inclusion arrangements.

An establishment is less likely to discriminate if it plans an excursion taking into account the need to include all participants irrespective of their protected characteristics rather than if it arranges an excursion and then tries to adapt it to make it inclusive.

In the early planning stages, it is important to consider how accessible any excursion is in terms of cost, venue, activities etc. Whilst it is not necessary for every participant to be able to take part in every activity, it is necessary to make reasonable adjustments and consider alternatives to make the excursion more inclusive.

In some circumstances, additional and appropriately trained staff may be required to allow an individual to participate. This needs to be taken in to account in the early planning stages when considering staffing and costs and must not be an additional cost as a result of any individual choosing to participate.

8.2 Participants with Additional Needs

Establishments will already be familiar with the nature of a participant's additional needs.

Any specific needs should be taken into account at a very early stage in the planning phase and when carrying out the risk assessment.

The following factors should be taken into consideration:

- (a) Is the participant capable of taking part in the activity?
- (b) Can the activity be adapted to enable the participant to participate at a different level?
- (c) Is the participant able to understand and follow instructions?
- (d) Will additional supervision be necessary?

The Group Leader should discuss the proposed visit with the parents of participants to ensure that suitable arrangements have been put in place to ensure their safety. This information should be shared with any activity providers to enable them to make reasonable adjustments.

8.3 Participants with Medical Needs

Additional safety measures to those already in place in the establishment may be necessary to support participants with medical needs during excursions. Arrangements for taking medication and ensuring sufficient supplies for residential excursions may be required and must be planned for.

Pre-identified supervising staff should be aware of a participant's medical needs and any emergency procedures. Key persons should be trained in administering medication and to be responsible in an emergency.

Needs should be risk assessed, actions undertaken and the findings recorded and shared appropriately. This is normally recorded in a Healthcare Plan for each participant.

The Group Leader should discuss the participant's individual needs with the parents.

Enquiries should be made at an early stage about wheelchair access on transport and at residential centres etc, if appropriate. If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them.

All adults supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support participants. Extra help should be requested, if necessary e.g. a care assistant.

If staff are concerned about whether they can provide for a participant's safety or the safety of other participants on a trip, they should seek medical advice from the establishment's medical officer or the participant's GP.

This information should be shared with any activity providers to enable them to make reasonable adjustments or advise on any potential limitations.

The Group Leader should check that the insurance policy covers participants with medical conditions.

Section 9 TRAVEL OVERSEAS

Key CEC contact	
International Excursions (Overseas) (Andrew Bagnall)	EMAIL or 0131 551 4370 or 0771 8668 558
International Excursions (Overseas) – submission of forms – EE3 and EE1, risk assessments and any other relevant documentation.	EMAIL

Overseas excursions include all visits outside the UK. They are almost certain to include a residential element, and are likely to involve other activities which are of a sporting, cultural, or adventurous nature.

Much of the guidance in this document applies equally to excursions abroad.

There are, however, additional factors that need to be considered not least because legislative requirements may differ from those of the U K.

Visiting other countries is one of the best ways of gaining a fuller understanding of one's place in the world, and offers a chance to explore the culture, challenges and opportunities that exist away from these shores.

Overseas excursions should be seen as a progression after learning about our own local environment, other regions of Scotland, and the UK. The key benefits of educational excursions to other countries are more likely to be achieved by older pupils and young adults.

Each visit overseas will require careful planning, realistic budgeting, and a thorough appreciation of the self-reliance and judgment needed when operating out with the UK. Therefore it is likely that leaders will have had considerable experience of organising excursions within the UK before leading excursions overseas, especially to developing countries. Advice from CEC should be sought regarding local arrangements.

The standard of Health and Safety applying to Overseas excursions, regardless of location, activity or event, should strive to reflect that of the UK wherever possible. Where it is not possible to guarantee parity of standards, such as fire safety in accommodation, every effort should be made to mitigate or manage the exposure to risk. Parents and participants should be informed about any differences in standards that are anticipated.

The dangers of disease, civil unrest and terrorism can be checked out early on in the planning process through the Foreign and Commonwealth Office (FCO) Travel Advice website. However, there are constant

changes to the levels of risk and the countries and areas they relate to, so this is something that needs to be revisited regularly prior to departure.

Key Website	
FCO website	LINK

9.1 OVERSEAS - Approval and Responsibilities of Establishments

Prior consent in principle from the Head of Establishment, Excursions Coordinator and CEC via the Sports and Outdoor Learning Unit, **must** be obtained prior to making any commitment to young people, parents or third parties.

	Actions		Timeframe
1	Initial approval from the Excursions Coordinator and Head of Establishment.		At the start of the planning process.
2	Form EE3	Submitted to the Sports and Outdoor Learning Unit at the planning stage and for initial registration and approval .	As soon as reasonably practicable. Ideally, this will be around 12 months prior to the excursion. If unsure, Group Leaders should liaise with the key contact above via phone or email.
3	Continuous monitoring by the Excursions Coordinator (and Head of Establishment if required).		Continuous.
4	Approval by the Excursions Coordinator and Head of Establishment.		Prior to sending to the Sports and Outdoor Learning Unit.
5	Form EE1(C4single)	Submitted to the Sports and Outdoor Learning Unit for approval .	Normally at least 3 months before the excursion. If there are any delays in planning, the Group Leader and Excursions Coordinator must liaise with the Sports and Outdoor Learning contact above.
7	The Head of Establishment and Excursions Coordinator must ensure the Group Leader is monitoring the destination/s and liaising with any tour operators where applicable. Any emerging issues must be discussed with the Head of Establishment and Sports and Outdoor Learning Unit.		

No deposits should be taken from participants or paid to travel companies before form EE3 has been approved by the **Sports and Outdoor Learning Unit**. Any issues must be discussed with the Sports and Outdoor Learning Unit contact above.

9.2 OVERSEAS - Planning

Comprehensive planning and preparation is the most important aspect in ensuring a successful excursion. The Group Leader is responsible for compiling an Excursion Plan which documents all aspects of the excursion – the amount of detail will be determined by the nature of the excursion.

The early planning process must consider the following:

9.2.1 Purpose

The Excursion Plan must outline the aims, objectives and benefits of the excursion and provide evidence that the purpose of the Excursion is suitable and compatible with the competences of the Staff and the age and experience of participants. It is the responsibility of the Head of Establishment to be satisfied with these requirements.

9.2.2 Using a Tour Operator or Specialist Provider

It is recommended to use a suitable tour operator or specialist provider for more specialist or remote overseas excursions. Suitable third parties are those with experience and expertise of travelling to the planned destination. They should normally also have appropriate industry accreditation. Examples include:

Key Website Links	
ABTA.	LINK
ATOL Protection.	LINK
The Expedition Providers Association (EPA).	LINK
School Travel Forum (STF).	LINK
Specification for the provision of visits, fieldwork, expeditions, and adventurous activities, outside the United Kingdom (BS8848).	LINK

These third parties will often provide additional resources to support an overseas excursion.

9.2.3 Location and Environment

It is essential that the location and environment to be visited have been researched thoroughly. This can be done through:

- prior knowledge from previous excursions;
- contacting other organisations that have visited the location recently;
- utilising the expertise and resources of tour operators and specialist providers; and
- researching guidance provided by the Foreign and Commonwealth Office (FCO), and organisations such as the British Council or Embassies.

Key Website Links	
FCO	LINK
Relevant UK Government website	LINK

If excursions are planned and delivered using CEC staff, it is the responsibility of the Head of Establishment to be satisfied that these persons are competent, which should be judged by examining their relevant experiences, skills and knowledge of the destination. **The Sports and Outdoor Learning Unit will expect to see this documented in the EE3 and EE1 forms.**

9.2.4 Financial Viability

At the planning stage, an accurate costing must be established and a realistic decision made regarding the viability of the proposed excursion. Where contributions are expected from parents, the information provided must be **transparent** and **realistic**, and should **include 'hidden' costs** such as spending money,

visas, inoculations, and additional activities and entrance fees. Contingency monies should be built into the budget for potential emergencies or unseen expenditures.

If fundraising activities are to contribute to financing the excursion, the commitment required from participants has to be made clear from the outset. If support is being sought from external sources (grants, sponsorship etc.), this should be secured before proceeding, to avoid unexpected costs once a commitment from parents/participants has been made. Parents must also be made aware of any payment plans and the consequences of withdrawing from the excursion once initial payments have been made.

9.2.5 Passport and Visa Requirements

Group Leaders must check the requirements and restrictions on passports, visas and participant’s nationalities at an early stage in the planning process.

Key Website Links	
Passports link.	LINK

9.2.6 Inclusion

Where it is reasonably practicable all children and young people should be able to access the opportunity to participate in Overseas Excursions. Group Leaders should be aware of, and follow CEC’s equality and inclusion arrangements.

An establishment is less likely to discriminate if it plans an excursion taking into account the need to include all pupils irrespective of their protected characteristics rather than if it arranges an excursion and then tries to adapt it to make it inclusive.

It is important to consider how accessible any excursion is in terms of cost, venue, activities etc. Whilst it is not necessary for every participant to be able to take part in every activity it is necessary to make reasonable adjustments and consider alternatives to make the excursion more inclusive.

In some circumstances, additional staff may be required to allow an individual to participate – this needs to be taken in to account in the early planning stages when considering staffing and costs and must not be an additional cost as a result of any individual choosing to participate.

9.2.7 Insurance

[See the Insurance Section](#). Parents should be made aware of exactly what is and is not covered by insurance.

9.2.8 Accommodation

In the planning stage, the Group Leader must investigate the availability and suitability of accommodation either through research or by contacting a tour operator/specialist provider. Group Leaders must be aware that standards in some countries are very different to those found in Western Europe and North America.

The Group Leader should consider whether the accommodation:

- fits with the aims and objectives of the visit;
- suits the needs and requirements of all participants (including disabled access);
- is suitable for the gender mix of the group;

- provides adequate security and privacy for all participants;
- has easy access to toilets and washing facilities; and
- complies with appropriate safety standards for the nature of the visit.

9.2.9 Health

In the early planning stages and prior to departure it is important to:

- check for pre-existing medical conditions of staff and participants;
- research the medical provision available at the location;
- check requirements for vaccinations and preventative medication; and
- explore the possible use of a European Health Insurance Card (Group Leaders must continue to monitor any changes required linked to the UK's proposed exit from the European Union).

Further advice is available from the NHS 'fitfortravel' website.

Key Website Links	
NHS Fit for Travel link.	LINK

9.2.10 Personal Safety

There are countries and areas in the world that are not suitable for CEC led excursions because they could expose participants to unacceptable risks. This can be a fluid and **sometimes rapidly changing situation** and **thorough research** has to be done at all stages of the planning process leading up to departure. Heads of Establishment, Establishment Coordinators and Group Leaders have to be confident, that in visiting a particular area of the world, that the risks do not outweigh the benefits.

Participants should be made aware of their responsibilities in terms of keeping themselves and other group members safe. Guidance, participant learning and level of preparation will be matched to the location and itinerary of the excursion. This must take account of specialist information provided by third parties.

9.3 OVERSEAS - Risk Assessments

[Also see the Risk Assessment section.](#) It is the responsibility of the Group Leader to prepare a specific risk assessment for all aspects of an Overseas Visit for which they are taking direct responsibility. It is very difficult to do this without a pre-visit, or comprehensive researching of any relevant information available from: travel agents, tour operators, the Foreign and Commonwealth Office, Embassies, The British Council, or from other leaders who have undertaken similar excursions.

Tour operators/specialist providers are responsible for risk assessing the aspects of the trip for which they are responsible. Group Leaders must check that risk assessments are in place. Group Leaders are responsible for recording significant and foreseeable risks specific to their visit. This process should where possible involve accompanying adults and participants.

This must take into account the:

- the participants (including leaders and helpers);
- venue;
- culture;
- accommodation (in terms of how it affects the group);

- food and drinking water;
- possible medical emergencies;
- activity;
- transport (to get there and in-country); and
- time of year.

The findings of the risk assessment and the relevant precautions / actions, must be agreed and understood by all participants including accompanying adults (and parents where appropriate) and be reflected in the Excursion Plan.

9.4 OVERSEAS - Establishing Ratios

As part of the risk assessment, careful consideration has to be given to establishing supervising adults : participant ratios. The general '[Supervision Section](#)' details the factors that could influence this decision. Overseas excursions may also need to take the following in to account:

- increased risk of illness (staff and / or participants);
- more complex travel arrangements;
- possible delay in staff on 'stand by' being able to join group; and
- inefficient communications systems.

It is the responsibility of Heads of Establishment in discussion with the Excursions Coordinator and Group Leader/s to ensure that adequate levels of supervision will be maintained should any situation arise during the excursion.

In some circumstances, tour operators/specialist providers provide leaders / guides for the duration of the excursion or for specific parts of an excursion. Whilst this may influence decisions about ratios, consideration has to be given to the importance of accompanying adults knowing participants and their specific needs.

At least **two** competent supervising adults should normally accompany the group.

9.5 OVERSEAS - Information for Parents

For Overseas Excursions the process of informing parents and participants will need to start well in advance of the visit. In some instances this may be one or two years prior to departure. Specific information should be provided in writing to parents including:

- purpose of the visit;
- proposed itinerary and the learning objectives;
- venue;
- costs;
- passport and visa arrangements;
- domestic and sleeping arrangements;
- health provision;
- supervision arrangements;
- travel arrangements;
- insurance cover; and
- behaviour code.

In addition to written information, Heads of Establishment, Excursions Coordinators and Group Leaders should hold a meeting/s where these points can be discussed.

Communication with parents must include making them aware of procedures for dealing with misbehaviour, or behaviour that gives Group Leaders cause for concern, and the financial consequences of their child having to be returned home from an overseas excursion.

9.6 OVERSEAS - Parental Consent

See the '[Consent Section](#)'. Parental consent must be obtained for an overseas excursions. Detailed information must be provided regarding the visit to enable parents to give informed consent. It is important to remember that parents are giving consent for the itinerary and activities that they have been informed about. Whilst opportunities may arise to do additional activities once on the visit, care needs to be exercised to ensure that parental consent is not being abused.

As part of the consent process, parents should be made aware of / and agree to, the procedures for dealing with unacceptable behaviour.

During Overseas excursions, plans may need to change. It is important that any changes to plans do not vary considerably from what parents have given consent for, and that they do not take part in unplanned activities which would have required parents to have given informed consent.

9.7 OVERSEAS - Preparing Participants

It is particularly important for an Overseas excursion to ensure that participants are well prepared. Sufficient time should be given to enable participants to be informed and hold discussion about:

- aims, objectives and benefits of the excursion;
- nature and likely demands of the excursion;
- domestic and sleeping arrangements;
- supervision arrangements, including which adult is responsible for them;
- standards of behaviour expected at all times and the subsequent sanction;
- what to do in the event of an accident / incident; and
- everybody's role in ensuring the safety of all participants.

9.8 OVERSEAS - Transport

Travel to and from the excursion location as well as travel throughout the duration of the excursion requires careful planning. The '[Transport Section](#)' provides generic guidance regarding transport. For overseas excursions, the following information should also be considered.

Inter-country

Overseas excursion can often include travelling across borders be it by air, train, road or ferry. Within Europe, this might not be a major concern but in the developing world this can potentially bring about a host of different challenges. The following are examples which may require consideration during the planning stage of any overseas excursion:

- health screening when entering other countries;
- visas and passports;
- access to local currency immediately on arrival;
- different baggage allowances;
- different customs allowances and banned items;

- use of cheap local airlines with potentially inflexible tickets; and
- security of possessions, especially in terminals and on public transport.

In-country transport

All potential modes of transport have benefits and drawbacks depending on the country and the purpose of the excursion. In some countries, the safety of participants can be compromised by poor driving standards, badly maintained roads, and other road users and this issue must be outlined to participants and parents to ensure they are able to give informed consent.

Hired transport – The Group Leader must as far as possible be assured that vehicles are well maintained and fit for purpose and that measures will be put in place to address the potential dangers of driver fatigue and over loading.

Public transport - Whilst some countries have high standards of provision others can have unreliable and overcrowded transport. It will be necessary to research the situation thoroughly before committing to using public transport, with particular focus on whether the group can be adequately supervised in a potentially uncontrolled situation. The impact of a large group of participants on other travellers also needs to be considered.

Self-drive hire vehicles – Group Leaders must plan to use reputable hire companies and find out the legal requirements for driving in each country concerned. Previous experience of driving in the country is highly desirable before driving vehicles containing participants.

Establishments planning travel overseas by CEC transport (e.g. minibuses) must contact The Corporate Transport Unit both for the vehicle to be properly prepared and documented and for letters of authority to be issued to the driver/s. A PCV licence is required if you wish to drive a minibus abroad.

Key CEC contacts	
Fleet Management	Russell Road Depot, 38 Russell Road, Edinburgh, Midlothian, EH11 2LP. 0131 337 2307 vehiclehire@edinburgh.gov.uk

9.9 OVERSEAS - Accommodation

Prior to the visit the Group Leader should if possible / appropriate:

- make a prior visit;
- ask the tour operator/specialist provider for detailed information;
- compile a risk assessment;
- obtain a floor plan showing the location of the group's rooms. Ideally the rooms should be close together, with the leaders' quarters located nearby or adjacent to enable adequate supervision;
- allocate rooms to participants;
- ensure the Code of Conduct covers behavioural expectations when in their rooms; and
- provide information for parents and participants about the type, quality and organisation of the accommodation.

On arrival, the Group Leader should:

- carry out a fire drill as soon as possible to ensure all participants are aware of the layout of the building, its fire precautions / exits, and the fire assembly point;

- check for any potential hazards (balconies, electrical connections, access to other rooms, external noise etc.) and if necessary establish control measures to deal with these. Where the hazards are extreme or cannot be managed adequately consideration has to be given to insisting on alternative accommodation;
- check that the bedding provided is clean;
- ensure all participants are aware of the system to ensure they are secure overnight; and
- ensure that the participants are aware how to obtain assistance if required at any time.

9.10 OVERSEAS - Adventurous Activities

Any adventurous activities abroad must comply with the guidelines detailed in the '[Adventurous Activities](#)' section of this document. Many countries do not operate as stringently as the UK in respect of outdoor education provision. It is highly recommended that prior to organising any outdoor Learning activities abroad that specific advice is sought from the Sports and Outdoor Learning Unit's Technical Advisers. The EE3 form will help in this regard.

9.11 OVERSEAS - Food and Drinking Water

Food, drink and hygiene overseas can vary considerably from the UK. It is advisable for Group Leader and other staff to identify potential hazards in advance and to make arrangements to mitigate any risk. A pre-visit or seeking information from previous visitors will be useful sources of information, as are travel guides and the internet. Information about potential risks should be shared with participants and parents.

9.12 OVERSEAS - Language and Local Customs

It is an important part of any excursion abroad to investigate and understand the cultural differences of the country groups intend visiting. The aim should be to familiarise the participants in the habits and customs of the country so that they can interact in a socially aware way ensuring that they do not offend local customs. With this in mind, a basic knowledge of the language can greatly enhance the experience of the visit for the participant.

Group Leaders should be able to communicate effectively in the native language of the country or through a translator in order to manage the business relating to the excursion or any problems arising. It is also important to know the laws that apply to your participants in the country visited, such as the age of consent, or the age at which alcohol can be bought and consumed.

9.13 OVERSEAS - Weather, Climate and Clothing

Research the conditions prevailing at the time of the planned excursion. This information must be used to inform participants and parents about any particular clothing/equipment requirements for the planned activities and to raise awareness of any significant risks.

9.14 OVERSEAS - Currency and Contingency Funds

It will be important to consider how spending money and contingency funds will be kept safe and accessed throughout the excursion. The following questions are examples of what should be considered by the staff team:

- Do we take shared responsibility for carrying spending money to reduce risks of theft?
- Do we have access to a credit card as part of the contingency fund?
- How would we pay for medical care if required?
- When/how do we exchange currency?
- Is there a safe in our accommodation?

9.15 OVERSEAS - Communication

In addition to the guidance in the '[Emergency Procedures Section](#)' and '[Mobile Phone Section](#)', the communication system for an overseas excursion has to be flexible yet robust. It is necessary to have a plan in place to enable routine and emergency communications with consideration being given to different time zones, mobile coverage, costs etc.

It is important that the Group Leader and Home Base Contact have agreed the protocol for communication prior to departure. Research has to be done to ensure that any plans are realistic and workable.

It is essential that participants and parents are clear about how and when communication will be possible and/or allowed. Participants should be made aware of the potentially expensive costs of calls and data roaming when abroad.

9.16 OVERSEAS - Emergency Details

During an overseas excursion, it is important that the Group Leader has adequate knowledge and information about participants to ensure their wellbeing. Parents should be given the opportunity to pass on any relevant information on the EE2 Form and by more informal approaches in the case where there is a need to provide more sensitive information discreetly. The Group Leader must carry up-to-date information for all participants (including accompanying adults) on the following:

- relevant medical information;
- emergency contact details; and
- any other information relevant to the specific visit, such as behavioural and psychological knowledge.

It is essential that this information is shared with all the accompanying adults and external providers as appropriate.

For overseas excursion that involve adventurous activities or venues with specific identifiable risk, it may be appropriate to ask parents for information that may have an impact on the Health and Welfare of the participant (e.g. fear of heights, allergies to animals etc.).

9.17 OVERSEAS - First Aid and Medical Facilities

Access to medical assistance and facilities, and the standard of those facilities, needs to be outlined to participants and parents in the early planning stage. The aims and objectives of the excursion can influence the degree of risk that parents and participants will find acceptable. For example, parents of a young person going on an overseas excursion to Europe could reasonably expect access to similar medical care to that available in the UK. By contrast, the parents of a young person taking part in a visit to a developing country would need to accept that access to medical care is limited.

When considering the location of an overseas excursion it is an important part of the risk assessment to consider:

- the type of medical facilities available;
- how quickly medical care can be accessed;
- the aims and objectives of the excursion;
- the age of the participants; and
- any known medical needs.

The risk assessment process will assist Heads of Establishment, Excursions Coordinators and Group Leaders to agree the level of first aid provision that is required.

Although it would always be advisable to have a trained First Aider accompanying any excursion, it may be the case, that where the risk assessment determines the risk to be low, it may not be necessary to provide a trained first aider among the accompanying staff. By contrast, if the risk assessment indicates a raised or high level of risk it will be necessary for one or more of the accompanying staff to hold a first aid certificate. See the ['First Aid Section'](#).

It is essential that information is received from parents by means of form EE2 and if appropriate EE2B form on any medical history of a child which may be of significance (e.g. asthma, bronchitis, epilepsy) particularly where any form of medication is being taken regularly. In this latter case, the Group Leader must be aware of the type and frequency of use. These arrangements are most important in the case of illness or accident to a participant overseas, where, unless the leaders and doctors were in full possession of the facts, standard treatment could be given which could contradict with medication being taken.

Any stocks of drugs or medicines (including travel sickness tablets) should be put into the care of the Group Leader for safe storage.

The European Health Insurance Card (EHIC) is available online and must be applied for by the parents of each person travelling.

It is advisable to take a contingency fund, as treatment may have to be paid for in advance and money has to be claimed back later.

In the event of any child requiring emergency treatment, the Group Leader will only be responsible for passing on parents' wishes to the medical practitioners in line with the wording on form EE2 and if appropriate the EE2B form. In the case of the administration of blood or blood products some participants may have completed the EE2A form.

Where a participant requires to stay in hospital or any other form of care after the main party have left, an adult supervisor should normally remain with the patient unless some appropriate alternative can be arranged. All such cases must be discussed with the Head of Establishment, Excursions Co-ordinator and/or Home Base contact by telephone before the final decision is taken.

9.18 OVERSEAS - Natural Water Swimming Activities

Swimming and paddling in natural waters such as rivers, canals, the sea or lochs can present significant hazards and the Group Leader must prepare a risk assessment detailing any significant hazards and how they will be controlled. If this is a planned activity it is expected that the Group Leader, or other designated supervisor in the group, will have had the appropriate training as recommended by the RLSS or other appropriate National Governing Body to supervise this activity.

Approval must be given initially by the Head of Establishment before being submitted to the Sports and Outdoor Learning Unit to confirm the safety of swimming in natural waters. Unplanned swimming in natural waters such as the sea, lochs, rivers etc. must be avoided and this must be made clear to participants in the planning stage.

9.19 OVERSEAS - Unsupervised Swimming Pools and Pools Abroad

There are generally varying levels of provision in terms of facilities and safety management provided in swimming pools overseas. When planning to use an unknown swimming pool for the first time the Group Leader will need to consider the following:

- Is the supervision provided by the owner / operator adequate?
- Is life-saving equipment available?
- Are there adequate means of summoning help?
- Is the water clear?
- Are the changing facilities adequate?

When considering whether to use a swimming pool that is unsupervised it is also essential to consider the depth, layout and size of the pool. The risk assessment process should list the control measures for these factors and identify whether they are adequate to allow the activity to proceed. Approval must be given initially by the Head of Establishment before being submitted to the Sports and Outdoor Learning Unit to approve the use of an unsupervised swimming pool abroad.

9.20 OVERSEAS - Exchange Excursions and Home-stays

The Planning of Overseas Excursions that entails accommodating participants with Host Families introduces additional considerations. These include:

- choice of host families. If working with a partner school, or agent, they should normally undertake this role;
- matching each participant to a suitable family;
- vetting host families. In the EU, there are normally systems in place to allow this to take place. If working with a partner school, or agent, they should undertake this role. Where no system exists, it will be necessary to cover the possible consequences in the risk assessment, and provide detailed information to parents to enable them to give informed consent;
- setting up a communication system. This should include having a system so that participants can request staff support should they feel vulnerable or unsafe;
- ensuring that the itinerary and activities whilst with the host families are compatible with the overall ethos and are acceptable to the parents;
- checking that the accommodation arrangements are suitable. Participants should have his / her own bedroom that is not part of a passage to other bedrooms, and a lockable bathroom;
- checking that additional support needs can be adequately accommodated; and
- ensuring that at an early stage there are good communication channels with key personnel at the location and in the exchange country.

This kind of excursion is **not** normally permitted for **primary-aged pupils**. An appropriate secondary-age will be agreed by considering the [excursion variables](#).

Section 10 MOBILE PHONES

The Group Leader must plan for the permitted use of mobile phones by participants during the excursion. This must comply with any relevant **establishment** and **Council** policies and procedures including:

- Mobile phones in schools and educational establishments:

Key CEC Orb website link:

[LINK](#)

- The use of camera and filming functions should be in line with current CEC Guidelines. Photographing and videoing children and young people in educational establishments:

Key CEC Orb website link:

[LINK](#)

Access and restrictions to the use of mobile phones must be understood by all participants and parents/guardians well before departure.

Access to mobile phones by staff is often an important part of contacting the establishment to provide updated information and for any response to significant occurrences.

Access to a reliable mobile signal should be carefully researched. The home base contact and any other relevant staff should be informed and updated about any likely loss of signal and additional information e.g. estimated duration, location and access to landline telephone numbers.

Possession and use of mobile phones by **primary aged** young people whilst on excursions is **not permitted**. Permission for **secondary aged young people must be carefully considered by each establishment**.

The use of mobile phones by certain young people, generally of upper secondary school age, is permitted by **some** establishments. This **must** comply with all relevant establishment and Council policies and procedures. The use of phones by young people must be evaluated by the establishment/Group Leader regarding the potential **benefits** e.g. route finding and communication during remote supervision and **risks** e.g. non-authorised/inappropriate communication to others, data and call charges/costs, loss and damage to phones and increased risk of criminal activity (stealing phones).

If permitted, the use of mobile phones must be carefully planned, purposeful and a clear code of practice put in place, like that expected onsite at school. This can include mobile phone use during specific times and locations e.g. to support remote supervision activities. Some establishments 'store' mobile phones and only give them out at specific times during an excursion. It must be made clear to parents/guardians that the establishment is not liable for costs including those associated with 'roaming abroad'. In the case of most significant occurrences, it is good practice to collect young persons' phones to manage communication back to the establishment and parents/guardians.

Section 11 EMERGENCY AND/OR INCIDENT PROCEDURES

11.1 EMERGENCY AND/OR INCIDENT PROCEDURES - General

Serious accidents and incidents during excursions are extremely rare. But occasionally accidents can and do happen, even on well planned excursions, and emergency procedures are an essential part of planning for any excursion.

Each establishment should have pre-arranged procedures for action in case of emergencies and significant incidents, including serious injury, or the loss of a party member. These should include precise instructions and list telephone numbers of emergency contacts for the whole duration of the trip.

The Group Leader, who will usually take charge in an emergency, must ensure that emergency procedures are in place and that back-up cover is arranged.

11.2 EMERGENCY AND/OR INCIDENT PROCEDURES - Off-site Emergency Procedures

In an emergency, or if there is a significant incident, it is vital at the outset that the Group Leader makes an accurate assessment of the situation and takes appropriate action by:

- (a) ascertaining the nature and extent of the emergency/incident;
- (b) ensuring that all group members are accounted for and that the party is protected from further injury or danger;
- (c) ensuring that first-aid is provided in the case of injury or instituting an immediate search in the case of a lost party member (ensure the safety of everyone during these actions);
- (d) contacting the police and/or other emergency services, where necessary.

In addition, the Group Leader or delegated persons should:

- (a) establish the name/s of any injured or lost group members;
- (b) obtain immediate medical attention;
- (c) ensure that all group members, who need to know, are aware of the incident and that emergency procedures are being followed;
- (d) alert the Home Base Contact and when appropriate the excursions coordinator if the problem is or would appear to be going to become significant;
- (e) relay to the Home Base Contact incident details including:
 - the name/s of the casualty/ies/missing person/s; the nature, date and time of the incident; the location of the incident;
 - details of injuries; action taken so far;
- (f) as soon as practicable, write down relevant facts and witness details and preserve any vital evidence;
- (g) keep a written account of all events and contacts after the incident;
- (h) the media should not be spoken to and should be referred to the Council's Media Team;
- (i) the name of any casualty should not be divulged to the media as this could cause distress to parents and relatives; and
- (j) control participant access to telephones.

Where there is only one member of staff with a group and the emergency requires his/her temporary separation from the group, it is important to ensure that the group is fully briefed and that arrangements for supervision by a responsible adult replacement are quickly accomplished. The group should be returned to their establishment or to the agreed return point as soon as possible.

11.3 EMERGENCY AND/OR INCIDENT PROCEDURES - Establishment Based Procedures

In the event of a serious accident/incident, the named Home Base Contact should be alerted.

The Home Base Contact must:

- (a) ensure that the Group Leader is in control of the emergency and establish if any assistance is required from the base;
- (b) act as a link between the group and the parents, who should be kept as well-informed as possible at all stages;
- (c) report the incident to the Excursions Co-ordinator at the earliest possible time. If he/she cannot be contacted, phone 0131 200 2000 and inform the Emergency Switchboard that it is a Children and Families emergency/significant incident; and
- (d) the Excursions Co-ordinator must liaise with the Head of Establishment and the Council's Media Team, who will deal with questions from and/or publicity releases to the media.

Incidents, including near misses, must be reported to the Council's Health and Safety section.

Key CEC Orb website link:
LINK

Persons recording incidents via the Council's system must use the word 'excursion' throughout the description of events. This will help the Health and Safety Team to extract data on excursion incidents.

When alerted and if required, the Health and Safety section will undertake the necessary reporting to the Health and Safety Executive.

11.4 EMERGENCY AND/OR INCIDENT PROCEDURES - Media Contact

Refer the media to the Council's Media Team. The Media Team can be contacted during normal office hours by calling 0131 529 4040. For out of hours incidents, the best option is to contact the Council's Contact Centre on 0131 200 2000 and they will alert the duty media officer.

The Media Officer will liaise with officers, politicians and, where relevant, the emergency services and other organisations, to manage media interest. They will also liaise with departmental colleagues to arrange any other communications required.

It is important that the name of any casualty is not divulged to the media.

11.5 EMERGENCY AND/OR INCIDENT PROCEDURES - General procedures in the event of an emergency/significant incident

Mobile telephones carried by accompanying staff could save valuable time in the event of an emergency, but it should be noted that their range may be limited in certain areas.

Legal liability should not be discussed or admitted.

In the event of serious injury or fatality, staff should ensure that maximum possible support is given to parents.

Section 12 ADVENTUROUS ACTIVITIES

12.1 ADVENTUROUS ACTIVITIES – General (see also Appendix 7)

This guidance describes those procedures specifically relating to adventurous activities and applies to all excursions involving adventurous activities and to all participants whatever their age.

This document does not attempt to curb or restrict adventurous activities, except insofar as some projects may require modification through the approval procedure. It defines the administrative procedures and codes of practice, which are necessary to ensure that all reasonable safety precautions have been taken.

Activities detailed in this section are not necessarily hazardous in themselves but many are so extensive in their range and form that they may have hazardous aspects.

Accepting that there is inherent risk in many activities, those in charge of programmes should be aware of techniques and approaches that minimise this risk.

The very nature of some adventurous activities involves an acceptance that things do not always turn out as expected. Getting cold, becoming unintentionally wet or arriving home late are all possible and it should be accepted that such minor problems do sometimes occur.

All activities both within and out of normal operating hours must be planned and carried out with the full knowledge and approval of the Excursions Co-ordinator who retains overall responsibility for the safety of participants.

Technical advice and guidance, particularly in relation to these procedures, may be sought in the first instance from the Sports and Outdoor Learning Unit.

12.2 ADVENTUROUS ACTIVITIES – Examples of Adventurous Activities

Whilst it is not intended as a legal definition, for the purposes of this document Adventurous Activities **consists of:**

- **Activities** including rock climbing, mountain climbing, hill-walking, gorge walking, off-road biking, sailing, canoeing, rafting, skiing, caving (and potholing), sub-aqua, adventure and problem solving games and initiative and self-reliance tests. Motorised Sports such as quad biking, off road driving, paintballing.
- **All expeditions**, for whatever purpose and by whatever means (on foot, cycle or boat), **in remote country.**
- **Excursions to potentially hazardous environments such as:**
- **Beaches and coastal areas**, where the intention is to go in or on the water;

- **Swimming in natural waters, such as rivers, lochs, the sea;**
- **Inland Waterways** (rivers, lochs and reservoir, canals), where the intention is to go in or on the water;
- **Hills and forests** (with potential weather, navigation, accident/evacuation problems);
- **Ruined buildings, high structures, old bridges** (with a danger of falling or injury from loose masonry); and
- **Quarries and old mine workings** (particularly hazardous environments demanding very careful preparation).

12.3 ADVENTUROUS ACTIVITIES – Qualifications for Leaders

Staff, leaders or volunteers, may only lead outdoor activities if they hold the current and relevant National Governing Body Leadership Award for the activity being undertaken or have prior approval by the Sports and Outdoor Learning Unit.

It is not sufficient for staff to have had long experience but no qualifications. Experience must be validated by the possession of the award.

"Local approval" schemes will only apply when the Sports and Outdoor Learning Unit has given prior approval.

"Local approval" schemes will mainly occur where there is no National Governing Body Award, e.g. gorge walking.

Excursions Co-ordinators are required to hold photocopies of the relevant qualifications of staff. Copies of these relevant qualifications should be available for examination by the Adventure Activities Licensing Service, the Council's Outdoor Learning Development Officer, Council Auditors, Council Health and Safety Advisers and any other person or body authorised by the manager of the Sports and Outdoor Learning Unit.

It should be noted that some awards are valid only for a specified time before they must be re-validated.

A member of the supervising team must hold a valid first-aid certificate for all activities detailed in Appendix 7.

Leadership qualifications for the more common adventurous activities are listed in Appendix 7 to this document. (From time to time national governing bodies change or amend their award structures. Staff should therefore refer to the Children and Families area of the Orb for the latest guidance on relevant qualifications.)

For activities not listed or for unusual excursions such as large-scale sponsored walks etc, expert advice should be sought from the Sports and Outdoor Learning Unit.

12.4 ADVENTUROUS ACTIVITIES – Supervision and Supervising Ratios

[Section 3.2](#) of this document gives general advice in respect of supervision and supervising adults : participant ratios.

Ratios for specific activities are given in Appendix 7 to this policy.

The ratios quoted are the maximum permitted and more favourable ratios should be used, for example when the weather is particularly severe or the participants have additional support needs.

Adult "helpers" can be either a help or a hindrance. An adult novice canoeist, for example, is of no help to an activity leader and should count in the participant quotient.

The inclusion of unqualified adult helpers in a group does not permit for extra participants.

12.5 ADVENTURE ACTIVITIES - Using Licensed/Approved Providers

When planning to use adventure activity facilities offered by a commercial company or by another local authority the Group Leader should check:

- (a) Whether the provider is licensable under law and, if so,
- (b) that the provider actually holds a licence.

The relevant legislation is the Activity Centres (Young Persons Safety) Act 1995 and the associated Adventure Activities Licensing Regulations 1996. Activities may be licensable when commercial companies sell them or when local authorities provide them with or without a charge. The latest list is available via:

Key website link	
Adventure Activities Licensing Authority (AALA) General	LINK
CURRENT AALA Activities	LINK
Find an AALA Provider:	LINK

Whether or not a provider needs a licence will depend on a number of factors. These include the age of the participants (provision for people aged 18 and over is not within scope of the regulations) and the location of the activities. Holding a licence means that a provider has been inspected and the Licensing Service is satisfied that appropriate safety measures are in place for the provision of the licensed adventure activities.

Other elements of the provision - such as catering and accommodation - are not covered by the licensing scheme. These should be checked separately by the Group Leader.

The Group Leader should also check the provider's arrangements for supervision and recreation during the evenings and between adventure activities.

Where establishments wish to use a third party to provide staff and/or facilities for adventurous activities, that provider must meet certain criteria set down by the Sports and Outdoor Learning Unit. Ideally, each provider is vetted to ensure that they meet these standards before being added to the list of Approved Providers.

Excursions Co-ordinators wishing to use providers **not** on the list should seek specific advice from the Sports and Outdoor Learning Unit on what information they will be required to provide.

New providers can be added to the Approved Provider list as long as at least six weeks notice is given before the planned excursion to allow time for all the checks to be carried out.

Leaders retain overall responsibility for participants at all times during adventure activities, even when the group is under instruction by a member of the provider's staff.

Everyone, including the participants, must have an understanding of the roles and responsibilities of the establishment's own staff and the provider's staff. Group Leaders and other supervising adults must intervene if they are concerned that participant safety may be at risk.

There is currently no Approved Provider list for providers of Category 1&2 activities (e.g. Cinemas, Ice skating, Museums, Theme Parks, Zoos) as these are inherently less hazardous and generally are licenced to be open to the public. The Council's Approved List contains providers of Category 3 and 4 activities (e.g. all outdoor pursuits, Archery, Mountain activities, Horse riding/trekking, Paintball, Quadbiking, Skate boarding).

For any activities not listed, or for technical advice please contact the Sports and Outdoor Learning Unit.

12.6 ADVENTUROUS ACTIVITIES – Children and Families Department-led Outdoor Adventurous Activities

Before sanctioning an excursion where a member of staff from his/her own establishment provides outdoor leadership, the Excursions Co-ordinator should ensure that:

- (a) staff are appropriately qualified and experienced (Appendix 7);
- (b) an adequate risk assessment has been made
- (c) satisfactory emergency procedures have been prepared.

Form EE1 should be submitted to the Sports and Outdoor Learning Unit for approval and registration at least three weeks before the planned expedition.

12.7 ADVENTUROUS ACTIVITIES – Risk Assessment and Remote Supervision

The aim of activities for some groups of participants may be to encourage independence and investigative skills. Such opportunities occur in a range of activities (e.g. the Duke of Edinburgh and John Muir Awards, in project work, field work and environmental studies and other Outdoor Learning activities.)

The Group Leader remains responsible for participants even when not in direct contact with them. He/she should therefore establish clear ground rules and must ensure that participants are equipped with the necessary skills and techniques before the venture and that experience is acquired gradually and progressively as participants achieve their independence.

As a minimum, participants should have:

- telephone numbers and emergency contacts if lost;
- street maps and street plans if necessary;
- an awareness of how to use local telephones; and

- knowledge on how to call for help if in trouble.

Unless a requirement of the venture e.g. Duke of Edinburgh's Award, it is important that participants are told not to go off on their own and that they understand the reasons for this precautionary measure. There is specific guidance on river crossings available on the Orb.

Parents should always be informed of the aims and objectives of this independent work.

Section 13 CURRICULAR SWIMMING

13.1 CURRICULAR SWIMMING (FOR ESTABLISHMENTS ONLY)

Curricular swimming is provided via CEC school pools or other hired locations. This must be taught by an **appointed and qualified swimming teacher** or the **establishment's own appropriately qualified member of staff (see 11.5)**. This role will be referred to as a 'swimming teacher' for this section.

This document is intended to clarify what is expected of participants and what is required of head teachers to ensure safe and high quality curricular swimming.

13.2 CURRICULAR SWIMMING - Allocation of Space

CEC secondary schools will use their own pools to deliver the school curriculum to their pupils. Where there is free capacity, these schools should support the use of their pools by CEC schools with no pool.

For CEC primary schools without a pool, The Sport and Outdoor Unit will invite annual applications for swimming provision. Allocations will be made based on the size of establishment, ease of access to swimming facilities and Devolved School Management staffing arrangements. Unless there is an approved swimming teacher available to accompany the group from the primary school itself, an approved swimming teacher will be provided.

The administration of CEC curricular swimming programmes is co-ordinated by the Sports and Outdoor Learning Unit.

13.3 CURRICULAR SWIMMING - Supervision and Organisation

The Head Teacher is responsible for ensuring curricular swimming excursions are adequately supervised at all times, including the transport stage, the transition into and out of the pool, and use of the changing facilities. Key points include:

- General supervision guidance is available previously in this document – [CLICK HERE](#);
- School staff, other accompanying supervising adults including parents, and the swimming teacher must be familiar with and follow the appropriate parts of the pool's standard operating procedures and relevant risk assessments;
- There must be **adequate lifesaving provision** (personnel and equipment) as required by the individual pool's standard operating procedures and relevant risk assessments.

- The Group Leader must oversee the pupils on the journey to and from the pool. On arrival, the Group Leader will retain overall responsibility for the group and will remain with them to actively oversee general and disciplinary supervision;
- If the group is to be accompanied by a member of staff and an approved helper, the teacher will be the Group Leader;
- For sessions towards the end of the school day, pupils should be supervised back to their school before being dismissed. Any other arrangements must be approved by the Headteacher and with the knowledge and consent of parents/guardians/carers;
- The Head Teacher is responsible for making suitable arrangements for pupils who have been approved not to take part in a swimming session. School staff must ensure they follow guidance from the pool provider relating to specific medical circumstances;
- The swimming teacher will be responsible for the control of pupils during the actual teaching process. This control will be appropriate to the swimming ability of the pupils, and will take account of the numbers, water space available and other uses of the pool;
- The swimming teacher will co-operate with the Group Leader to ensure a smooth and safe progression of the group in and out of the pool area, including changing areas;
- For pupils with additional support needs, swimming provision must be carefully planned well in advance, roles and responsibilities defined and should involve the swimming teacher and pool staff/provider;
- The swimming teacher is neither responsible for the administration of medication, the oversight of self-medication nor for the general behaviour of pupils outside the pool hall. **Nevertheless, it is essential that all relevant information on specific pupil needs, including medical or behavioural needs, is shared with the swimming teacher in advance of the first session;**
- Any essential information should be passed to the swimming teacher. This can be done via a class list. Head Teachers must ensure that the confidential aspect of this information will be fully respected by the swimming teacher, stored securely for the duration of the swimming programme and then destroyed securely or returned to the school;
- The Group Leader must have an accurate register of pupils present for that session. This must be communicated to the swimming teacher;
- On the first visit to a pool, the Group Leader, swimming teacher and any other relevant staff must ensure all participants understand and follow 'pool rules' and what to do in an emergency. At appropriate intervals, suitable reminders should be given and emergency procedures practised when necessary;
- All staff must be familiar with the pool's standard operating procedures for emergency procedures. This includes an alert system for additional assistance; and
- All incidents, including near misses, must be reported via the SHE system. The Head Teacher must receive a copy of this report. [CLICK HERE FOR MORE INFORMATION ON THE SHE SYSTEM.](#)

13.4 CURRICULAR SWIMMING - Ratios

Normally, Head Teachers will send one class for swimming tuition at each lesson.

Whilst there is no specified maximum number of pupils for a swimming class, there is a **maximum swimming teacher/pupil ratio of 1/20 for pupils in the swimming pool at any time**. This ratio **may need to be reduced** depending on the needs and ages of the pupils. It is important therefore that all needs are shared with the swimming teacher so an appropriate ratio is planned. Sessions must be organised so that the agreed ratio is maintained. Any additional staff deployed to reduce this ratio, for example - 1:1 support, must be adequately qualified and informed about safe practice. Group leaders should contact the Sports and Outdoor Learning Team for additional guidance and support with qualifications and supervision.

Pupils not in the pool must be adequately supervised by **other** staff and accompanying adults in a safe location.

13.5 CURRICULAR SWIMMING - Staff Qualifications and Requirements

Swimming teachers must hold either an appropriate professional training certificate, a current qualification from an appropriate training organisation or an acceptable alternative. The recommended qualification is the National Rescue Award for Swimming Teachers and Coaches (NRASTC). Information about any other qualifications which may be considered can be obtained from the Sports and Outdoor Learning Unit.

Before commencing any swimming lesson, the swimming teacher must be fully aware of the depth of the water and whether there are features or equipment requiring special supervision. He/she must have a thorough knowledge of the swimming pool's normal/standard operating procedures and of the emergency action procedures for the pool and indeed of the establishment.

The swimming teacher must be able to:

- (a) observe the water, and effect a prompt rescue. This requires an ability to use any emergency equipment provided for this purpose, enter the water safely, swim, dive to the deepest part of the pool, recover and land a bather in difficulty; and
- (b) give effective resuscitation including the additional skills to use any resuscitation equipment provided at the pool; and
- (c) give emergency first-aid.

It is strongly recommended that the competency of swimming teachers who have responsibility for the direct supervision of swimming pool activities is assessed regularly in line with the guidance provided in the HSE publication 'Managing Health and Safety In Swimming Pools' (HSG179). This will be replaced with new guidance when it becomes available.

It is similarly recommended that the procedures for emergency rescue are regularly practised in establishment swimming pools and the results recorded.

Where a public pool is used, appropriate arrangements shall be made for the swimming teacher to participate in an organised emergency drill where practicable.

13.6 CURRICULAR SWIMMING - Advice and Training for Staff

Advice is available, if required, through the Sports and Outdoor Learning Unit on all aspects of first-aid, life-saving and teaching of swimming. In-service training can be arranged, where necessary.

Section 14 CYCLE TRAINING (Bikeability)

14.1 CYCLE TRAINING (Bikeability) - General

Further guidance is available on the Orb. As a general principle, levels 1 and 2 of Bikeability training are out of scope of this policy. Level 3 would be in scope and is detailed in Appendix 7 Adventurous Activities.

Section 15 FARM VISITS

15.1 FARM EXCURSIONS - General

These excursions often provide excellent opportunities for young people to understand how and where food is sourced. With an increasing number of initiatives such as the Countryside Stewardship Scheme, farmers are keen to show the public about how they are managing the land and producing valuable resources. It is important that young people understand the important links between what they buy in shops and supermarkets, and what takes place on farms.

Farms can be dangerous places, even for those who work on them. Therefore, farm excursions need to be carefully planned by the farmer and the organising staff to ensure that risks are minimised. The most obvious hazards are: moving machinery and vehicles; animals; electric and barbed wire fences; infections and bacteria; slurry tanks and grain/feed silos; chemicals; and stacks of bales.

At the planning stage, Group Leaders must check the provision at the farm to ensure that:

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities; and
- there is clear information for visitors on the risks and the precautions to take.

Before excursion:

- consider the advice in the sources of information listed below;
- decide the ratio of adults to participants;
- discuss with the other supervising adults who may be parents or staff of the establishments, crèche etc – about their role during the visit;
- discuss with participants the rules for the visit;
- make sure participants wear appropriate clothing, including footwear; and
- check that any cuts, grazes etc on participants' hands are covered with a waterproof dressing.

During and after the visit make sure that the participants:

- do not place their faces against the animals;
- always wash their hands thoroughly before and after eating, after any contact with animals, and again before leaving the farm;

- eat only food that they have brought with them, or food for human consumption, in designated areas, and never eat food which has fallen to the ground, or taste animal foods;
- do not suck fingers or put hands, pens, pencils or crayons etc in mouths;
- clean or change footwear before leaving, remembering to wash their hands after any contact with animal faeces on their footwear;
- do not use or pick up tools;
- do not climb on to walls, fences, animal pens or stacks of bales;
- listen carefully and follow instructions given by the farm staff;
- approach and handle animals quietly and gently;
- do not chase, frighten or torment the animals; and
- do not drink from farm taps other than designated drinking water sources.

If a child or member of the group shows signs of illness after a visit, advise them or their parent or carer to visit the doctor and explain that they have had recent contact with animals.

Sources of Advice:

- *Avoiding ill health at open farms – Advice to farmer – with teachers supplement – Health and Safety Executive Agriculture Information Sheet no 23 (revised 2002);*
- *Farmwise – Health and Safety Executive MISC165;*
- *Guidelines for Farm Visits – The Royal Highland Education Trust;*
- *Taking the Classroom to the Countryside – The Royal Highland Education Trust;*
- *E Coli 0157 Infection – The Scottish Executive Health Department;*
- *E Coli 0157 Recreational Use of Animal Pasture – The Scottish Executive Health Department;*
- *Health Tips for Teachers Leading Establishment Visits - NHS Scotland.*

All of this information is available and can be printed off from the Scottish Executive website on www.scotland.gov.uk/library5/health/ecsip-00.asp

Additional advice and guidance is available from the Royal Highland Education Trust (www.rhet.rhass.org.uk) which has resources in many parts of Scotland.

Section 16 WATER PROVISION (expeditions)

See Section 18 (Appendices) for additional and essential guidance on water provision for expeditions.

Section 17 TRAMPOLINE PARKS

See Section 18 (Appendices) for additional and essential guidance on Trampoline Parks. These are being approved individually. See the section '[CEC Approved Adventurous Activities Provider List](#)' to gain access to the list and for those parks which are available to CEC establishments. It is the responsibility of the Head of Establishment to ensure there is a clear justification for these excursions. This includes important outcomes for the users. These are Category 4 excursions.

Section 18 APPENDICES – Links to forms and resources

NOT ALL FORMS ARE REQUIRED FOR ALL EXCURSIONS!

	Form Name	NEW Codes	Notes	When do we use this form?
	Different forms link to different types of excursions.			
Appendix 1 (a)	Category 3 Approval Form (standard/single)	EE1(C3single)	For single non-residential excursions with a CEC Approved Adventurous Activities Provider (category 3).	Standalone/single Category 3 excursion.
Appendix 1 (b)	Category 3 Approval Form (multiple/programme)	EE1(C3multi)	For a continuous/regular programme of multiple non-residential excursions. Normally with the same CEC Approved Adventurous Activities Provider/s (Category 3) involving a defined set of activities.	Continuous Category 3 programme (see notes).
Appendix 2 (a)	Category 4 Approval Form (standard/single)	EE1(C4single)	For single excursions (Category 4).	Standalone/single Category 4 excursion including overseas excursions.
Appendix 2 (b)	Category 4 Approval Form (multiple/programme)	EE1(C4multi)	For a continuous/regular programme of multiple Category 4 excursions. Normally with the same provider/s involving a defined set of activities.	Continuous Category 4 programme (see notes).
Appendix 3 (a)	Consent and Medical Information Form (standard)	EE2(standard)	Standard EE2 form for excursions (normally Categories 3 and 4).	Normally for Categories 3 and 4 excursions to gain consent and provide medical information.
Appendix 3 (b)	Consent and Medical Information Form (annual)	EE2(annual)	Annual EE2 form. To support categories 1 and 2 excursions recommended model. Renewed annually. See policy guidance and suggested model . Removes the need to gain consent for individual excursions.	Annually to renew consent and medical information.
Appendix 3 (c)	Medical Consent with Exception of Blood Transfusion	EE2A	Medical consent with the exception of the administration of blood or blood products.	If parents have not given consent in EE2(single) or (annual) for blood transfusions.
Appendix 3 (d)	Medication Record	EE2B	Out of school medication, medical treatment and medication recording form.	If the participant is taking any medication, this form should be completed.

Appendix 4 (a)	Sample Covering letter for Parental Consent to Excursions			
Appendix 4 (b)	Sample letters for EE2 for Multiple Excursions			
Appendix 5	Overseas Initial Notification and Approval Form	EE3	Advance notice to 'International Excursions' for overseas excursions.	Overseas excursions.
Appendix 6 (a)	Checklist: Group Leader			
Appendix 6 (b)	Checklist: Participants			
Appendix 7	Adventurous Activities			
Appendix 8	Link to CEC risk assessment template. CLICK HERE			
Appendix 9 (a)	Water provision (DofE expeditions or similar) – risk assessment guidance.			
Appendix 9 (b)	Water provision (DofE expeditions or similar) – risk assessment guidance.			
Appendix 10 (a)	Trampoline Parks – Jumpstation – risk assessment guidance.			
Appendix 10 (b)	Trampoline Parks – Jumpstation – risk assessment guidance.			
Appendix 11	Guidance on Large Scale Sponsored Walks			
Appendix 12	Feedback form. This is now online. (a) Benmore and Lagganlia evaluation form . Groups will be given the password and a paper copy at the start of their visit. (b) Non-Benmore and Lagganlia categories 3 and 4 form .			



10.00, Tuesday, 12 November 2017

Schools and Lifelong Learning Staff Travelling and Working Overseas Policy

Item number	7.12
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The Policy sets out the requirements for Schools and Lifelong Learning staff proposing to travel and work overseas.

This is a new Policy. It sets out the approval process, roles and responsibilities and essential requirements when planning to travel and work overseas.

There is a clear expectation that all travel and work overseas must be justified, represent an appropriate use of resources, and be approved. Simpler alternative methods of achieving the same outcome/s, such as video conferencing, must always be considered first.

Schools and Lifelong Learning Staff Travelling and Working Overseas Policy

1. Recommendations

- 1.1 It is recommended that the proposed Schools and Lifelong Learning Travelling and Working Overseas Policy is approved.

2. Background

- 2.1 Schools and Lifelong Learning Staff may require to travel and work overseas for a range of purposes, including recruitment visits, attendance at conferences, research trips and teaching overseas.
- 2.2 The Sports and Outdoor Learning Unit is responsible for producing and managing the Schools and Lifelong Learning Travelling and Working Overseas Policy.
- 2.3 This is a new Policy and approval process.
- 2.4 Updates to The City of Edinburgh Council's Health and Safety statement set out a clear expectation that protecting the health and safety and welfare of our employees, and our third parties including members of the public, contractors, service users and pupils, is the starting point to delivering a thriving, sustainable capital city.

Accordingly, we will manage health and safety and welfare in a way that:

- takes all reasonable steps to protect the health and safety and welfare of our employees and third parties;
- demonstrates our commitment to continually improve health and safety performance; and
- is compliant with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

3. Main report

- 3.1 The proposed Policy content sets out the requirements for Schools and Lifelong Learning Staff travelling and working overseas.
- 3.2 The proposed Policy will apply from 1 January 2018.

3.3 The proposed Policy will enable the Sports and Outdoor Learning Unit to collate details of approved travel and report on the number and range of visits.

3.4 A summary flowchart provides clarity for employees about the approval process (Appendix 11.1).

3.5 Employees are required to complete a checklist to ensure all key tasks are completed prior to submitting a proposal to travel and work overseas (Appendix 11.2).

3.6 Approval Process

The proposed Policy sets out the process which includes approval at 3 key stages; authorised line manager, Head of Schools and Lifelong Learning or delegated person, and the Sports and Outdoor Learning Unit.

3.7 Roles and Responsibilities

These provide clarity about roles and responsibilities for proposed travel and work overseas. Prior to submitting a proposal, there is a clear expectation that the employee making the proposal must do adequate research, consult with relevant departments within The City of Edinburgh Council, liaise with their authorised line manager and seek external advice if required.

3.8 Insurance

This is a key area and employees must ensure they obtain appropriate insurance for the types of activity proposed. This is particularly important for longer periods including teacher exchange visits.

3.9 Risk Assessment

Employees are required to complete a risk assessment and submit this with the proposal. The new risk assessment template must be used and this will assist in identifying and minimising key risks. Employees are required to update any risk assessment prior to departure, on arrival and throughout the visit to minimise risks.

3.10 Other Requirements

The rest of the Policy provides guidance and requirements on key aspects of travelling and working overseas. Links to other policies and procedures support the employee in creating a proposal and to plan in sufficient detail. External links and advice will help to minimise issues prior to departure, on arrival and throughout the visit. Employees are required to report any significant incidents as soon as reasonably practicable.

3.11 The proposed Policy will be launched via email and short presentations at key events.

3.12 The proposed Policy will be reviewed annually or earlier to comply with changing legislation, in response to a significant occurrence and/or significant internal and external guidance.

4. Measures of success

- 4.1 All travel and work overseas by Schools and Lifelong Learning staff is approved and registered via the process set out in the Policy.
- 4.2 All travel and work overseas represents a good use of The City of Edinburgh Council and third party resources.
- 4.3 Issues are minimised due to appropriate planning prior to submitting the proposal to travel and work abroad.
- 4.4 All travel and work overseas is safe and planned to an appropriate level.

5. Financial impact

- 5.1 No direct financial impact.

6. Risk, policy, compliance and governance impact

- 6.1 The potential impact of failure to manage the health and safety of excursions and other requirements such as insurance and application of other policies includes death, injury, ill health, legal liabilities, financial losses and reputational damage.

7. Equalities impact

- 7.1 This Policy provides guidance on equality (Policy Section 4). This will minimise the risk of equalities issues arising from this Policy.

8. Sustainability impact

- 8.1 There are no sustainability issues arising from this Policy.

9. Consultation and engagement

- 9.1 Schools and Lifelong Learning Senior Staff and the Insurance Team have been consulted.
- 9.2 A draft Policy approval flowchart was presented to schools via the Head Teacher Executive Meeting on the 12 October 2017.

10. Background reading/external references

- 10.1 Not applicable.

Alistair Gaw

Executive Director for Communities and Families

Contact: Robin Yellowlees, Strategic Development Manager - Sport and Physical Activity

E-mail: robin.yellowlees@edinburgh.gov.uk | Tel: 0131 123 4567

11. Appendices

- 11.1 Schools and Lifelong Learning Staff Travelling and Working Overseas Policy.
- 11.2 Proposed Policy Appendix 1 Summary flowchart explaining the approval process.
- 11.3 Proposed Policy Appendix 2 Policy Checklist.
- 11.4 Proposed Policy Appendix 3 Proposal Form.



Staff Travelling and Working Overseas Policy

Schools and Lifelong Learning

Travelling and Working Abroad Policy Guidance and Procedure for all
Schools and Lifelong Learning Staff

Implementation Date: 01 January 2018

Control Schedule

Senior Responsible Officer	Andrew Bradshaw
Authors	Andrew Bagnall and Andrew Bradshaw Sports and Outdoor Learning Unit
Scheduled for Review	August 2018

Version	Date	Authors	Comment
0.1	01 January 2018	Andrew Bagnall and Bradshaw	New policy and approval form WA2017.



Key Information



All Schools and Lifelong Learning staff undertaking business related travel and work overseas **must** receive prior approval and abide by the requirements of this Policy.

Agreement/s with third parties **must not** be entered into prior to approval via the procedure in this Policy. Travel or accommodation arrangements **must not** be booked or paid for prior to approval via the procedure in this policy.

Overseas is defined as any destination out-with the United Kingdom.

This Policy **must be used alongside** the latest Business Travel Guidance:

Key Orb link:
https://orb.edinburgh.gov.uk/downloads/file/25008/business_travel_guidance

This Policy **must also be used alongside** the resources in the appendices (accessed separately via The Orb):

Appendix 1	Summary flowchart explaining the approval process.
Appendix 2	Checklist. A completed checklist must be submitted along with the Proposal Form (Appendix 3). (MUST BE SUBMITTED WITH PROPOSAL FORM)
Appendix 3	Proposal Form: Travel_Work_Overseas_Form_WTO_v1
Appendix 4	CEC Health and Safety Risk Assessment Form link. (MUST BE SUBMITTED WITH PROPOSAL FORM)
Appendix 5	SurveyMonkey link to feedback form for travel and work overseas.

The latest digital version of this Policy and Appendices are available from:

https://orb.edinburgh.gov.uk/info/201189/cf_policies_and_procedures/878/procedures_for_communities_and_families_staff_abroad

Key Contacts

Travelling and Working Overseas Key Contact	andrew.bagnall@edinburgh.gov.uk Tel: 0131 551 4368 / 07718 668 558
Submission of approval forms	staffoverseas@edinburgh.gov.uk
Principal Officer for Outdoor Learning	andrew.bradshaw@edinburgh.gov.uk Tel: 07718 660 549



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1. INTRODUCTION

1.1 All travel and work overseas must be approved via the procedures set out in this Policy and must represent appropriate use of City of Edinburgh Council's resources and resources from third parties. Simpler alternative methods of achieving the same outcome/s, such as video conferencing, must always be considered first.

1.2 The Council is committed to the safety of all employees travelling and working overseas. Visits overseas will only be approved when judged to be safe and foreseeable risks have been minimised.

1.3 Every Schools and Lifelong Learning employee proposing to travel and work overseas must give adequate thought to their own and others' health and safety and the likely conditions and situations that they may encounter. This includes the employee undertaking the appropriate research and planning to ensure safe practice.

1.4 It remains the responsibility of each individual employee to actively participate and co-operate with the Council. Of utmost importance is the requirement that all individual employees travelling and working overseas must act in accordance with the guidance, training and instruction given to them.

2. POLICY AIMS

To provide essential guidance and procedure to Schools and Lifelong Learning employees planning travel or work overseas and their line managers to ensure visits are:

- registered with and approved by the Council;
- in line with the Council's values (Honest and Transparent, Forward Thinking, Customer First, and Work Together);
- contribute to the strategic aims and/or essential functions of the Schools and Lifelong Learning Division and/or individual establishments;
- safe and risks are minimised through good planning and actions;
- appropriately insured; and
- an appropriate use of Council and, if applicable, third party resources.

To ensure a consistent approach to approving travel and work overseas.

2.1 Other Key Council Policies

As the type of overseas visit can vary, the list below is not intended to be complete and it is the responsibility of the employee to ensure they have appropriately researched their proposed overseas travel and work and sought advice when required.

Policy	Link
Conduct and Behaviour Policies and Guidance	https://orb.edinburgh.gov.uk/info/201111/conduct_and_behaviour



Equality and Diversity Policy	https://orb.edinburgh.gov.uk/downloads/file/3746/equality_and_diversity_in_employment_policy
Health and Safety	https://orb.edinburgh.gov.uk/info/201271/health_and_safety
Pay	https://orb.edinburgh.gov.uk/info/200877/pay
Transport	https://orb.edinburgh.gov.uk/info/201195/transport

3. THE CITY OF EDINBURGH HEALTH AND SAFETY POLICY STATEMENT

Key contact:
healthandsafety@edinburgh.gov.uk

Key website link:
https://orb.edinburgh.gov.uk/info/200237/health_and_safety

Protecting the health and safety and welfare of our employees, and our third parties including members of the public, contractors, service users and pupils, is the starting point to delivering a thriving, sustainable capital city.

Accordingly, we will manage health and safety and welfare in a way that:

- takes all reasonable steps to protect the health and safety and welfare of our employees and third parties
- demonstrates our commitment to continually improve health and safety performance
- complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

4. EQUALITY AND INCLUSION

The Council is committed to all individuals being treated fairly and respectfully, having equal access to opportunities and resources, and contributing fully to the success of the Council and Edinburgh. Users of this Policy are expected to abide by this commitment and follow the requirements in the Council's Equality and Diversity Policy.

It is important that any specific needs are identified very early in the planning process so that reasonable adjustments can be made.



5. SCOPE OF POLICY

This Policy applies to:

- all Council employees within the Schools and Lifelong Learning Section undertaking any type of Council related travel and work overseas, including visits not funded by the Council and 'part-visits' (e.g. part leisure/part Council-related business – this Policy only applies to the latter); and
- any non-Schools and Lifelong Learning employee undertaking work on behalf of the Schools and Lifelong Learning Section.

There are separate policies for staff accompanying young people on excursions.

Key Orb links:
Non-residential units: https://orb.edinburgh.gov.uk/directory_record/229225/excursions_policy_procedures_and_guidance_for_all_non_residential_communities_and_families_establishment_and_staff
Residential units: https://orb.edinburgh.gov.uk/downloads/file/5767/guide_to_planning_excursions

6. DEFINITIONS OF TRAVEL AND WORK OVERSEAS

Any Council business related travel and work carried out by CEC Schools and Lifelong Learning employees in countries other than those of the United Kingdom. Such work-based activities could include recruitment visits, attendance at conferences, research trips and teaching overseas, for example, but not limited to:

- attending and/or participating in approved conferences and other professional development;
- establishing and developing approved relationships with overseas partners;
- representing the Council at approved events overseas;
- approved research projects;
- approved preparatory visits for excursions with young people;
- statutory client/child contact visits; and
- approved teacher exchange programmes.

7. APPROVAL PROCESS

All Schools and Lifelong Learning employees intending to travel or work overseas on Council business **must obtain approval** prior to making any related arrangements or commitments. **Failure to follow the procedures detailed in this Policy may result in the employee being uninsured, render them ineligible to claim expenses and may lead to disciplinary action.**



Appendix 1 provides a summary of the approval process. It is essential that the employee proposing to travel and work overseas undertakes the necessary research and planning prior to submitting the Proposal Form (Appendix 3) for consideration.

The employee and their authorised line manager must have worked through the checklist (Appendix 2) prior to submitting the Proposal Form to the Sports and Outdoor Learning Unit. **There must be one Proposal Form per employee.**

All overseas travel and work must be justified and the employee able to demonstrate that the proposed visit represents the best use of the Council's resources, and if applicable, third party resources. **Overseas travel and work must be proportionate to the anticipated outcomes and cannot be reasonably achieved via alternative arrangements within the UK. This can include activities such as video-conferencing.**

Planning the travel and work must aim to secure the most economic and effective travel and accommodation arrangements.

The rationale for travel and working overseas, and the related costs must be set out in the Proposal Form: **Travel_Work_Overseas_Form_WTO_v1** (Appendix 3).

All foreseeable costs and expected employee claims must be identified and agreed at the planning stage with the employee's line manager and prior to submitting the Proposal Form.

The employee and line manager are responsible for checking and understanding any third-party requirements prior to submitting the Proposal Form. These are often set out as a list of conditions, including roles and responsibilities, and may include waivers and disclaimers. If unsure, the employee and line manager must seek advice from relevant Council departments or external agencies to ensure compliance with the Council's policies, values and requirements.

7.1 What should be sent to the Sports and Outdoor Learning Unit?

With reference to Appendix 1, the following documentation must be sent to the Sports and Outdoor Learning Unit:

Appendix 2	Completed Checklist.
Appendix 3	Completed Proposal Form: Travel_Work_Overseas_Form_WTO_v1
Appendix 4 (link)	Completed CEC Health and Safety Risk Assessment Form.
Other	Any other relevant documentation to support the proposal.

The documentation above must be **sent by an authorised line manager** to:



Key contact:

staffoverseas@edinburgh.gov.uk

Line manager must be the Head Teacher (Schools), Head of Establishment or Senior Manager of the business unit/service.

The employee is responsible for continually monitoring key advice relating to destinations prior to departure. Any significant issues must be reported to the Sports and Outdoor Learning Unit so advice can be given and the visit reassessed if necessary.

8. ROLES AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES

Employees travelling and working abroad are responsible for:
Abiding by the requirements in this Policy and following the approval procedure, including the completion of the relevant appendices documents prior to submission for approval;
Liaising effectively with their authorised line manager and other Council staff;
Ensuring appropriate insurance has been organised;
Ensuring no agreements have been signed prior to full approval via the procedure in this Policy;
Planning overseas travel and work carefully, using advice and research, and taking all reasonable steps to minimise risks and secure best use of resources (Council and third party);
Undertaking only the approved activities;
Taking care of their own health and safety whilst undertaking visits and not compromising the safety of others;
Undertaking a suitable and sufficient risk assessment prior to each overseas visit, taking account of up to date information;
Notifying the Council via a pre-arranged key contact that they have arrived at each stage of their overseas travel.
Report any significant incident, including completing a SHE report;
Provide feedback relating to concerns or suggested improvements to the Council at an appropriate point either during or after the visit; and
Continuously monitor the destination for any significant issues or potential issues and then report these to the Sports and Outdoor Learning Unit for further advice.

**Line Managers are responsible for:**

Ensuring the employee is adhering to the requirements in this Policy and following the approval procedure, including the completion of the relevant appendices documents prior to submission for approval;

Ensuring the employee has fulfilled their responsibilities detailed above.

Ensuring that employees who undertake travel as part of their work are suitably trained, knowledgeable about their destination and sufficiently experienced to do so.

Ensuring suitable contact arrangements are in place with named contacts so that concerns and issues can be identified and reported;

Taking suitable action to manage incidents which may arise involving Council employees; and

Providing **initial approval** assessed via the requirements of this Policy; Schools and Lifelong Learning Section and establishment needs, priorities and resources; and any third-party guidance and requirements.

The Head of Schools and Lifelong Learning or a delegated person is responsible for:

Approving the travel and work overseas as identified in Appendix 1 (Summary Flowchart) assessed via the requirements of this Policy; Schools and Lifelong Learning Section and establishment needs, priorities and resources; and any third-party guidance and requirements.

Sports and Outdoor Learning Unit Staff are responsible for:

Providing appropriate advice;

Signposting to appropriate advice;

Reviewing this Policy and the approval framework annually or sooner if required;

Ensuring Schools and Lifelong Learning employees are aware of this Policy and can access it;

Providing or organising appropriate training if required;

Registering travel and work overseas; and

Approving the travel and work overseas as identified in Appendix 1 (Summary Flowchart) assessed via the requirements of this Policy; Schools and Lifelong Learning Division and establishment needs, priorities and resources; and any third-party guidance and requirements.

The Employer (The City of Edinburgh Council) is responsible for:

Safeguarding the health and well-being of its employees; and



Putting in place appropriate policy and training to manage overseas work and travel of its employees.

9. INSURANCE

It is essential that the employee understands and arranges adequate and appropriate insurance cover for travelling and working overseas. This must be checked by the line manager. If employees are unsure, they must seek additional advice and guidance:

Questions relating to insurance should be directed via:

insurance@edinburgh.gov.uk

9.1 CEC Employers' and Public Liability Insurance

The Council's insurance arrangements include Employers' and Public Liability insurance. The Public Liability insurance caters for the Council's legal liability for accidental death of or bodily injury or disease to any third party and damage to third party property arising out of its activities (which are intra vires). The insurance policy is subject to normal terms and conditions.

In order to pursue a successful claim against the Council, it is necessary for the third party to demonstrate negligence on the part of the Council or its employees.

This cover is automatic and does not need to be arranged for each visit overseas with the exception of North America Guidance should be sought from Insurance Services no later than 6 weeks prior to travel.



For employees proposing to undertake work overseas under the guidance of a different employer/third party **and still** employed by the City of Edinburgh Council (CEC):

CEC will expect the host employer/third party in the overseas location to cater for the CEC employee via **their** Employers and Public Liability Insurance policies, or equivalent i.e. **NOT CEC's policies**. CEC Insurance Services will expect to see evidence of appropriate insurance cover.

This kind of arrangement is likely for Teacher Exchange Programmes. CEC Employers' and Public Liability Insurance policies will cater for teachers from overseas working in Edinburgh. CEC expect a reciprocal arrangement for the CEC employee overseas. The employee and line manager must take extreme care to check any insurance requirements linked to different third-party programmes. This should be checked and resolved prior to asking for approval via the procedure in this Travelling and Working Overseas Policy.



Any evidence of additional insurance cover must be submitted with the Proposal Form.

9.2 Business Travel Insurance

Business Travel insurance is quite separate from School Journeys Insurance. The former caters for short term trips which individual employees may take from time to time on Council business.

Exclusions of particular note are:

Travel Section B Medical and other Emergency Travel Expenses

- Insured Persons travelling against the advice of a Medical Practitioner;
- Where the purpose of the Trip is to receive medical treatment or advice;
- As a result of the use by an Insured Person of non-prescribed drug or which cannot be legally obtained from a pharmacy; and
- as a result of suicide, attempted suicide or self-inflicted injury.

Any claim that is the result of any *Kidnap* or *Kidnap for Ransom* which occurs in Afghanistan, Colombia, Iraq, Mexico, Nigeria, Pakistan, Philippines, Somalia, Venezuela, Yemen or any other region or country to which the *Insured Person* has travelled where the *United Kingdom* Foreign and Commonwealth Office has advised against “all travel” (or other similar advice for *Insured Persons* not resident in the *United Kingdom*) prior to the commencement of the *Trip*.

Crisis Containment Management Section C

A crisis occurring in Afghanistan, Colombia, Iraq, Mexico, Nigeria, Pakistan, Philippines, Somalia, Venezuela, Yemen or any other region or country to which the *Insured Person* has travelled where the *United Kingdom* Foreign and Commonwealth Office has advised against “all travel” (or other similar advice for *Insured Persons* not resident in the *United Kingdom*) prior to the commencement of the *Trip*.

This list is not exhaustive and the countries mentioned above may change from time to time.

Employees must contact Insurance Services prior to approval to check this policy is suitable.

Employees who receive full approval to travel must then contact Insurance Services as soon as possible and provide details of the travel and an account and cost centre.

Cover will only apply once these details are provided. A summary of cover, features, benefits, limitations and exclusions is available via Appendix 6:



https://orb.edinburgh.gov.uk/info/201189/cf_policies_and_procedures/878/procedures_for_communities_and_families_staff_abroad

10. WORKING HOURS

It is expected that employees will take reasonable rest periods and will not work excessive hours which could be detrimental to their health and safety. Suitable working hours and patterns should be approved by the employee's line manager.

11. EXPENSES AND PAY

Predicted and expected expenses must be identified throughout the planning process and approved by the line manager. Reimbursement of reasonable expenses must comply with the appropriate Council policy and procedure, depending on the type of employee. If the employee and line manager are unsure, they must contact the People Support Centre for additional advice and guidance. It is important that this is resolved and understood by the employee and line manager before approval is sought. If expenses are funded via an external source, these must also be planned and agreed prior to travelling overseas.

For employees undertaking longer visits overseas, for example teacher exchanges, it is essential that the employee and line manager discuss these specific circumstances with the People Support Centre prior to submitting the Proposal Form.

More information:

Useful Orb links:	
General HR link:	https://orb.edinburgh.gov.uk/info/200206/hr_information
Car mileage, travel and allowance claims	CLICK HERE

12. RISK MANAGEMENT

A suitable and sufficient risk assessment(s) **must** be carried out for all overseas travel and work by the individual or lead member of staff. The nature and complexity of the risk assessment will vary with the type of activity being undertaken, and therefore should be proportionate to the level of risk identified.

The risk assessment should consider the following:

- information from the [Foreign and Commonwealth Office](#) (FCO),
- previous knowledge from colleagues familiar with the area/region,
- information from Council's contracted Travel Management Company,
- information from local contacts and partners, including those organising or supporting any activity or events;
- local culture/customs;



- individual factors e.g. health considerations; and
- contacts in the place being visited.

This list is not exhaustive and should act as a guide only, staff should contact the Sports and Outdoor Learning Team for advice.

For further guidance on the general principles of risk assessment, reference can be accessed via the links below.

The approved CEC General Risk Assessment form must be used. This cannot be adapted. The form must be submitted along with the Proposal Form.

Risk Assessment links on the Orb:

Useful Orb links:	
General advice:	https://orb.edinburgh.gov.uk/info/201072/health_and_safety_by_topic/118/risk_assessment
Risk assessment template:	https://orb.edinburgh.gov.uk/downloads/file/25449/risk_assessment_revised

A risk assessment must always be undertaken at the planning stage for working overseas. The employee planning to work overseas must be involved in carrying out the assessment.

Risk assessment documentation must be submitted along with the Proposal Form.

Risk assessments must be reviewed by the employee on arrival at the overseas destination and updated should any additional hazards become apparent. This dynamic risk assessment could include:

- changes in travel arrangements;
- changes in accommodation;
- political situation; and
- environmental conditions.

13. USE OF CEC IT EQUIPMENT AND PHONES OVERSEAS

All employees must comply with the Council's ICT Acceptable Use Policy whilst travelling and working overseas.

Useful Orb links:	
ICT Acceptable Use Policy	https://orb.edinburgh.gov.uk/directory_record/109450/ict_acceptable_use_policy

As a default, CEC mobile phones will not work overseas.

The use of CEC mobile phones overseas must be approved by an authorised line manager. The approved line manager should request information via the ICT Service Team on predicted costs for roaming in specific locations. This will allow the



employee and line manager to predict and agree costs. If the line manager decides to approve the use of a CEC mobile phone abroad, they must email the ICT Service stating the location/s, dates and the mobile number. It is the responsibility of the employee and line manager to gain confirmation that the CEC phone will be able to 'roam' in the specified locations. **No changes should be made until full approval for the visit has been made.**

Useful contact:	
ICT Service	ict.service@edinburgh.gov.uk#
	Tel: 0131 529 7817

It is the responsibility of the employee travelling and working overseas and line manager to undertake this task. It is essential this is resolved prior to travel to reduce the risks of additional charges and misuse of equipment.

The Council will not be held liable for any costs incurred through using private phones and other related equipment. It is recommended that employees contact their network provider relating to using a phone overseas (roaming).

14. TRANSPORTATION AND ACCOMMODATION

Employees are responsible for organising safe and cost-effective transport and accommodation, which are appropriate to their needs. This will reflect local circumstances and must be well researched prior to travelling. Employees can gain advice from travel experts and people working in the local area.

Employees who are travelling as part of a group, which is organised by a third party must still be satisfied that the transport and accommodation arrangements are cost effective, safe and appropriate to their needs.

Normal precautions should be taken including avoiding travelling late at night and unaccompanied travel in remote areas.



Travel or accommodation arrangements **must not** be booked or paid for prior to approval via the procedure in this policy. Employees and line managers must consult and follow the Business Travel Guidance document below.

If employees are not responsible for organising their transport and/or accommodation as this is being organised through a third party, they **must not** enter into any agreement prior to receiving approval via the procedure in this Policy.

14.1 Business Travel – myTravel

For employees who are required to organise **approved** travel and accommodation themselves, they should use the Business myTravel service.

Useful Orb links:



Business Travel Guidance:	https://orb.edinburgh.gov.uk/downloads/download/9670/business_travel_guidance
Business myTravel Service:	https://orb.edinburgh.gov.uk/info/201195/transport/2461/business_mytravel
Registering for this service:	https://orb.edinburgh.gov.uk/info/201195/transport/2461/business_mytravel/2

14.2 Driving Overseas

The need to drive vehicles overseas should be removed or minimised by using public transport and group travel arrangements where applicable.

If employees propose to drive, they must have a clear rationale for doing so and why the same journey(s) cannot be achieved via public transport or shared transport that is assessed to be safe. Driving abroad, eligibility requirements and the associated costs must be approved by the line manager.

Employees must ensure they understand and abide by local laws and requirements. They must be eligible to drive a suitable vehicle at the proposed destination(s). This must be properly researched. The Council recommends that employees should only drive if they have experience of driving overseas in similar locations and vehicles.

Employees intending to drive overseas will reflect different contexts and circumstances. It is therefore important that the employee liaises with different Council departments prior to approval. Key contacts include (i) People Support Centre (linked to expenses overseas) and (ii) Fleet Management for additional guidance and advice linked to driving vehicles overseas and claiming approved expenses:

Useful contacts:	
People Support (cars owned by the employee):	staffcars@edinburgh.gov.uk
Advice on using hired vehicles overseas and the Council's permit scheme:	CEC Fleet Management 0131 337 2307

Employees driving overseas on business related travel and work must be an authorised driver:

Useful Orb links:	
Authorised car user form:	https://orb.edinburgh.gov.uk/download/downloads/id/5368/new_or_updated_privately_owned_vehicle_form
Driver handbook:	https://orb.edinburgh.gov.uk/downloads/file/2191/drivers_handbook
Council Driver Permits:	https://orb.edinburgh.gov.uk/info/201195/transport/438/council_driving_permits



See the [appropriate section](#) regarding information about expenses.

15. HEALTH AND WELLBEING

Line Managers should ensure, as far as reasonably practicable, that employees working overseas take advice on the potential health risks associated with overseas travel and work. The approving line manager must be satisfied that the employee:

- is medically fit for travel;
- complies with any health standards laid down for entry into a specific country or countries; and
- has had any required vaccinations and inoculations and that these are still current.

15.1 Planning the visit

When planning an overseas visit, the health, safety and wellbeing of the employee must be considered of paramount importance. In order to ensure that the visit is as far trouble free and as stress-free as practicably possible, consideration must be given to a number of factors. The Foreign and Commonwealth Office status of the destination must be considered, as well as administrative issues such as the validity of passports, visas and regulations.

15.2 Inoculation and Vaccinations

It is important that the employee makes themselves aware of the advice regarding vaccinations and must ensure they are adequately covered by the relevant up-to-date inoculations and vaccinations required for travel to that destination. Any additional costs will be covered by the Council.

Employees should be aware that some vaccines may take over a month to complete, so appointments with your GP should be made in good time and at least 6 weeks prior to travelling.

15.3 Prescription Medicine

Medications prescribed in the UK are outside the scope of the provisions of this policy. It is the employee's responsibility to ensure that they take adequate supplies if they require any medication which has been prescribed of them in the UK. Drugs taken from home should always be accompanied by a medical certificate that they are certified for personal use and it is the employee's responsibility to ensure such a certificate is obtained and carried with them when they travel.

Be aware that certain countries have specific regulations that may prevent you from taking some medicines into the country.

15.4 European Health Insurance Card

All employees who are nationals of a European country should ensure that they have an up-to-date European Health Insurance Card (EHIC) as this will need to be in the event that they need medical attention at an institution in Europe. If an employee is unable to present an EHIC card, this can adversely affect the health cover under our Council's



insurance policy and could expose a risk to the individual of being personally liable for medical care costs. An EHIC can be obtained online from www.ehic.org.uk

15.5 Musculoskeletal problems

Employees with back problems should be aware of the risks associated with activities such as long-haul flights, travelling on uneven roads and carrying excessive luggage / equipment on overseas visits. If these risks apply, they should be addressed within the Risk Assessment and controls put into place.

15.6 GP Advice

Any employee who is requested to travel overseas on a work-related matter should not do so if their GP has advised against this. Any employee who is concerned about their ability to travel should seek their GP's advice before travelling.

15.7 Illness Acquired while Travelling

Some diseases acquired overseas only become apparent after returning to the UK. It is particularly important employees see their GP to have investigations into any feverish or diarrhoeal illnesses that develop for up to three months after an overseas visit.

15.8 Avoidance of Fatigue

Employees should ensure that they have adequate rest before, during and after their visit. The Council recommends that the necessary rest periods are taken during overseas business travel and these should be appropriate to the nature, destination and duration of the visit.

When considering an itinerary for overseas travel, the following should be regarded as good practice:

- if possible, no appointments should be made on the day of travel where the total duration of travel is more than 6 hours;
- Itineraries should take account of travel time, mode of travel, hardship of travel and allow for meal breaks; and
- where working days are likely to significantly exceed 7.5 hours, consideration should be given to the potential for tiredness and fatigue when arranging the itinerary for the following day.

15.9 Debrief following return to the UK:

It is important that a debrief takes place with the Employee and their Line Manager on return to the UK after an overseas visit. The nature of this may be very brief if the time overseas was short, e.g. attendance at a conference. However, lengthy visits overseas, those to remote or less developed parts of the world or those which proved to be problematic should be discussed at a debrief meeting.

A mechanism should be in place to manage any incidents which are reported during or after an overseas visit. Examples might be threatening behaviour, ill health, poor



standards of accommodation, etc. As a result of the information received at debrief meetings, changes can be made and local intelligence can be shared with colleagues.

The impact on the employee of any negative experiences while overseas can be discussed during the debrief meeting and support can be offered to the employee, if necessary, e.g. Staff Counselling, Occupational Health.

16. LONE WORKING PROCEDURES

As in UK-based work, lone working should be minimised and any remaining incidences assessed for risk. The findings and arrangements can then be recorded in the risk assessment form. Working arrangements are best finalised prior to travel but should be adjusted if required on arrival and during the visit. If an employee is not satisfied with the working arrangements, then they must report these and liaise with appropriate persons to secure reasonable adjustments.

Useful Orb links:	
Lone working policy	https://orb.edinburgh.gov.uk/directory_record/229256/lone_working_procedure

17. TRAVEL MONEY OPTIONS

Employees must plan approved travel money options. If these are funded by the Council, then each method must be agreed by the line manager and the Finance Team.

18. EMERGENCY PROCEDURES

Employees must ensure they are familiar with the relevant emergency procedures linked to their CEC establishment/service in the UK, and those associated with their travel, accommodation and locations overseas. This includes ensuring they are in a safe location, which can be evacuated in an emergency.

Any significant incidents must be reported to the employee's line manager and via CEC's reporting system as soon as reasonably practicable (see next section).

Employees can also use the Council's emergency contact 24/7 to alert the Council of a significant emergency.

Key contact:	
CEC Emergency Contact	(+44) 0131 200 2000

19. INCIDENT REPORTING

Employees working abroad must report any significant incidents, including near misses, as soon as reasonably practicable.

All relevant incidents should be reported to the Council's Health and Safety section. Additional guidance is via the link below. The employee's line manager should be informed.

Useful Orb link:



Reporting an accident:	https://orb.edinburgh.gov.uk/info/200237/health_and_safety/2043/reporting_an_accident
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20. SIGNING AGREEMENTS, WAIVERS and DISCLAIMERS FROM THIRD PARTIES

Employees and line managers must adopt extreme caution to signing these kinds of documents for third parties. Council employees and line managers **must fully understand any document before signing it.**

Council employees and line managers must request any agreements **well before** departure to avoid staff having to sign an agreement on arrival at a venue.

If unsure, further advice must be sought via the Sports and Outdoor Learning Unit. If CEC legal advice is required by the Sports and Outdoor Learning Unit, any chargeable activity by the CEC Legal Team will be allocated to the project expenditure. The Sports and Outdoor Learning Unit **will not** fund this activity. Employees and line managers will be informed prior to agreeing any chargeable activity with the CEC Legal Team.

Any agreements, waivers and disclaimers **must be submitted** with the form: Travel_Work_Overseas_Form_WTO.

Agreements, waivers and disclaimers **must not be signed and returned** to third parties prior to approval of the form.

21. TRAINING

Any training requirements of those participating in overseas travel should be clearly identified by the individual employee or lead member of staff and the necessary training, instruction and information provided. Appropriate records should be maintained.

22. EXTERNAL ADVICE

The following resources may provide additional guidance and advice. It is important that the employee evaluates third party advice carefully so that it does not conflict with Council policy, guidance and advice. If an employee is unsure, they should seek additional advice from the relevant Council department.

The employee is responsible for continually monitoring key advice relating to destinations prior to departure. Any significant issues must be reported to the Sports and Outdoor Learning Unit so advice can be given and the visit reassessed if necessary.

Key external links:	
Fit for Travel (NHS)	http://www.fitfortravel.nhs.uk/home.aspx
Foreign travel Advice (gov.uk)	https://www.gov.uk/foreign-travel-advice
Foreign travel checklist (gov.uk)	https://www.gov.uk/guidance/foreign-travel-checklist



Healthcare abroad (NHS)	https://www.nhs.uk/nhsengland/Healthcareabroad/pages/Healthcareabroad.aspx
Living abroad	https://www.gov.uk/browse/abroad/living-abroad
Money advice (The Money Advice Service)	https://www.moneyadviceservice.org.uk/en/articles/travel-money-options-cash-cards-and-travellers-cheques
Passports (gov.uk)	https://www.gov.uk/browse/abroad/passports
Terrorism 1 – reducing risk (gov.uk)	https://www.gov.uk/guidance/reduce-your-risk-from-terrorism-while-abroad
Terrorism 2 – Secret Service MI5	https://www.mi5.gov.uk/travel-advice
Travel aware campaign (gov.uk)	https://travelaware.campaign.gov.uk/
Travel abroad (gov.uk)	https://www.gov.uk/browse/abroad/travel-abroad
Vaccinations 1 (NHS)	https://www.nhs.uk/chq/Pages/1072.aspx?CategoryID=67
Vaccination 2 (NHS)	https://www.nhs.uk/conditions/travel-vaccinations/jabs/

23. MONITORING AND REVIEW

Effective management of Council employees working overseas requires review and feedback. It is important to learn from experiences, and a post visit debriefing should follow each visit overseas, this should include reference to safety issues including accidents, incidents and near misses identified during the visit.

Post overseas visit feedback should be communicated to the Sports and Outdoor Learning Unit via the link to the feedback survey (Appendix 5)

See the Orb for APPENDICES 1 to 5

APPENDIX 6 - TRAVEL TIPS

TRAVEL TIPS

To help minimise risks and issues see below some examples of simple precautions that can be taken whilst travelling;

Before you go:

- Check the FCO website the day before your visit to ensure your destination is safe to travel to.
- Make sure you have a signed, valid passport with the emergency information page completed, and an appropriate work/business visa if required.
- Leave copies of your itinerary, passport data page and visas with your Line Manager and family or friends, so you can be contacted in case of an emergency.
- Research the country of your destination; take advice from those who are more experienced in the country.
- Where applicable consider the cultural customs so as not to unnecessarily offend.
- Familiarise yourself with local conditions and laws: whilst in a foreign country you are subject to its laws.



- Ensure you have emergency contact details, some cash and credit cards (stored separately in case of theft).

While you are away:

Personal Safety; Take precautions to avoid being a target of crime:

- Do not wear conspicuous clothing or jewellery and do not carry excessive amounts of money.
- Do not carry large amounts of money or valuables.

Hotels; In accommodation provided:

- Keep your passport and travel documents on your person – do not leave them in the room.
- Always put valuables in the hotel room safe. If your room does not have a safe, ask at reception to see if they provide a safe facility.
- Avoid putting the 'please make up my room' sign on the door when you go out – this is a tell-tale sign that your room is vacant.
- Familiarise yourself with emergency provisions within your accommodation, locate your nearest exit and fire extinguisher.

Taxis; Where possible travel by taxi as opposed to walking the streets with a map and/or luggage:

- Ask your hotel to call a taxi for you.
- Have the address of your destination or hotel written in the local language.
- When calling a taxi, ask what colour the car will be and wait indoors for it to arrive.
- Compare the face of the taxi driver to the photo license.

Driving; If not using our contracted Travel Management Company (TMC), where possible select reputable companies from which to hire drivers and vehicles:

- Only drive if essential and ensure you hold a full valid international driving licence.
- If possible avoid driving at night and or travel by moped or motorcycle, check for seatbelts and be aware of risks.

Skin Protection;

- If possible avoid midday sun.
- Use a sunscreen and cover skin where possible with appropriate clothing.

Insect and Animal Bites; A variety of tropical diseases are carried by insects and other invertebrates, especially Mosquitoes and Ticks. Check which types of risks are specific to your visit.

To avoid insect bites;

- Use insect repellents.
- Cover exposed skin with loose, long clothing.
- Use nets, knock down sprays in rooms.
- If bitten, thoroughly cleanse the area and seek medical advice as soon as possible.

If Rabies is a risk, post exposure (bite) vaccination is required as soon as possible

Food and Water; Strict food and water hygiene methods should be adhered to always as food and water can expose travellers to a range of bacteria, viruses, parasites and other causes of illness.

- Always wash hands with soap and water before eating and after using the bathroom when travelling.



- Do not eat undercooked meat when travelling unless the source is trustworthy
- Only drink bottled water.
- If bottled water is unavailable boil or sterilise water.
- Carry water treatment drops if it is not possible to boil water while travelling.
- Avoid ice in drinks.

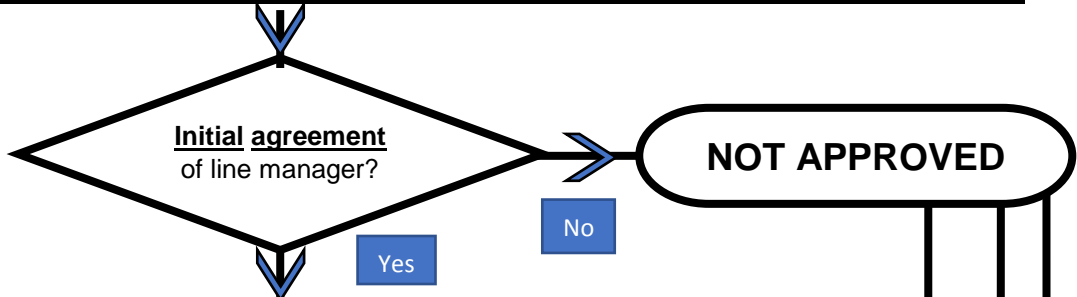
Dealing with an emergency:

- Remember to take the Council's INSURANCE EMERGENCY CONTACT INFORMATION, wherever you go
- Employees already overseas when a local situation arises/changes should contact the Council TMC on the emergency number given
- Keep the Council informed through your Line Manager about any difficult situations you may be experiencing

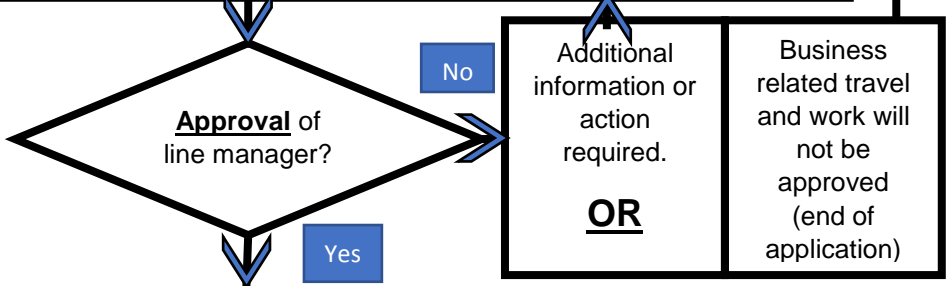
Information Sources:

The Foreign and Commonwealth Office and the Travel Management Company dealing with the booking will be able to provide information on the necessary vaccinations, local politics, areas to avoid etc. Travel agents are obliged to provide this information. The Foreign and Commonwealth Office carries up to date travel advice for over 200 countries. It should be used as the basis for informing all those travelling on Council business of the risks that they may face.

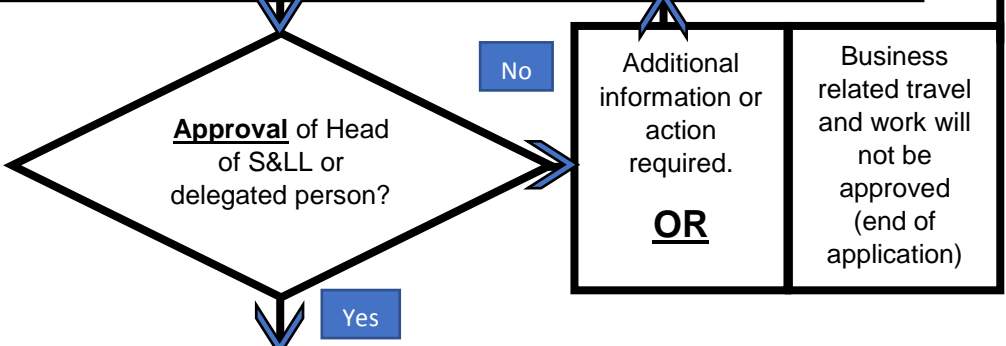
**Any CEC business-related overseas travel and work.
Initial discussion with line manager.**



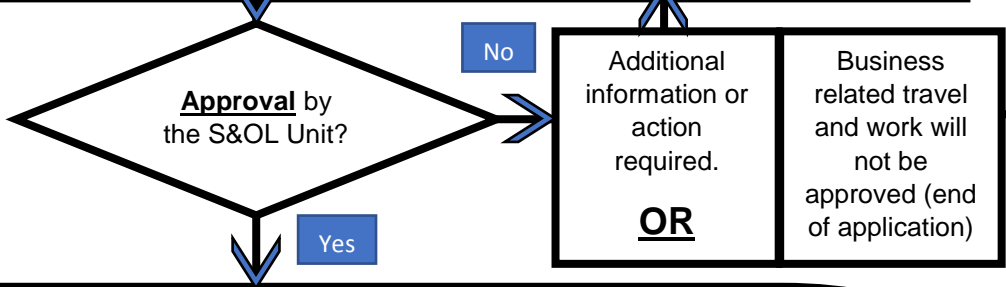
Applicant and designated line manager examine the opportunity in more detail. Use the S&LL Staff Overseas Policy, checklist and undertake research to complete the S&LL Staff Overseas Proposal Form. Line manager must be the **Head Teacher (Schools), Head of Establishment or Senior Manager** of the business unit/service.



Send the form and any relevant supporting documentation (see Section 6 of Policy) **from the line manager** to the Sports and Outdoor Learning Unit (S&OL Unit) as soon as reasonably practicable and normally before 3 months of departure: staffoverseas@edinburgh.gov.uk. This proposal will be registered and sent to the Head of Schools and Lifelong Learning or a delegated person for evaluation.



The S&OL Unit will evaluate the proposal using the requirements set out in the S&LL Staff Overseas Policy and any other relevant guidance and/or policy.



CEC overseas business-related travel and work **approved** subject to any conditional comments from the S&OL Unit and any post-approval emerging issues. The form will be returned to the applicant **and** line manager. It is the responsibility of the member of staff travelling and working overseas to monitor any emerging issues and report these to their line manager and the S&OL Unit as soon as reasonably practicable.

Appendix 2 Schools and Lifelong Learning Staff Overseas Checklist

Dec 2017 vers.

This checklist must be used alongside the latest version of the Schools and Lifelong Learning Staff Travelling and Working Overseas Policy. The items below are designed to support the employee in completing a proposal travelling and working overseas. A response is required for each question and will assist others in assessing this proposal.

Name of employee:	
Staff number:	
Proposed overseas location/s:	
Proposed dates:	
Name of line manager providing approval:	

Click on the appropriate square to insert a cross in the chosen column i.e.

	Questions for the employee proposing to travel and work overseas				Notes (explain 'partly' responses and provide more detail if necessary)
1	Do you consider the proposed travel and work overseas to be compliant with the Schools and Lifelong Learning Staff Travelling and Working Overseas Policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
2	Do you understand and agree to your responsibilities detailed in the Schools and Lifelong Learning Staff Travelling and Working Overseas Policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partly <input type="checkbox"/>	
3	Have you checked that the proposed visit does not conflict with the current Foreign and Commonwealth Office advice?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
4	Have you completed the Proposal Form (Appendix 3)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
5	Have you completed a risk assessment using the CEC approved template? LINK	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
6	You must not sign any third-party agreements/waivers/disclaimers prior to full approval. You confirm you fully understand the content of any of these documents and have consulted relevant Council staff where necessary. You are satisfied that these do not affect compliance with the Schools and Lifelong Learning Staff Travelling and Working Overseas Policy nor any other CEC policy or procedure.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A	
7	Are you satisfied that there will be appropriate insurance cover in place for this travel and work overseas? Any additional insurance needs have been researched (not finalised/purchased prior to full approval).	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
8	Have you sought appropriate advice and resolved any additional priorities including but not limited to payment of expenses, use of phones, access to IT, and driving overseas?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partly <input type="checkbox"/>	
9	Do you have approval from the appropriate and authorised line manager?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

10	Do you have any concerns about the proposed travel and work overseas or are there any outstanding issues?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		If yes, include more information here:
11	If successful in your proposal, do you acknowledge that you must report any emerging issues to the Sports and Outdoor Unit prior to departure or during the visit?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
12	<p>If you have responded 'No' to any of the questions above, you must not submit your proposal and gain additional advice and support.</p> <p>If you are ready to submit your proposal, please check you will include/complete the following:</p>				
<p>The Proposal Form (Appendix 3), this checklist (Appendix 2), risk assessment and any supporting documentation will be sent from the authorised line manager's email account to staffoverseas@edinburgh.gov.uk</p>				<p>Yes <input type="checkbox"/></p>	

Appendix 3 Proposal_Form_Travel_Working_Overseas

Name Post Title

Team / Establishment Telephone No

SECTION A – DETAILS OF PROPOSED OVERSEAS TRAVEL

Destination(s)

Date of Departure 00/00/2000 Approx Time of Travel

Date of Return 00/00/2000 Approx Time of Travel

Purpose/Objectives of Visit

Expected benefits

Estimated cost of visit:

Detail (please provide a breakdown of costs e.g. *Accommodation/Flights/Fees/ Meals/Local Travel/Visa/Other Project Costs*):

What is the source of funding for this trip?

If any costs are funded by other sources or recoverable give details below

'I declare that the information given here and on the attached checklist is correct and accurate to the best of my knowledge'

Employee's Signature _____

Date ___/___/___

SECTION B – AUTHORISATION (Line Manager)

Line Manager's Signature _____

Date ___/___/___

This form, together with Risk Assessment, completed checklist and any supporting documentation, should be sent by the Line Manager to staffoverseas@edinburgh.gov.uk

SECTION C – AUTHORISATION (Head of Schools & Lifelong Learning / delegated person)

Travel Request **AUTHORISED / REFUSED (delete as appropriate)**

Signature _____

Date ___/___/___

SECTION D – AUTHORISATION & REGISTRATION (Sports & Outdoor Learning Unit)

OUTDOOR LEARNING USE ONLY

Approval Form Complete YES / NO

Completed Checklist included YES / NO

Satisfactory Risk Assessment included YES / NO

Visit Approved YES / NO

Comments: _____

Checked by: _____

Date: _____

Return completed form to Employee & Line Manager

Education, Children and Families Committee

10am, Tuesday, 12 December 2017

Update: Positive Action Funding in Primary Schools

Item number	7.13
Report number	
Executive/routine	
Wards	

Executive Summary

The purpose of this report is to provide an update to the Education, Children and Families Committee detailing the improvement in attainment to date for schools in receipt of positive action funding. The report uses 2016/17 data and identifies actions taken to ensure improvements in performance.

Update on Positive Action funding in Primary Schools

Recommendations

Members of the Education, Children and Families Committee are asked to:

- 1.1 Note the content of this report.

Background

- 2.1 Positive Action (PA) funding is allocated to 25 of the 88 primary schools
Appendix 1
- 2.2 All schools are committed to planning and managing resources to improve the quality of education. Using self-evaluation strategies Head Teachers decide how to best make improvements in outcomes for their pupils. The use of PA funding is reflected in the range of activities introduced, supported, and complemented as detailed below.
 - 2.2.1 Creating nurturing environments for children not ready to learn in class settings. The impact is that the children have been successfully reintegrated into class when ready and are attending well.
 - 2.2.2 Employing additional class teachers to ensure smaller class sizes. This supports the focus on learning for a cohort of children and improvements in attainment.
 - 2.2.3 Additional Early Years Practitioners into P1 to support transition from nursery and readiness for learning in P1. At this stage, there is improved attendance, achievement, and attainment for identified children.
 - 2.2.4 Purchase of literacy and numeracy resources to enhance learning in reading to support the First Minister's reading challenge. Children report an increased enjoyment of reading.
 - 2.2.5 Purchase of increased support for learning time has enabled schools to more effectively track and monitor identified groups of learners, to use the information from their attainment self- evaluation to identify individuals and groups for enhanced support in literacy. This is beginning to reflect in improved attainment over time.
 - 2.2.6 Free clubs for children, free breakfasts, and trips out of schools are all noted as having a very positive impact on children's attendance, alertness, and engagement.

- 2.2.7 An increase in the number of Pupil Support Assistants across the school has supported better behaviour and learning in class.
- 2.2.8 Language development and Social and Emotional skills development has been a focus in Early Years to close the early years' vocabulary gap.
- 2.3 Each of these interventions compliments and enhances the work that is planned through the School Improvement Plan, Pupil Equity Funding, and Scottish Attainment Challenge funding.
- 2.4 Primary Quality Improvement Education Officers engage with all schools through a range of activities across the session to support and challenge best practice. These activities also enable the team to speak with confidence about the ongoing work of individual schools and the impact of the school's work on the attainment and achievement of their children and young people. The team are proactive and work in conjunction with schools to raise standards, confidence and share best practice.
- 2.5 The overall aim is for a cohesive use of funding to improve attainment and achievement, attendance, engagement, and participation.

Main report

- 3.1 Teachers use many ways to build a picture of a child's learning throughout the session to celebrate achievements and plan the next steps needed to build on progress made.
- 3.2 Assessment is a central part of everyday learning and teaching for every child and young person. It provides teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.
- 3.3 Using standardised assessments is one way of gathering information about a pupil's progress. Currently pupils complete standardised assessments in literacy and numeracy towards the end of P1, P4 and P7. This measures pupil's achievement compared to other pupils in all schools at the same stage or age level.
- 3.4 The assessment information helps to identify children's progress, providing diagnostic information to support teachers' professional judgement.
- 3.5 The information detailed in Appendix 2 highlights the average standardised assessment scores for positive action schools in comparison with the city average for the period 2014-17.
- 3.6 Standardised assessment scores between 85 and 115 are within the average range; scores over 115 are considered above average, while scores below 85 are considered below average.

- 3.7 At the end of June 2017 all Positive Action school's literacy and numeracy scores were in the average range.

Measures of success

- 4.1 The impact of targeted support will be evaluated through the annual Standards and Quality Improvement Planning process by the school Quality Improvement Education Officer.

Financial impact

- 5.1 No change is proposed to the overall level of Positive Action Funding.

Risk, policy, compliance, and governance impact

- 6.1 There are no risk, policy, compliance, or governance issues arising directly from this report.

Equalities impact

- 7.1 All work within this area seeks to address the imbalance in terms of provision of resources and outcomes for children. There are no negative equality impacts.

Sustainability impact

- 8.1 There are no sustainability issues.

Consultation and engagement

- 9.1 This will be shared through the head teacher executive and with parents through the normal processes of locality and CCWP arrangements.

Background reading/external references

Scottish National Standardised assessments

<https://standardisedassessment.gov.scot/>

National Improvement Framework for Scottish Education - achieving excellence and equity

<http://www.gov.scot/Publications/2016/01/8314>

Delivering Excellence and Equity in Scottish Education: ...

www.gov.scot/Publications/2016/06/3853

Programme for International Student Assessment (PISA) 2015 ...

www.gov.scot/Publications/2016/12/7252

Alistair Gaw

Executive Director for Communities and Families

Contact: Maria Plant Schools and Lifelong Service Manager

E-mail: Maria.Plant@edinburgh.gov.uk | Tel: 0131 469 6107

Appendices

1 – PA schools Allocation of funding 2017/18

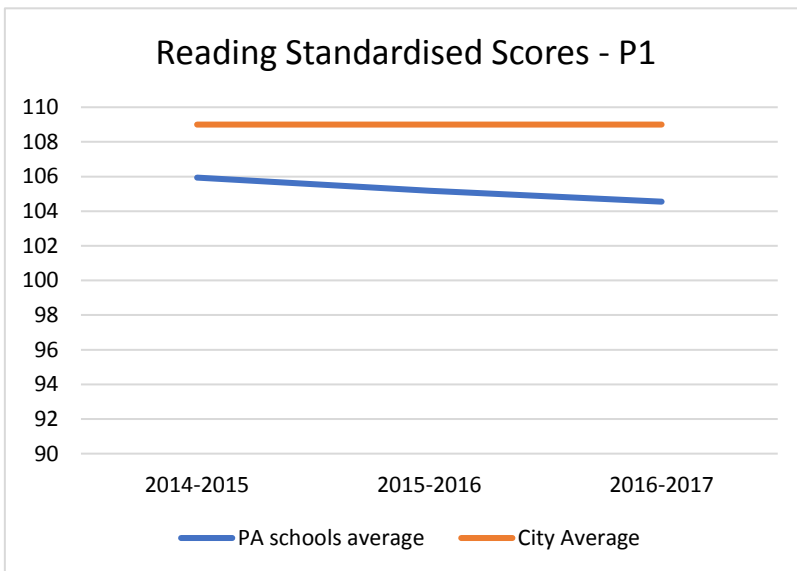
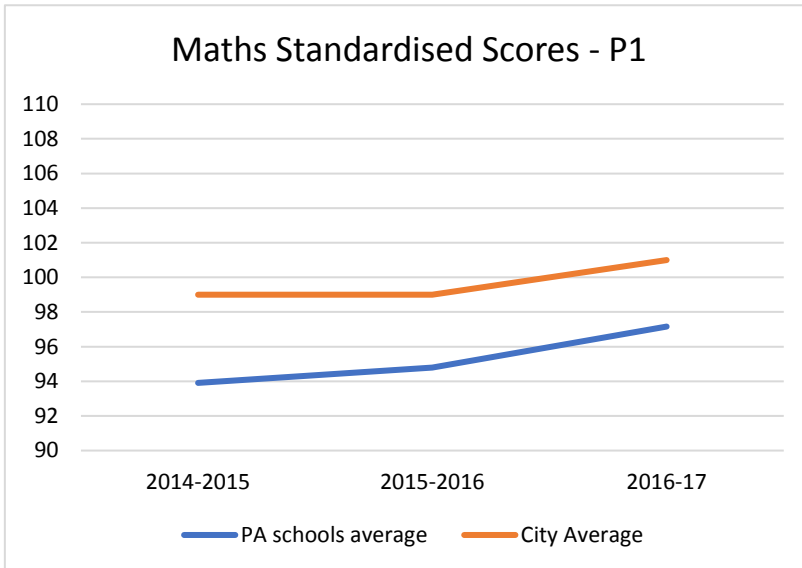
2 – Standardised assessment scores

Schools allocated positive action funding

Brunstane PS	North East
Castleview PS	North East
Craigentenny PS	North East
Leith PS	North East
Niddrie Mill PS	North East
St Catherine's RC PS	North East
St Francis' RC PS	North East
St Ninian's RC PS (Edin)	North East
Broomhouse PS	North West
Craigroyston PS	North West
Ferryhill PS	North West
Forthview PS	North West
Granton PS	North West
Pirniehall PS	North West
St David's RC PS (Edin)	North West
St Joseph's RC PS (Edin)	North West
Craigour Park PS	South East
Gilmerton PS	South East
Gracemount PS	South East
Royal Mile PS	South East
Balgreen PS	South West
Canal View PS	South West
Clovenstone PS	South West
Sighthill PS	South West
Stenhouse PS	South West

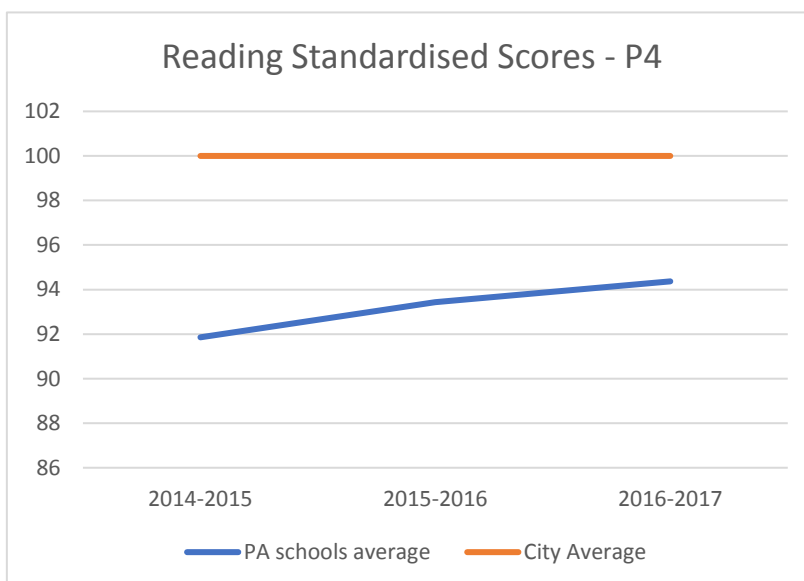
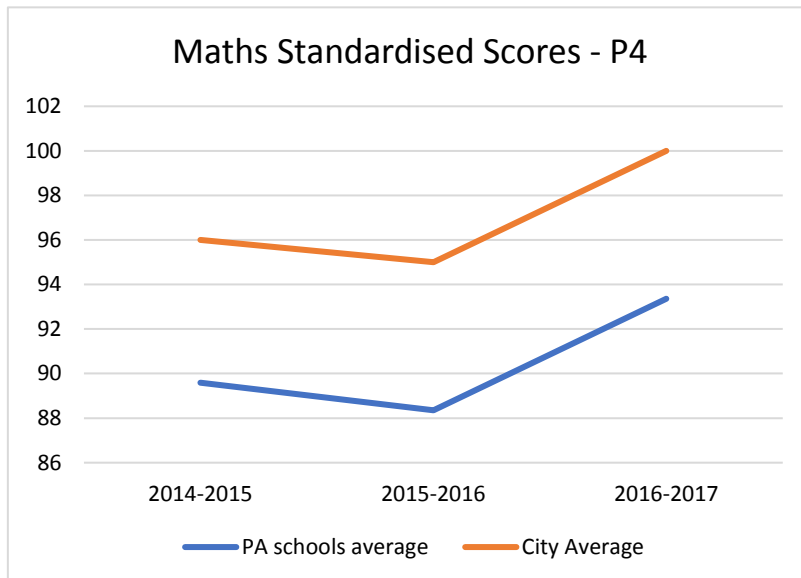
School	M1	M1	M1*
	2014-2015	2015-2016	2016-17
PA schools average	93.91	94.8	97.16
City Average	99.0	99.0	101

School	L1	L1
	2014-2015	2015-2016
PA schools average	105.9	105.2
City Average	109.0	109



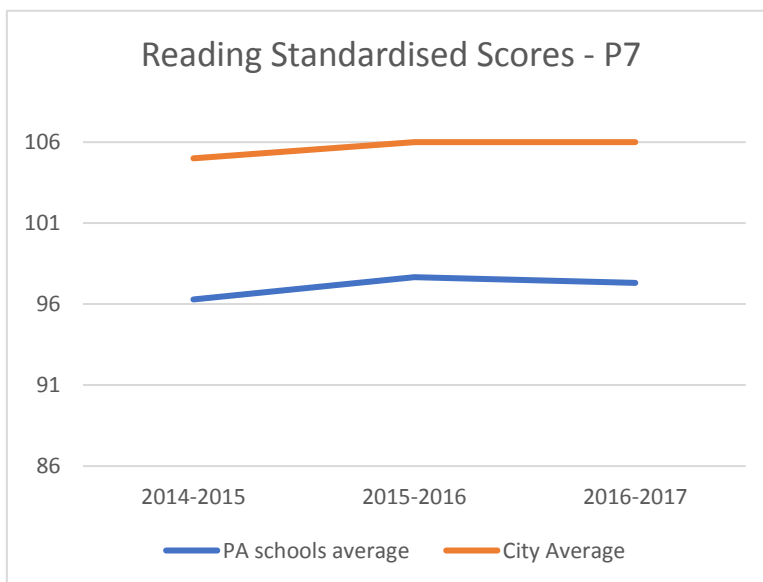
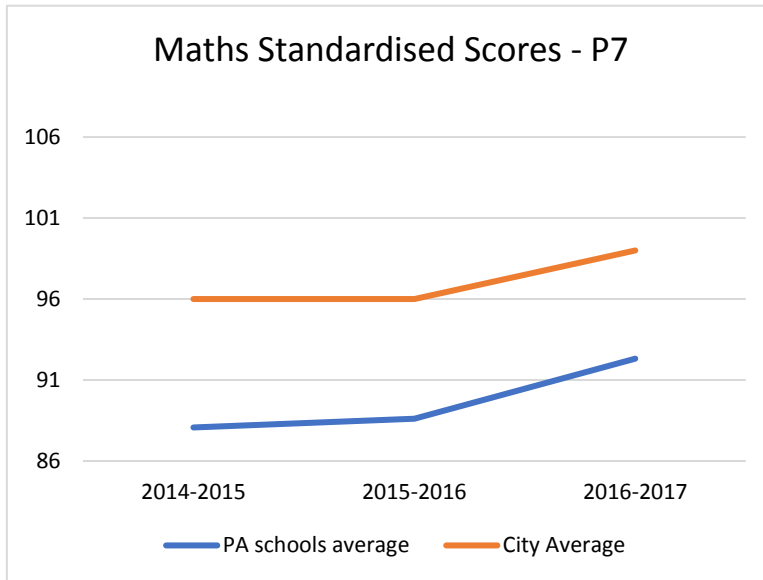
School	M4	M4	M4*
	2014-2015	2015-2016	2016-2017
PA schools average	89.59	88.35	93.36
City Average	96	95	100

School	L4	L4	L4
	2014-2015	2015-2016	2016-2017
PA schools average	91.86	93.44	94.37
City Average	100	100	100



School	M7	M7	M7*
	2014-2015	2015-2016	2016-2017
PA schools average	88.07	88.6	92.32
City Average	96	96	99

School	L7	L7	L7
	2014-2015	2015-2016	2016-2017
PA schools average	96.29	97.66	97.31
City Average	105	106	106



Education, Children and Families Committee

10am, Tuesday 12 December 2017

Breakfast Club Update Report

Item number	7.14
Report number	
Executive/routine	
Wards	All
Council Commitments	

Executive Summary

This report provides an update on new developments and on the progress made by City of Edinburgh Council funded breakfast clubs, delivered in local authority primary schools and special schools over the last 12 months.

Breakfast clubs were historically developed to provide a healthy breakfast for vulnerable children and have continued to develop to include proportions of children whose parents and carers use this provision to support their work or training.

Breakfast Club Update Report

1. Recommendations

- 1.1 Note the Report.
- 1.2 Note the significant progress of the breakfast club programme delivered in primary schools over the last 12 months.

2. Background

- 2.1 Breakfast clubs help to support a healthy and positive start to the day for all children, but in particular, vulnerable children and their families. They make a key contribution to Communities and Families' work in relation to child poverty by promoting attendance, punctuality and a readiness to learn. Due to the increased demand from parents and carers in work and training, breakfast clubs align themselves with and give added value to the city's affordable childcare agenda.
- 2.2 In addition to the City of Edinburgh Council funded breakfast clubs, breakfast clubs are also delivered by other providers, this includes private providers and Committee led provision (See appendix 1).
- 2.3 The City of Edinburgh Council funded breakfast clubs also benefit from sponsorship through the business community, where organisations wish to realise their corporate social responsibilities through the Council's breakfast club programme. Each breakfast club costs approximately £7000 a year to deliver.
- 2.4 In October 2015, the Education, Children and Families Committee supported the recommendation that every child attending a local authority school should have access to a breakfast club. Historically £84,000 of Schools and Community Services funding supported the delivery of breakfast clubs in 24 primary schools across the city. By October 2016, a budget of £124,712 supported the establishment of an additional 21 primary school breakfast clubs and breakfast provision for five special schools.
- 2.5 In the report to Education, Children and Families Committee 'Breakfast Club Development Fund' 13 December 2016, an additional £57,000 funding was approved for 2017/18 and 2018/19, to give increased support to the City of Edinburgh Council funded breakfast clubs in areas of disadvantage across the city. To ensure the effective targeting of funding to children most in need, and to help mitigate the effects of poverty and issues associated with low income, the

distribution of funding was linked to the Scottish Index of Multiple Deprivation deciles 1 – 10. This methodology directs funding to schools with higher levels of families in deciles 1 - 4 within their school community.

3. Main report

- 3.1 Significant progress has been made in achieving the objective that all children attending a City of Edinburgh main stream primary school have access to breakfast club provision. Breakfast clubs are now delivered in 87 of the 88 Council's mainstream primary schools and seven special schools across Edinburgh.
- 3.2 Each day, around 2000 children attend a City of Edinburgh Council funded breakfast club within their own primary school.
- 3.3 Forty seven main stream primary school breakfast clubs and seven special schools' breakfast provision are managed directly by schools, with the support of Children and Families funding. Four of these schools receive funding through sponsorship.
- 3.4 Eight school breakfast clubs are led by 'not for profit' committees.
- 3.5 Thirty two breakfast clubs are managed and delivered by private providers across the city. The City of Edinburgh Council continue to work in partnership with the private providers to ensure that where possible, a consistent service is provided across the authority.
- 3.6 The City of Edinburgh Council funded breakfast clubs with income generating potential are successfully embedding a charging system to allow the sustainability of their breakfast club within their school. Free places are available in each club to ensure that families who require additional support will have their needs met.
- 3.7 Community benefit activity has increased this year. Charitable organisations and companies who wish to support the delivery of breakfast clubs, including the Aegon Partnership, Greggs Foundation, Magic Breakfast, FareShare, plus additional locally negotiated arrangements, all make a significant contribution to support and scaffold City of Edinburgh Council funded breakfast clubs. These contributions are targeted predominantly towards schools where significant proportions of pupils and families are affected by issues associated with poverty. Seventeen Council funded breakfast clubs benefit from sponsorship through charitable or corporate interventions. (See Appendix 1)
- 3.8 Following recommendations arising from the 'Breakfast Club Development Fund' Report 13 December 2016, an additional £57,746 was allocated to support the delivery of breakfast clubs and breakfast provision across City of Edinburgh Council schools. Thirty eight main stream primary schools and seven special schools benefited from the additional funding (See Appendix 2) All schools delivering a City of Edinburgh Council funded breakfast club received a minimum of £1000.

- 3.9 Niddrie Mill and St Francis Primary Schools received the largest proportion of funding. This additional support facilitated the development of a targeted initiative to increase the size of their breakfast club, allowing them to offer support to a greater number of families with higher levels of need.
- 3.10 Drylaw Neighbourhood Centre's referred breakfast club has successfully integrated with Ferryhill Primary School's universal breakfast club.
- 3.11 Options are being considered to ensure that children attending Newcraighall Primary School can also access breakfast provision.
- 3.12 Most recently, breakfast clubs received recognition from the Scottish Government for their contribution towards the eradication of child poverty. Angela Constance, Cabinet Secretary for Communities, Social Security and Equalities, visited St Catherine's Primary School breakfast club prior to presenting stage 3 of the Child Poverty (Scotland) Bill at the Scottish Parliament on 8 November 2017.

4. Measures of success

- 4.1 The numbers of children accessing breakfast clubs, particularly children from low income and vulnerable families continues to rise.
- 4.2 The number of schools which support children in SIMD categories 1 – 4, continues to rise.
- 4.3 There is an increase in numbers of the City of Edinburgh Council funded breakfast clubs who benefit from support through companies wishing to realise their corporate social responsibilities.

5. Financial impact

- 5.1 There are no additional financial implications resulting from this report.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take account of when noting this report.

7. Equalities impact

- 7.1 Sustaining the funding at this level will continue to advance equality of opportunity for vulnerable children and families and parents and carers on low income.

8. Sustainability impact

8.1 There are no adverse impacts arising from this report

9. Consultation and engagement

- 9.1 Consultation has been undertaken across the City of Edinburgh Council with key stakeholders who deliver, use or have an interest in breakfast club provision.
- 9.2 Questionnaire distributed to profit and not for profit out of school care providers, including breakfast clubs across Edinburgh.
- 9.3 Out of school on line survey for parents/carers/ users of the out of school care service.
- 9.4 Out of school care focus groups.
- 9.5 Ongoing face to face engagement with breakfast club children, staff and management teams.
- 9.6 Breakfast Club Working Group.
- 9.7 Consultation and engagement with sponsoring bodies and charities providing support to breakfast clubs including, The Aegon partnership, Greggs Foundation, Magic Breakfast and FareShare.

10. Background reading/external references

- 10.1 Children and Young People (Scotland) Act 2014.
- 10.2 Child Poverty Strategy for Scotland: Our Approach 2014 – 17.
- 10.3 2017 National Improvement Framework and Improvement Plan for Scottish Education.
- 10.4 Getting it Right for Children and Families: A guide to Getting it Right for Every Child: Scottish Government June 2012

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

Appendix 1: Primary School breakfast clubs with relevant funding streams and partnerships.

Appendix 2: Table showing funding uplift of Breakfast Club Development Fund: 2017/18 and 2018/19.

Primary School Breakfast Clubs with relevant funding streams & partnerships
Appendix 1: 2017/18

No.	School breakfast clubs supported by Communities and Families, Schools and Lifelong Learning Funding	Supplementary sponsorship
1	Balgreen Primary School	
2	Broomhouse Primary School	Magic Breakfast
3	St Joseph's Primary School	Magic Breakfast
4	Broughton Primary School	
5	Brunstane Primary School	
6	Canal View	Kellogs
7	Castleview Primary School	Magic Breakfast
8	Craiglockhart Primary School	
9	Craigour Park Primary School (jointly managed by Childcare Connections)	
10	Craigroyston Primary School	Greggs Foundation
11	Craigentenny Primary School	
12	Dalry Primary School	
13	Dean Park Primary School	
14	Ferryhill Primary School	
15	Forthview Primary School	Greggs Foundation
16	Gilmerton Primary School	
17	Gracemount Primary School	
18	Hillwood Primary School	
19	Leith Walk Primary School	FareShare
20	Liberton Primary School	
21	Lorne Primary School	FareShare
22	Murrayburn Primary School	
23/24	Niddrie Mill/St Francis Primary School	
25	Oxgangs Primary School	
26	Pentland Primary School	
27/28	Pirniehall/St David's Primary School	Greggs Foundation
29	Prestonfield Primary School	FareShare
30	Queensferry Primary School	
31	Ratho Primary School	
32	Royal Mile Primary School	
33	Stockbridge Primary School	
34	St Catherine's RC Primary School	Greggs Foundation and Scotmid
35	St Cuthbert's Primary School	
36	St John Vianney RC Primary School	
37	St Mark's Primary School	
38	St Mary's (Leith)	
39	Stenhouse Primary School	

Primary School Breakfast Clubs with relevant funding streams & partnerships
Appendix 1: 2017/18

40	The Royal High Primary School	FareShare
41	Trinity Primary School (two providers: one council one private)	
42	Victoria Primary School	FareShare
43	Wardie Primary School	

	Sponsored breakfast clubs	
1	Clovenstone Primary School	Aegon Partnership
2	Colinton Primary School	Aegon Partnership
3	Granton Primary School	Aegon Partnership
4	Sighthill Primary School	Aegon Partnership

C&F funded breakfast clubs – still to commence

No.	School to be delivered in
1	Newcraighall

C&F funding provided to special schools to support 'breakfast activities'

No	School delivered in
1	Gorgiemills – Sponsored by Magic Breakfast
2	Kaimes
3	Oaklands
4	Pilrig Park
5	Prospect Bank
6	Rowanfield - sponsored by Magic Breakfast
7	Woodlands

Primary School Breakfast Clubs with relevant funding streams & partnerships

Appendix 1: 2017/18

Private Providers delivering breakfast clubs in primary schools.

Oscars, Kidzcare and Holycross clubs are offering 25% of their places at no cost to support vulnerable families. Free places are allocated at the discretion of the school management team.

No.	School delivered in	Private Provider
1	Abbeyhill Primary School	Scoosh
2	Preston Street	Scoosh
3	Blackhall	Oscars
4	Carrick knowe	Oscars
5	Currie	Oscars
6	Echline	Oscars
7	East Craigs	Oscars
8	St John's	Oscars
9	Juniper Green	Oscars
10	Leith	Oscars
11	Nether Currie	Oscars
12	Roseburn	Oscars
13	Crammond	Oscars
14	Buckstone	Oscars
15/16	St Margarets/Dalmeny	Oscars
17	Bonaly	Wonderweans
18	Bruntsfield	Kidzcare
19	Duddingston	Kidzcare
20	Fox Covert	Kidzcare
21	Fox Covert RC	Kidzcare
22	Parsons Green	Kidzcare
23	St Peter's RC	Kidzcare
24	Corstorphine	Smilechildcare
25	Tollcross	Gingerbread
26	Bun-sgoil Taobh na Pairce	Oganan
27	Hermitage Park	Social Ball Kids
28	Davidson's Mains	North Edinburgh Childcare
29	Trinity	North Edinburgh Childcare
30	Craigour Park	Childcare Connections and jointly managed by the school
31	Gylemuir	Private provider
32	James Gillespie's	School is Out

Primary School Breakfast Clubs with relevant funding streams & partnerships Appendix 1: 2017/18

Parent/Committee led breakfast clubs (Not for Profit)

No.	School delivered in	Parent/Committee Led
1	Clermiston Primary	Clermiston ASC
2	Kirkliston	Kirkliston ASC
3	Longstone	Longstone ASC
4	South Morningside	South Morningside ASCC
5	Deanbank	South Morningside ASCC
6	Towerbank	Towerbank ASC
7	St Ninian's	St Ninian's Kids Club
8	Holy Cross	Holycross ASC

Referred breakfast clubs in receipt of City of Edinburgh Council funding, delivered by community organisations

1	Venchie Children and Young People's Project: delivered to Niddrie Mill/St Francis children but not delivered in school
2	Drylaw Neighbourhood Centre now delivered with Ferryhill Primary School universal breakfast club in Ferryhill Primary school.
3	Royston/Wardieburn Community Centre and Granton Primary School but not delivered in school

Appendix 2: Table showing funding before and after uplift of Breakfast Club Development Fund 2017/18 and 2018/19.

Column C: SIMD 5 – 10 shows potential capacity for income generation.

Rank	Breakfast Club	Cost Centre	Funding	Funding %	SIMD5-10 Children	Estimated Cost to CEC	Guaranteed Funding	SIMD based Funding	Proposed Funding £	Estimated Income Target £
1	Niddrie Mill / St Francis	14948	CEC	100%	28	£13,000	£7,500	£5,026	£12,526	£474
2	Craigroyston Primary	14915	CEC	100%	5	£6,500	£1,000	£5,415	£6,415	£85
3	Castleview Primary	14952	CEC	100%	6	£6,500	£1,000	£5,398	£6,398	£102
4	Ferryhill Primary	14958	CEC	100%	14	£6,500	£1,000	£5,263	£6,263	£237
5	Brunstane Primary	14935	CEC	100%	30	£6,500	£1,000	£4,992	£5,992	£508
6	Royal Mile Primary	14942	CEC	100%	33	£6,500	£1,000	£4,942	£5,942	£558
7	St Catherine's Primary	14928	CEC	100%	36	£6,500	£1,000	£4,891	£5,891	£609
8	Stenhouse Primary	14919	CEC	100%	41	£6,500	£1,000	£4,806	£5,806	£694
9	Forthview Primary	14914	CEC	100%	46	£6,500	£1,000	£4,722	£5,722	£778
10	St John Vianney Primary	14933	CEC	100%	48	£6,500	£1,000	£4,688	£5,688	£812
11	Craigentenny Primary	14955	CEC	100%	58	£6,500	£1,000	£4,519	£5,519	£981
12	Hillwood Primary	14962	CEC	100%	63	£6,500	£1,000	£4,434	£5,434	£1,066
12	St Mark's Primary	14971	CEC	100%	63	£6,500	£1,000	£4,434	£5,434	£1,066
14	Newcraighall Primary	14965	CEC	100%	64	£6,500	£1,000	£4,417	£5,417	£1,083
15	Prestonfield Primary	14966	CEC	100%	66	£6,500	£1,000	£4,383	£5,383	£1,117
16	Broomhouse / St Joseph's	14920	CEC	100%	88	£6,500	£1,000	£4,011	£5,011	£1,489
17	Gracemount Primary	14929	CEC	100%	104	£6,500	£1,000	£3,740	£4,740	£1,760
18	St Cuthbert's Primary	14969	CEC	100%	116	£6,500	£1,000	£3,537	£4,537	£1,963
19	Lorne Primary	14910	CEC	100%	118	£6,500	£1,000	£3,503	£4,503	£1,997
20	Gilmerton Primary	14960	CEC	100%	127	£6,500	£1,000	£3,351	£4,351	£2,149
21	Pirniehall / St David's	14917	CEC	100%	145	£6,500	£1,000	£3,046	£4,046	£2,454
22	Victoria Primary	14974	CEC	100%	156	£6,500	£1,000	£2,860	£3,860	£2,640
23	Leith Walk Primary	14964	CEC	100%	160	£6,500	£1,000	£2,792	£3,792	£2,708

24	Balgreen Primary	14953	CEC	100%	166	£6,500	£1,000	£2,691	£3,691	£2,809
25	Dalry Primary	14925	CEC	100%	176	£6,500	£1,000	£2,522	£3,522	£2,978
26	Liberton Primary	14932	CEC	100%	180	£6,500	£1,000	£2,454	£3,454	£3,046
27	Ratho Primary	14939	CEC	100%	182	£6,500	£1,000	£2,420	£3,420	£3,080
28	Murrayburn Primary	14949	CEC	100%	205	£6,500	£1,000	£2,031	£3,031	£3,469
29	Canal View Primary		CEC	Ad Hoc					£3,000	£3,500
30	St Mary's (Leith) Primary	14972	CEC	100%	227	£6,500	£1,000	£1,659	£2,659	£3,841
31	Stockbridge Primary	14968	CEC	100%	243	£6,500	£1,000	£1,388	£2,388	£4,112
32	Leith Primary	14912	CEC	100%	246	£6,500	£1,000	£1,337	£2,337	£4,163
33	Broughton Primary	14954	CEC	100%	271	£6,500	£1,000	£914	£1,914	£4,586
34	The Royal High Primary	14937	CEC	100%	272	£6,500	£1,000	£897	£1,897	£4,603
35	Craigour Park Primary	14931	CEC 50%	50%	85	£3,250	£1,000	£812	£1,812	£1,438
36	Oxgangs Primary	14951	CEC	100%	322	£6,500	£1,000	£51	£1,051	£5,449
37	Trinity Primary	14911	CEC	100%	334	£6,500	£1,000	£0	£1,000	£5,500
37	Pentland Primary	14926	CEC	100%	345	£6,500	£1,000	£0	£1,000	£5,500
37	Craiglockhart Primary	14956	CEC	100%	356	£6,500	£1,000	£0	£1,000	£5,500
37	Wardie Primary	14975	CEC	100%	438	£6,500	£1,000	£0	£1,000	£5,500
37	Currie Primary	14957	CEC	100%	389	£6,500	£1,000	£0	£1,000	£5,500
37	Dean Park Primary	14959	CEC	100%	459	£6,500	£1,000	£0	£1,000	£5,500
	Gorgie Mills	14945	Special	100%		£1,000	£1,000	£0	£1,000	
	Kaimes	14944	Special	100%		£1,000	£1,000	£0	£1,000	
	Oaklands		Special	100%		£1,000	£1,000	£0	£1,000	
	Pilrig Park		Special	100%		£1,000	£1,000	£0	£1,000	
	Prospect Bank		Special	100%		£1,000	£1,000	£0	£1,000	
	Rowanfield	14941	Special	100%		£1,000	£1,000	£0	£1,000	
	Woodlands	14947	Special	100%		£1,000	£1,000	£0	£1,000	
					6511	£276,750	£54,500	£118,346	£175,846	£107,404

Primary School Breakfast Clubs with relevant funding streams & partnerships
Appendix 1: 2017/18

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10	Leith	Oscars
11	Nether Currie	Oscars
12	Roseburn	Oscars
13	Crammond	Oscars
14	Buckstone	Oscars
15/16	St Margarets/Dalmeny	Oscars
17	Bonaly	Wonderweans
18	Bruntsfield	Kidzcare
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12	Hillwood Primary	14962	CEC	100%	63	£6,500	£1,000	£4,434	£5,434	£1,066
12	St Mark's Primary	14971	CEC	100%	63	£6,500	£1,000	£4,434	£5,434	£1,066
14	Newcraighall Primary	14965	CEC	100%	64	£6,500	£1,000	£4,417	£5,417	£1,083
15	Prestonfield Primary	14966	CEC	100%	66	£6,500	£1,000	£4,383	£5,383	£1,117
16	Broomhouse / St Joseph's	14920	CEC	100%	88	£6,500	£1,000	£4,011	£5,011	£1,489
17	Gracemount Primary	14929	CEC	100%	104	£6,500	£1,000	£3,740	£4,740	£1,760
18	St Cuthbert's Primary	14969	CEC	100%	116	£6,500	£1,000	£3,537	£4,537	£1,963
19	Lorne Primary	14910	CEC	100%	118	£6,500	£1,000	£3,503	£4,503	£1,997
20	Gilmerton Primary	14960	CEC	100%	127	£6,500	£1,000	£3,351	£4,351	£2,149
21	Pirniehall / St David's	14917	CEC	100%	145	£6,500	£1,000	£3,046	£4,046	£2,454
22	Victoria Primary	14974	CEC	100%	156	£6,500	£1,000	£2,860	£3,860	£2,640
23	Leith Walk Primary	14964	CEC	100%	160	£6,500	£1,000	£2,792	£3,792	£2,708

24	Balgreen Primary	14953	CEC	100%	166	£6,500	£1,000	£2,691	£3,691	£2,809
25	Dalry Primary	14925	CEC	100%	176	£6,500	£1,000	£2,522	£3,522	£2,978
26	Liberton Primary	14932	CEC	100%	180	£6,500	£1,000	£2,454	£3,454	£3,046
27	Ratho Primary	14939	CEC	100%	182	£6,500	£1,000	£2,420	£3,420	£3,080
28	Murrayburn Primary	14949	CEC	100%	205	£6,500	£1,000	£2,031	£3,031	£3,469
29	Canal View Primary		CEC	Ad Hoc					£3,000	£3,500
30	St Mary's (Leith) Primary	14972	CEC	100%	227	£6,500	£1,000	£1,659	£2,659	£3,841
31	Stockbridge Primary	14968	CEC	100%	243	£6,500	£1,000	£1,388	£2,388	£4,112
32	Leith Primary	14912	CEC	100%	246	£6,500	£1,000	£1,337	£2,337	£4,163
33	Broughton Primary	14954	CEC	100%	271	£6,500	£1,000	£914	£1,914	£4,586
34	The Royal High Primary	14937	CEC	100%	272	£6,500	£1,000	£897	£1,897	£4,603
35	Craigour Park Primary	14931	CEC 50%	50%	85	£3,250	£1,000	£812	£1,812	£1,438
36	Oxgangs Primary	14951	CEC	100%	322	£6,500	£1,000	£51	£1,051	£5,449
37	Trinity Primary	14911	CEC	100%	334	£6,500	£1,000	£0	£1,000	£5,500
37	Pentland Primary	14926	CEC	100%	345	£6,500	£1,000	£0	£1,000	£5,500
37	Craiglockhart Primary	14956	CEC	100%	356	£6,500	£1,000	£0	£1,000	£5,500
37	Wardie Primary	14975	CEC	100%	438	£6,500	£1,000	£0	£1,000	£5,500
37	Currie Primary	14957	CEC	100%	389	£6,500	£1,000	£0	£1,000	£5,500
37	Dean Park Primary	14959	CEC	100%	459	£6,500	£1,000	£0	£1,000	£5,500
	Gorgie Mills	14945	Special	100%		£1,000	£1,000	£0	£1,000	
	Kaimes	14944	Special	100%		£1,000	£1,000	£0	£1,000	
	Oaklands		Special	100%		£1,000	£1,000	£0	£1,000	
	Pilrig Park		Special	100%		£1,000	£1,000	£0	£1,000	
	Prospect Bank		Special	100%		£1,000	£1,000	£0	£1,000	
	Rowanfield	14941	Special	100%		£1,000	£1,000	£0	£1,000	
	Woodlands	14947	Special	100%		£1,000	£1,000	£0	£1,000	
					6511	£276,750	£54,500	£118,346	£175,846	£107,404

Education Children and Families Committee

10am, Tuesday, 12 December 2017

Strategic Management of School Places

Item number 7.15

Report number

Executive/routine

Wards

Executive Summary

This report provides an update on the P1 and S1 admissions August 2017 and includes data relating to the number of out of catchment requests; the number of appeals lodged, the number of cases granted and individual cases won on appeal.

Strategic Management of School Places

1. Recommendations

- 1.1 To note the content of the report.
- 1.2 Request an Admissions and Appeals update report in December 2018.

2. Background

- 2.1 The policies and procedures which underpin the admissions process for mainstream primary and secondary schools have been in place since the inception of Edinburgh City Council in 1996.
- 2.2 In January, each year as part of the annual P1 and S1 intake process a Communities and Families Working Group comprising of senior officers meet to agree proposed class organisations for primary schools. This ensures that a consistent and equitable approach is taken to accommodating catchment pupil numbers and where possible, placing requests across the school estate.
- 2.3 Each year in February the Pupil and Student Support Committee comprising an elected member from each political party, a religious representative and a Senior Manager from Schools and Life Long Learning meet to review selected placing requests and to decide the priority order for placement on the waiting list.
- 2.4 Primary Head Teachers organise a special Parent Council meeting in February to share classroom organisation and discuss any potential concerns.
- 2.5 Admissions for P1 and S1 in August are managed by the placements team. Headteachers are responsible for all admissions at all other stages and for P1 and S1 after the start of term in August.
- 2.6 Primary schools across the city hold Open Days in November to promote local schools for local children. There is also a sustained media campaign to encourage parents to visit their local school and to make clear that with rising school rolls there will be less likelihood of out of catchment places in the coming year, even for siblings.

3. Main report

Management of School Places

- 3.1 The admissions and appeals process is a high-profile area for Communities and Families and rising school rolls in Edinburgh will mean that fewer families will be successful in out of catchment requests.
- 3.2 It is vital that the admissions and appeals processes operate as efficiently and effectively as possible to ensure a consistent, transparent, and fair application of procedures always.
- 3.3 For August 2017 consideration was given to:
- 3.3.1 the necessity to prioritise, as in previous years, baptised Roman Catholic (RC) pupils at certain RC schools;
 - 3.3.2 the increase in demand for places at the Gaelic Medium Education (GME) primary school Bun-sgoil Taobh na Pàirce;
 - 3.3.3 the requirement to increase reserved places in secondary schools.
- 3.4 Prioritisation of baptised Roman Catholic catchment pupils was necessary in 15 schools for August 2017. The table below details initial catchment registration and final numbers across the sector.

	Catchment registration January '17	Catchment registration August '17	Final number turned down
Primary	724	572	31 (non baptised)
Secondary	251	235	0

- 3.5 While the demand for places in P1 at Bun-sgoil Taobh na Pàirce were accommodated this year the capacity of the school will not sustain similar intakes in future years.
- 3.6 A long term strategy for the growth of GME would clearly be beneficial. It would allow sufficient time to consider well in advance any issues and provide certainty of what was possible.
- 3.7 The enrolment process for session 2018 /19 has now started. Given the increasing pressures on the school estate any variations to process or procedure would need to be considered next year at the earliest for implementation session 2019/20
- 3.8 Legal advice has indicated that any significant change to policy would require a full statutory consultation involving consulting with all parents.

Reserved Places

- 3.9 It is important for children and young people to be able to attend their local catchment school. The Education (Scotland) Act 1980 allows the Education Authority to reserve places in schools for catchment children that move into the catchment area.
- 3.10 Last year 2016/17 only one place per school was reserved for incoming catchment pupils to S1. In some of our high demand schools reserving one place proved inadequate.
- 3.11 This year 2017/18 it was agreed to reserve one place per 60 pupils for incoming catchment pupils to S1 after the start of the session where it was possible to do so. This has proved helpful in managing requests so far.

Admissions and appeals processes

- 3.12 The number of final applications for out with catchment places is as follows:

Primary 1		Secondary 1	
2017	894	2017	699
2016	962	2016	723
2015	995	2015	787
2014	1141	2014	777

- 3.13 The number of appeals and the outcomes for the last three years is detailed below:

Primary

Appeals	2015	2016	2017
Number Lodged	236	268	283
Placed prior to being heard	56	107	98
Withdrawn by parents	1	7	13
Heard by Appeal Committee	180	154	172
Refused	98	107	114
Granted	81	47	58

Secondary

Appeals	2015	2016	2017
Number Lodged	53	74	109
Placed prior to being heard	0	23	19
Withdrawn by parents	2	1	6
Heard by Appeal Committee	51	50	84
Refused	41	43	68
Granted	10	7	16

- 3.14 It can be seen from the above figures that the number of out-with catchment requests decrease the number of appeals lodged and those refused continue to increase.

4. Measures of success

- 4.1 There is a consistent and equitable approach to allocating places across the school estate.

5. Financial impact

- 5.1 All work identified in this area is delivered within existing budgets.

6. Risk, policy, compliance, and governance impact

- 6.1 There are no risks, policy compliance or governance issues.

7. Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

8. Sustainability impact

- 8.1 There are no sustainable issues.

9. Consultation and engagement

- 9.1 This will be shared through the head teacher executive and parents will be engaged through locality and Consultative Committee with Parents arrangements.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Topics/Statistics/Browse/School-Education/TrendPupilNumbers>
- 10.2 <http://www.gov.scot/Topics/Statistics/Browse/School-Education/PupilProjectionsDataset/PupilProjections2014>
- 10.3 <http://www.legislation.gov.uk/ssi/2010/326/contents/made>

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11. Appendices

Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Pupil Equity Fund

Item number	7.16
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term.

This report details the guidance and support made available to schools to ensure they were able to fulfil the aims of Pupil Equity Funding.

Pupil Equity Fund

1. Recommendations

- 1.1 It is recommended that the committee notes:
 - 1.1.1 The amount of funds downloaded to schools in regard to Pupil Equity Fund; and
 - 1.1.2 The guidance developed to support schools.

2. Background

- 2.1 Primary, secondary and special schools received £1,200 in August 2017 for each child in Primary 1 to S3, eligible and registered for free school meals. As all children in P1-P3 are in receipt of free school meals, an estimate was calculated for this cohort using national eligibility criteria.
- 2.2 Although the funding is allocated to schools on the basis of free school meal eligibility, headteachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity.
- 2.3 Headteachers should have full access to the funds and use them to focus on activities and interventions that lead to improvements in literacy, numeracy and health and wellbeing.

3. Main report

- 3.1 The Scottish Attainment Challenge was launched in February 2015 to focus targeted improvement activity in literacy, numeracy and health and wellbeing and to close the poverty related attainment gap.
- 3.2 Seven Scottish Attainment Challenge authorities were identified. The City of Edinburgh was not among these but twelve Attainment Challenge Schools were identified. These schools received additional funding and significant support from the Attainment Advisor.
- 3.3 The Pupil Equity Fund was launched to support all schools in the country. Nationally, £120 million was provided to help raise attainment with a focus on supporting those children and young people who face barriers to their learning due to the impact of poverty.

Planning for the funding is a partnership between Scottish Government, local authorities and schools, with headteachers leading the planning process. The

Council's share of the Pupil Equity Fund is £7.5M. Individual school allocations are highlighted in appendix 1.

- 3.4 Schools were given clear guidance to develop plans in line with government guidance (see appendix 1).
- 3.5 When developing plans, Headteachers were expected to work in partnership with each other, Council and wider partners and agencies, and to ensure that their existing statutory responsibilities to improve outcomes were fulfilled.
- 3.6 As with other school improvement planning, planning for PEF was expected to be based on clear self-evaluation, highlighting in this case, the poverty-related attainment gap and which interventions were to be used to address it.
- 3.7 Education Scotland provided support via the National Improvement Hub, highlighting effective interventions. In addition, the Educational Endowment Foundation provided clear analysis of interventions based on of impact and cost.
- 3.8 Many schools opted to provide additional staffing to meet certain outcomes, such as family learning, pupil support and raising attainment. (see appendix 2)
- 3.9 Additional posts were created: Senior Development Officer and Development Officer, with associated role profiles. Posts created and funded via PEF were not counted in the annual teacher numbers census.
- 3.10 Several council services supported the delivery of the additional planning and implementation of resources caused by PEF, namely Finance, Procurement, HR, Payroll, Information Governance and Quality Improvement. Each service area produced guidance and delivered workshops to Headteachers during a conference in April.
- 3.11 As several new suppliers were identified by schools to deliver interventions, the Commercial and Procurement Service recognised and responded to the need to work closely with schools to assist in the purchasing of services. A PEF Framework was created to ensure that schools complied with the procurement obligations of openness and transparency. Suppliers were assessed and approved for admission to the framework. The framework will be opened every six months. In exceptional cases a waiver may be granted for services to be approved.
- 3.12 An operational group was formed and meets regularly to ensure that issues arising from PEF are shared and solutions found. Currently these include updating the guidance and providing training for school Business Managers.
- 3.13 Despite the significant planning and support, several interventions have not been implemented as planned. Frequently these relate to difficulties recruiting appropriate staff to fulfil specific roles.
- 3.14 The concomitant effects of interventions being delayed are that budgets may not be fully spent within the period allocated. Guidance is being sought from Scottish Government about the ability to carry forward PEF into the next financial and academic session.

- 3.15 Reporting for the success of interventions is to be done through the Standards and Quality/School Improvement Planning process.
- 3.16 To ensure that Headteachers are able to reliably report on the impact of interventions, clear pre and post measures are expected to be used. Although raising attainment is the overarching aim, other measures such as attendance, latecoming, exclusion/inclusion, participation and engagement are also deemed to be appropriate. There is an understanding that measures of impact are unlikely to be fully reliable until interventions are given time to fully embed, and that this may take longer than one school session.
- 3.17 School inspections focus on schools' success in raising attainment and achievement and ways in which they can demonstrate improvements in equity for all learners.
- 3.18 Inspections of Local Authorities are also now focused on how they close the poverty related attainment gap. While these start with the aforementioned Challenge Authorities there is an understanding that they may be extended to all 32 local authorities.

4. Measures of success

- 4.1 Measures of success are detailed in each PEF plan. The overall success of delivery within CEC will be gauged by Quality Improvement Officers through discussion with Headteachers.

5. Financial impact

- 5.1 PEF budget totalled £7.5 million for 2017/18

6. Risk, policy, compliance and governance impact

- 6.1 Service areas have supported headteachers to ensure compliance with best value. Information Governance support is also developing as external providers work with schools and may be expected to hold sensitive information. Where this is identified, Privacy Impact Assessments are required to be completed.

7. Equalities impact

- 7.1 Pupil Equity Fund is designed to reduce inequality. Headteachers were given scope to extend the use of the fund beyond those claiming free school meals.

8. Sustainability impact

- 8.1 Guidance to Headteachers emphasises the need to plan for sustainability as the funding is only expected to last for the duration of this parliament.

9. Consultation and engagement

- 9.1 Headteachers are directed to consult with parents and pupils in the planning of PEF interventions.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Resource/0051/00516300.pdf>

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11. Appendices

- 1 PEF Operational Guidance
- 2 PEF Overview of interventions 2017/18

Closing the Attainment Gap in City of Edinburgh: Starter paper Pupil Equity Funding (PEF) Operational Guidelines



What is the Attainment Gap?

'Data shows that it doesn't matter where you go to a school in Scotland, students from a privileged background do better.'

Pupil Equity Funding

The Pupil Equity Fund is additional funding that has been allocated directly to schools. Interventions should be considered within the context of the school planning cycle and **must be targeted towards closing the poverty related attainment gap.**

How has the Funding been Allocated?

Funding has been allocated based on estimated numbers of children and young people registered for school meals under the national eligibility criteria.

This approach will be kept under review by Scottish Government as there is an awareness that there is a shortfall between the numbers of those who are entitled to Free Meals and the numbers that are registered.

How much Funding will Edinburgh Schools receive?

Publicly funded Primary, Secondary and Special schools have been allocated funding. A spreadsheet giving the allocation for each school in the City can be found in the appendices. (Appendix 1,2,3)

How can it be used?

The funding should be focused on activities and interventions that will lead to improvements in **literacy, numeracy and health and wellbeing**. **Although the funding is allocated to schools based on free school meal eligibility, Head Teachers have the discretion to make decisions about which children and young people would benefit most from any intervention, whilst keeping a clear focus on delivering equity.**

Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages e.g. early level. PEF in Edinburgh should not be used to fund **core** activities, interventions or resources. Further information on how funding may be used is available in the National Operational Guidance and from CEC Attainment adviser.

Evidence of Impact – Excellence and Equity

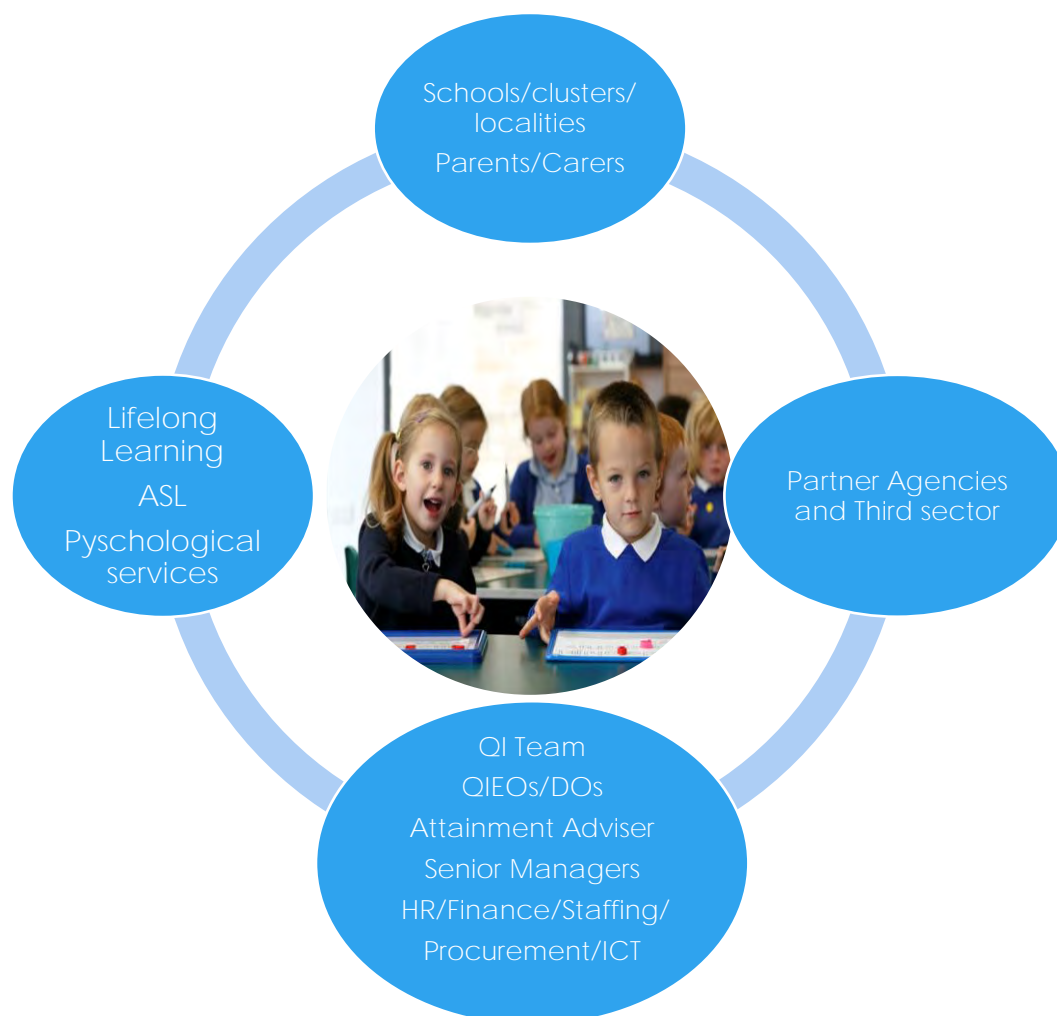
All young people make **expected progress**

There is **excellent** progress for many

All SIMD bands are proportionately represented in the 'excellent'

There should be no **pattern** of lower attainment for children in lower SIMD bands

Key Principles



Partnership approach

Headteachers should work in partnership with each other, CEC and wider partners and agencies to agree the use of the funding. Schools should take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value, and the authority's role as employer. All partners should work together to ensure there is opportunity for creative and innovative solutions to ensure the best outcome for our young people within the parameters identified above.

As we move forward with locality working, schools should make all attempts to engage with their respective Integrated Children's Services Management Group in their locality to improve partnership approaches to delivering the Pupil Equity Fund.

Contact can be made through the ICSMG chair who is the Council's Local Communities and Families Social Work Practice Team Manager.

ICSMGs have a wide range of public and third sector agencies involved in improving joint working that can assist with the development, delivery and evaluation of PEF projects and ultimately benefit children and young people's attendance, attainment and achievement outcomes.

Engagement with ICSMGs will also ensure better connectivity with other activities and services delivered to children and young people in the locality, thus, avoiding duplication and making best use of PEF resources.

Planning

Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. There should be consideration of opportunities for collaboration across sectors, clusters and localities; research that is available; sustainability; unintended consequences. The Attainment Adviser for Edinburgh, the Quality Improvement Team and Senior managers will provide proportionate support and challenge. Parents and carers, children and young people and other key stakeholders should be involved in the planning process. Although the Pupil Equity Funding is allocated based on free school meal eligibility professional judgement can be used to bring additional children into the targeted interventions. The focus for interventions should be on sustainable inputs although it is recognised that there will also be a need for resources.

City of Edinburgh Outline Planning PEF Plan

The City of Edinburgh PEF plan is included (Appendix A) with this Guidance. **This form should be completed and submitted to Kerry.blair@edinburgh.gov.uk by Friday 19th May 2017**

Completed forms will be considered from the end of April 2017.

The proposed use of PEF funding as documented must be signed off by the Service Manager/ Head of Schools before funding will be released.

Forms will be reviewed in line with criteria (see appendix A)

Support

CEC will deliver an event for all schools that will bring together HTs, Partner agencies and also provide an opportunity for an Educational Village for providers. This will be an opportunity for sharing evidence of positive interventions in CEC through Attainment Challenge funding.

A CEC guide to 'Getting started' with Pupil Equity funding has been issued to all schools, this provides information, reflective questions and reading lists to support staff in schools.

Additional information of CEC approaches and interventions for Literacy, Numeracy and Health and Well Being will be shared on 365.

There is a [framework¹](#) of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap.

The National Improvement Hub provides a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared.

¹ <https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>
<http://www.gov.scot/Resource/0051/00516300.pdf?dm=1LQE,4VH3N,3LDTUA,FXMP,1>

CEC Attainment Advisor will be able to provide advice and support.

There is a dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice.

Glow provides access to collaboration and communication tools on including Yammer, Sharepoint, Blogs and Glow TV.

School Improvement Planning guidance will be provided through the Quality Improvement Team in line with National Improvement Framework.

Staffing

Any teachers recruited will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment.

Creating Promoted Posts using Pupil Equity Funding

Head Teachers have the option to create the following promoted teaching posts using their PEF allocations:

- Senior Development Officer (PEF) on the HT/DHT salary scale
- Development Officer (PEF) on the PT/CL salary scale

Operational detail on this can be found in Appendix 4 of this Guidance.

A CEC working group will be set up to support schools who identify the need to recruit additional staff for an appropriate intervention or activity to ensure that the job remits and specifications are clearly linked to the aims of the intervention

Finance

The PEF funding will not be released for the proposed project until the PEF plan has been agreed.

Separate accounting arrangements are being set up for the PEF allocations and this will be tailored to each school's requirements following approval of attainment plans.

It is important that all expenditure relating to PEF is recorded separately from DSM expenditure. It is also recognised that schools may have several different staffing requirements associated with the PEF plans, these will become clearer when the proposals for use of PEF have been submitted.

Detailed Finance, HR and procurement guidance, considering school requirements, will be prepared in advance of a workshop with business managers (25 May 2017)

Under spent grant may be carried forward to the next financial year. Arrangements will be drawn up to facilitate schools carrying forward Pupil Equity Funding. This should be considered separately from other funding within the devolved school management budget.

Procurement

A CEC working group has been set up to support schools who identify the need to procure resources or use of contracts. The Pupil Equity Funding can be used to procure digital technologies, including hardware and software when its allocation and use is particularly

focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP. (recommended retail price).

If there is a need to depart from Council or Scottish Government contracts then the advice of ICT Solutions should be sought to make sure Council policies, Standing Orders and legislative requirements such as data protection are not breached.

For services related to Health and Wellbeing and general provision of support for children at risk of disengagement the procurement working group will establish a broad framework of providers. In order to give schools, the maximum flexibility and choice the proposal is to allow all potential providers meeting minimum criteria onto the framework. Schools are encouraged to notify providers to register on <http://www.publiccontractsscotland.gov.uk/> so they are notified of the opportunity. A framework agreement will mean that basic checks and the agreement of contractual terms and duties of care don't have to be done at an individual school level.

Accountability and Reporting

Headteachers are accountable to CEC for their use of Pupil Equity Funding within their school.

The QIEO Team will support Schools in incorporating details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their School Improvement Plans and Standards and Quality Reports. These reports should be publicly available so that parents can understand what is happening in their school.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. The 'How Good Is Our School? 4' includes an evaluation on the six-point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes.

Appendix 1

Secondary PEF Allocations: CEC

School	Equity Funding
Balerno Community High School	19,200
Boroughmuir High School	12,000
Broughton High School	99,600
Castlebrae Community High School	33,600
Craigmount High School	44,400
Craigroyston Community High School	115,200
Currie Community High School	16,800
Drummond Community High School	43,200
Firrhill High School	27,600
Forrester High School	73,200
Gracemount High School	80,400
Holy Rood RC High School	120,000
James Gillespie's High School	51,600
Leith Academy	96,000
Liberton High School	56,400
Portobello High School	66,000
Queensferry Community High School	28,800
St Augustine's High School	70,800
St Thomas Of Aquin's High School	45,600
The Royal High School	18,000
Trinity Academy	43,200
Tynecastle High School	69,600
Wester Hailes Education Centre	82,800

Appendix 2

Primary PEF Allocations CEC

School	Sector	Equity Funding (£)
Canal View Primary School	Primary	223,200
Castleview Primary School	Primary	196,800
Niddrie Mill Primary School	Primary	177,600
Forthview Primary	Primary	176,400
Granton Primary School	Primary	182,400
Gracemount Primary School	Primary	190,800
Craigroyston Primary School	Primary	132,000
Pirniehall Primary School	Primary	127,200
Broomhouse Primary School	Primary	127,200
St Francis' RC Primary School	Primary	97,200
Clovenstone Primary School	Primary	94,800
Craigour Park Primary	Primary	166,800
Sighthill Primary School	Primary	84,000
Craigenlinny Primary School	Primary	112,800
Stenhouse Primary School	Primary	110,400
St Ninian's RC Primary School	Primary	112,800
Leith Primary School	Primary	138,000
St David's RC Primary School	Primary	78,000
Gilmerton Primary School	Primary	136,800
Ferryhill Primary School	Primary	105,600
St Catherine's RC Primary School	Primary	70,800
St Joseph's RC Primary School	Primary	68,400
Balgreen Primary School	Primary	121,200
Broughton Primary School	Primary	64,800
Royal Mile Primary School	Primary	51,600
Abbeyhill Primary School	Primary	38,400
Blackhall Primary School	Primary	12,000
Bonaly Primary School	Primary	7,200
Brunstane Primary School	Primary	110,400
Bruntsfield Primary School	Primary	39,600
Buckstone Primary School	Primary	7,200
Bun-sgoil Taobh na Pairce (Parkside Primary)	Primary	30,000
Carrick Knowe Primary School	Primary	79,200
Clermiston Primary School	Primary	66,000
Colinton Primary School	Primary	4,800
Corstorphine Primary School	Primary	26,400
Craiglockhart Primary School	Primary	27,600
Cramond Primary School	Primary	21,600
Currie Primary School	Primary	34,800
Dalmeny Primary School	Primary	8,400
Dalry Primary School	Primary	86,400
Davidson's Mains Primary School	Primary	33,600

Dean Park Primary School	Primary	10,800
Duddingston Primary School	Primary	49,200
East Craigs Primary School	Primary	68,400
Echline Primary School	Primary	16,800
Flora Stevenson Primary	Primary	60,000
Fox Covert Primary School	Primary	26,400
Fox Covert RC Primary School	Primary	19,200
Gylemuir Primary School	Primary	57,600
Hermitage Park Primary School	Primary	86,400
Hillwood Primary School	Primary	20,400
Holy Cross RC Primary School	Primary	49,200
James Gillespie's Primary School	Primary	18,000
Juniper Green Primary School	Primary	31,200
Kirkliston Primary School	Primary	62,400
Leith Walk Primary School	Primary	64,800
Liberton Primary School	Primary	76,800
Longstone Primary School	Primary	37,200
Lorne Primary School	Primary	58,800
Murrayburn Primary School	Primary	117,600
Nether Currie Primary School	Primary	9,600
Newcraighall Primary School	Primary	33,600
Oxgangs Primary School	Primary	57,600
Parsons Green Primary School	Primary	42,000
Pentland Primary School	Primary	42,000
Preston Street Primary School	Primary	51,600
Prestonfield Primary School	Primary	45,600
Queensferry Primary School	Primary	28,800
Ratho Primary School	Primary	15,600
Roseburn Primary School	Primary	15,600
Sciennes Primary School	Primary	61,200
South Morningside Primary School	Primary	12,000
St Cuthbert's RC Primary School	Primary	46,800
St John Vianney RC Primary School	Primary	74,400
St John's RC Primary School	Primary	55,200
St Margaret's SQ Primary School	Primary	15,600
St Mark's RC Primary School	Primary	45,600
St Mary's RC Primary School (Edinburgh)	Primary	39,600
St Mary's RC Primary School (Leith)	Primary	64,800
St Peter's RC Primary School	Primary	13,200
Stockbridge Primary School	Primary	15,600
The Royal High Primary School	Primary	51,600
Tollcross Primary School	Primary	52,800
Towerbank Primary School	Primary	75,600
Trinity Primary School	Primary	70,800
Victoria Primary School	Primary	94,800
Wardie Primary School	Primary	34,800

Appendix 3

Special PEF Allocations

Braidburn Special School	36,000
Gorgie Mills	27,600
Howdenhall & St Katharine's Special School	*
Kaimes School	26,400
Oaklands School	33,600
Panmure St Ann's special school	
Pilrig Park School	*
Prospect Bank School	38,400
Redhall School	56,400
Rowanfield Special School	7,200
St Crispin's School	34,800
Woodlands School	10,800

Appendix 4

Creating Promoted Posts using Pupil Equity Funding

Head Teachers have the option to create the following promoted teaching posts using their PEF allocations:

- Senior Development Officer (PEF) on the HT/DHT salary scale
- Development Officer (PEF) on the PT/CL salary scale

A detailed remit will need to be created for any new posts so the post can be job sized. If the remit is to have budget responsibility include the amount of the budget. If the remit is to include any teaching time, detail the number of hours, classes and year groups involved along with an outline of what the teaching time would entail. The remit should be emailed to cf.jobsizing@edinburgh.gov.uk

Points to consider when creating the post:

- The post will be temporary with a maximum duration of 23 months
- The duties must not impact on any existing promoted post holder duties (double counting)
- Due to double counting the post cannot have any line management duties
- The full cost of the post will be paid for by the schools, this will include:
 - job sized salary
 - salary oncosts
 - any absence cover costs for the post (this would include any maternity/paternity costs)

The costing points would also apply to any extra teacher posts and support staff posts created in school with the additional cost of McCrone cover time to be factored in for teachers.

Appendix A City of Edinburgh Council - Outline planning proposal (PEF)

Consider

- Opportunities for collaboration across sector, cluster, localities etc.
- Research available
- Sustainability
- Unintended consequences

Name of School	
Amount of Funding Allocated	

How the funding can be used in Edinburgh?

The funding should support activities and interventions that will lead to improvements in **literacy, numeracy and health and wellbeing through the 3 organisers of learning and teaching, leadership or family and communities**. Although the funding is allocated to schools on the basis of free school meal eligibility, Head teachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity. PEF in Edinburgh should **not** be used to fund **core** activities, interventions or resources

Complete the tables below for each proposed intervention.

Please copy /delete tables as appropriate

1. Proposed Intervention or Joint intervention	
Description of intervention or joint intervention	
Partners (schools/other partners) in joint intervention (if applicable)	
Target population who will benefit from intervention	
Resources to be used	
Estimated Costs If joint please detail split of estimated cost for each school)	
Intended impact/outcome of Intervention This section should include specific reference to young people from the poverty related attainment gap	
Measurement of Impact/outcomes	
What baseline data do you have?	
What new baseline data will you need to collect?	
How will the impact be measured?	Short
	Medium
	Long

2. Proposed Intervention or Joint intervention	
Description of intervention or joint intervention	
Partners (schools/other partners) in joint intervention (if applicable)	
Target population who will benefit from intervention	
Resources to be used	
Estimated Costs If joint please detail split of estimated cost for each school)	
Intended impact/outcome of Intervention This section should include specific reference to young people from the poverty related attainment gap	
Measurement of Impact/outcomes	
What baseline data do you have?	
What new baseline data will you need to collect?	
How will the impact be measured?	Short
	Medium
	Long

3. Proposed Intervention or Joint intervention	
Description of intervention or joint intervention	
Partners (schools/other partners) in joint intervention (if applicable)	
Target population who will benefit from intervention	
Resources to be used	
Estimated Costs If joint please detail split of estimated cost for each school)	
Intended impact/outcome of Intervention This section should include specific reference to young people from the poverty related attainment gap	
Measurement of Impact/outcomes	
What baseline data do you have?	
What new baseline data will you need to collect?	
How will the impact be measured?	Short
	Medium
	Long

School Summary of Expenditure

	a) type of service or supply e.g. counselling b) suggested provider/s if known	Cost	CEC Service				
Goods/ Resources /equipment to be purchased or hired							
Commissioned services/ partners							
Transport Costs							
Accommodation / LETS costs							
Other							
	Post Title	FTE or number of Hours	Grade of Post	Salary	On costs Include provision for sickness absence	No of weeks	Total Cost including On cost
Promoted Staff/ Leaders (List each individual posts)							
Teaching Staff (List each individual post)							
Support Staff (List each individual post)							
Supported Study List how many hours at each level of post (approx. £20)							
Other							

Signature of Head Teacher _____

Date: _____ -

Signature of Quality Improvement Manager/ Service Manager

Date : _____

Please return form to Kerry.blair@edinburgh.gov.uk

by **Friday 19th MAY 2017** at the latest

[CEC- Criteria for reviewing Pupil Equity Fund Proposals](#)

Proposals should:

1. Have a clear focus on **raising attainment of children and young people experiencing socio economic disadvantage. This may include:**
 - Pupils **experiencing poverty** (as measured by SIMD, Free School Meals eligibility or other available evidence);
 - Pupils **experiencing poverty** who **also** experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (as defined in the Equality Act 2010); a need for which they require additional support; being looked after; or having caring responsibilities.
2. Focus on **targeted improvements in literacy, numeracy and / or health & wellbeing.**
 - Interventions which aim to raise attainment in literacy, numeracy and contribute to progression in health and wellbeing.
 - Interventions which are aimed at improving -
 - Attendance
 - Exclusion
 - Engagement - in every lesson and beyond school
 - Participation
 - This may include projects involving parental / family engagement and career long professional development or those that help develop and realise aspirations for children and young people.
 - Interventions which promote creativity and innovation in learning and teaching to raise attainment in literacy, numeracy and contribute to progression in health and wellbeing.
3. Seek to develop **evidenced based approaches** to raising the attainment which are innovative and capable, if successful, of being **sustainable beyond the funding period;**
 - Proposed projects should have some form of relevant evidence base.
 - Interventions should not be a short-term fix, but part of a longer term drive for continuous and sustainable improvement where it is needed most.
4. Include a **clear plan to measure outcomes.**
 - A clear method to assess the impact of planned interventions in order to show what difference has been made. This will include robust baseline measures.
A plan to measure short and medium as well as long term outcomes

School	Post	Hours	Further info	Lit Num	HWB	Family work	Other
Primary							
Abbeyhill	EYP	12		L and N	Mindfulness		WA clubs trip
Balgreen	PSA	?		N	Nurture space mindfulness	Family learning	
Blackhall					Nurturing sessions		
Bonaly					Emotional challenges		
Broomhouse	PSA	20.25		L and N			WA JASS trips
Broughton	PSA	0.5			Nurture room	Family learning	
Brunstane	DO - PEF	14		L and N		Family support	
Bruntsfield	Teacher	?		N	1-1 support		
Buckstone					Inclusion 1 in 5		
Canal View				L	Mindfulness		CPD Osiris
Carrick Knowe				L and N	Nurturing sessions		
Castleview	PSO	36	HWB/Family Liaison	N	Mentoring	Family liaison	CPD Osiris
Clermiston				L and N	Mentoring		
Clovenstone	teacher	0.4			Nurture sessions	Family liaison	
Colinton				N	Resilience		
Corstorphine	PSA	?		L and N	1 to 1 support	Family liaison	
Craigentenny	Teacher	?		L and N		Home link	CPD Nurture
Craiglockhart	PSA	27.5		L and N	1 to 1 support	Family liaison	
Craigour Park				L and N			
Craigroyston	DO - PEF	?		L	Mentoring		CPD L&T
Craigroyston	PSO	?					
Crammond					Emotional WB		WA
Currie	PSA	25		L and N	Confidence		
Dalmeny					Seasons for Growth		
Dalry	PSA	16.67		L and N			Outdoor learning
Dalry	DO - PEF	35					
Davidson's Mains				L			

Dean Park				L and N			X Curr
East Craig's	PSA	0.5			Nurture	Family liaison	
Echline				L and N	Personal skills dev		JASS John Muir
Ferryhill	PSA	25			Nurture space		
Ferryhill	SfL Teacher	35			Confidence building		
Forthview	Teacher	35		L and N	Roots of empathy		
Forthview	Teacher	35					
Forthview	Teacher	7	Post split with Gylemuir PS				
Forthview	EYP	36	Dance Specialist				
Forthview	PSA	24					
Forthview	PSA	27					
Fox Covert	PSA	22		L and N	Nurturing	Mindfulness	CPD Masterclases
Gilmerton	EYP	36			Emotional WB Nurturing	Family learning Family liaison	
Gracemount	Teacher	22.91	Equity in Literacy & Assistive Technology	N			
Gracemount	SfL Teacher	35					
Granton	EYP	21		L and N			
Granton	Teacher	14					
Gylemuir	PSO - PEF	18	Post split with Forrester		Nurturing space	Family Learning	CPD Aifl
Hermitage Park	SDO - PEF	35		L and N	Mindfulness	Family liaison Mindfulness	
Hermitage Park	EYP	36		L and N	1 to 1 Support		
Hillwood							
Holy Cross RC	PEF	?		L and N	Nurture support	Family learning	
James Gillespie's	PSA	?			Nurture group	Home link support	WA Costs
Juniper Green				N	Mindfulness	Home link support	
Kirkliston	PSA	0.5		L		Family support	
	PSA	?					
Leith	PSA	27.5		L and N	Nurture base	Family liaison	WA costs
	Teacher	?					
Leith Walk	PSO	36			1 to 1 support		

Liberton	DO - PEF	27.5		L and N	Nurture base		
	SfL Teacher	35					
Longstone				N	Healthy life style		
Lorne	PSA	26.03		L and N	Nurture Mental health	Family learning	
Murrayburn				L and N	1 to 1 support	Family learning	
Nether Currie	SfL Teacher	?		L and N			
Newcraighall				L		Family liaison	Outdoor learning
Niddrie Mill	Teacher	35		L and N	1 to 1 support Wellbeing		
Niddrie Mill	PSO	36	HWB/Family Liaison				
Oxgangs					Nurture base Emotional WB		WA costs
Parsons Green				L and N	Nurture		Outdoor learning
Pentland				N			
Pirniehall	PSA	16		L and N	Mentoring Healthy Eating	Family learning	CPD
Pirniehall	PSA	17					
Preston Street	PSA	?			Nurture group	Family learning	CPD
Prestonfield	SfL Teacher	15.4		L and N	Nurture group		
Queensferry				N	Nurture group		
Ratho	Teacher	16.01		L and N	Growth mind set		
Ratho	Science Special	16.01					
Roseburn				L and N	Nurture group		CPD L and N
Royal Mile	SfL Teacher	?		L and N			Outdoor learning
	Teacher	?					
	EYP	?					
Sciennes				L and N			
Sighthill				L and N	Mental agility	Parental engagement	
Sth Morningside					1 in 5		
St Andrew's Fox Covert RC							
St Catherine's RC				L and N		Parental comms	Outdoor learning

St Cuthbert's	DO - PEF	16		L and N	Nurture groups	Family engagement	
St Cuthbert's	Nursery Nurse	14					
St David's	EYP	31.25		N	Individ support	Family learning	
	PSA	?					
St Francis' RC	SfL Teacher	?		L and N	Nurture groups	CPD leadership	
	DO - PEF						
St John's	EYP	36					
St John's	Teacher	21.6		L and N	Transition EY-P1		
St John Vianney RC				N	Mental WB		
St Joseph's	PSO	36	HWB and Family Liaison	L	Growth mindest		
	DO - PEF	?					
St Margaret's	PSA	18		L and N	Emotional WB		Xcurr costs CPD Osiris
St Mark's RC					Nurture groups	Family learning	Outdoor learning
St Mary's RC	PSA x 2	0.8		L	Nurture groups		Music
	SfL Teacher	0.16					
St Ninian's	Teacher	35		L and N	Nurture groups	Family liaison	Breakfast club
St Peter's	PSA	24		N	Growth mindset Transition P7-S1	Parental workshops	CPD
Stenhouse	EYP	35		N		Parents hub	
	DO - PEF	?					
Stockbridge	PSO	?		N	Emotional WB		
Tabh na Pairce				L	Nurture groups		
Tollcross				N			
Towerbank	Teacher	35	Maths Specialist	N	Nurture groups		Outdoor learning Costs Xcurr
Trinity	PSA x2	26.25		L	Nurture groups	Family engagement	
Victoria	SfL Teacher	?		L and N		Family Support	Outdoor learning
	PSA	?					
Wardie					1 to 1 support		CPD HWB
Secondary							
Balerno				L and N			

Boroughmuir	DO - PEF	0.2			Mentoring		
Broughton	PSA	?			Nurture groups	Family liaison	Outdoor learning
Castlebrae	SDO - PEF	21		L	Nurture groups		
Craigmount	DO - PEF	0.44		N	Nurture groups		Cluster work
	PSA	?					
Craigroyston	DO - PEF		Key vacancy not yet received	L and N		Homelink (Univ)	Xcurr
Currie	Teacher	14.7		L and N	Support groups		
Drummond				L and N	Nurture groups	Family support	CPD 1 in 5
Forrester	SDO - PEF	?		L and N	1 to 1 support	Family learning	
Forrester	PSO - PEF	18	Post split with Gylemuir				
Gracemount	SDO - PEF	35		L and N	Nurture groups Gowing confidence	Parental engagement	
Gracemount	Teacher	35	Equity in STEM & Science				
Holy Rood	Teacher	35	Parental Engagement/Home Link	L and N	Mentoring	Family support Home Learning	CPD 1 in 5
JGHS	PSA	?		L and N	1 to 1 support Growth mindset		
Leith Academy	PSA	?			1 to 1 support	Family support	
Leith Academy	DO - PEF	35	Improving Opportunities				
Leith Academy	DO - PEF	3.5	Growing Confidence				
Liberton	PSO	36	HWB/Family Liaison		1 to 1 support		Outdoor learning
Portobello				L	1 to 1 support		
Queensferry				L and N	Mentoring Growth mindset	Family learning Parental support re HWB	
St Augustine's	PSA	?			1 to 1 support	Family support	
	DO - PEF	?					
St Thomas'	PSA	?		L and N	Nurture groups		
	DO - PEF	?					
Trinity Academy	SDO - PEF	?		L and N	Emotional WB		
Tynecastle	DO - PEF	35		N			Breakfast club

Tynecastle	DO - PEF	3.5	DO Data & Digital Strategy				
WHEC	SfL Teacher	17.5		L and N		Family engagement	
	SDO - PEF	35	Raising Attainment and Achievement				
Special							
Gorgie Mills	DO - PEF	35		L and N	Mindfulness	Parental support	Miibus - parent link
Kaimes	PSA	34					
Oaklands	PSA	34		L		Family support Family Learning	
Pilrig Park	PSO	36	HWB/ Family Liaison		Realx kids Safe Space		
Prospect Bank	PSA	?		L and N	Emotional WB		
St Crispin's						Parental enagement	Outdoor learning
Woodlands	PSA	30			Mentoring		Outdoor learning

Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Open Library

Item number	7.17
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

This report updates committee on plans for introducing the Open Library concept at selected libraries and community centres

Open Library

1. Recommendations

- 1.1 That committee notes the plans for Open Library.

2. Background

- 2.1 Council agreed in February 2017 to allocate £350,000.00 to support the implementation of Open Library in Edinburgh City Libraries. The Open Library concept is based on a model of integrated library service pioneered and delivered across Scandinavia since 2009. Its uses technology and processes to enable a library to be open with or without staff present.
- 2.2 Open library technology interfaces with the Library computer system and self-service kiosks to enable customers to have access to basic library services. The technology is used to open and shut the library, controlling and monitoring a range of equipment in the library - door access, security gates, lights, self-service kiosks, Public Internet Computers, Closed Circuit Television (CCTV), Public Address (PA) system, and security alarms.
- 2.3 In Edinburgh, the proposal is to include selected Community Centres in the Open Library model, to support and enable wider access to facilities and space in community centres.
- 2.4 A total of four libraries and two community centres would form the initial phase of Open Library,

3. Main report

- 3.1 Open Library offers the opportunity to extend opening hours for customers and potential customers while continuing to provide regular staffed hours. Experience in countries such as Denmark (Open Library in 65% of public libraries), Sweden, Finland, Singapore and Taiwan, indicate that Open Library is highly successful (source Irish Local Government Management Agency report 2016).
- 3.2 These countries report that Open Library enables wider use of the service by more individuals, groups and families.

- 3.3 A recent Irish pilot (2016) notes that ‘It has positioned the library more strongly as a community centre or hub, a place for information and ideas, somewhere to meet, open to all, free and welcoming’. (p.5 LGMA, 2016). It recommends extension of Open Library to all libraries.
- 3.4 The Irish pilot notes that Open Library has led to a greater sense of responsibility and ownership of the library by the local community.
- 3.5 In Edinburgh, the intention is to introduce Open Library on a phased basis, at four libraries and two community centres (to be identified).
- 3.6 One of the project challenges will be ensuring effective engagement with all stakeholders – local communities, customers, staff, unions and elected members. In addition, the buildings chosen would have to lend themselves to easy adaptation. Engagement and involvement of the local community in the open library approach is essential to increase potential benefits and improved outcomes.
- 3.7 Open Library hours would complement staffed hours. The role of staff during regular staffed hours will be critical in supporting and engaging with customers, providing and promoting library services.
- 3.8 It will be crucial to involve staff early on the Open Library development, to allay any concerns and potential anxiety as to how the service would operate in practice.
- 3.9 A temporary (12 month) Open Library Project Manager position will be recruited to in November and December. Meetings have been held with CGI and the Council ICT Project Team to develop initial scoping for the project. Managers have visited Peterborough which has Open Library at all their libraries to learn from their experience. The intention is to have the first Open Library up and running by May 2018.

4. Measures of success

4.1 Feedback from customers and staff.

Visitor numbers, Public Computer usage and borrowing figures

Uptake of Open Library membership by existing customers and people who previously did not use the library service or community centre.

5. Financial impact

5.1 £350,000.00 Capital budget already agreed

Cost heading	Amount	Notes
Project manager for 12 months	£50k inc.on costs	
Open technology cost:4 libraries & 2 community centres	£105k approx.	£70k for libraries, £35k for Community Centres
Self service units plus RFID gates	£70k (inc. Community Centre gates)	£8k per self service unit. £4k for stock security gates.
Building adjustments	£70k	Auto doors, CCTV mounting, secure heat and light controls
IT work – (new cabling, systems integration, CCTV)	£40k	Connection to/from existing IT systems and provider. Network connectivity changes. Local cabling, Scanner/keypad installs.
Contingency	£15k	
	Total £0.350m	

6. Risk, policy, compliance and governance impact

- 6.1 Open Library will include from the beginning a considered and detailed approach to risk management, such as additional security measures, CCTV, swipe card building access, yearly face to face induction for Open Library users, to ensure safe use of the facilities and services and to maximise potential benefits for customers.

7. Equalities impact

- 7.1 A full equalities impact assessment will be undertaken as part of the Project.

8. Sustainability impact

- 8.1 The additional power and heating for Open Library may result in increased carbon emissions.

9. Consultation and engagement

- 9.1 A detailed Open Library communication plan will include consultation and engagement with customers, potential customers, communities, staff, unions and elected members.

10. Background reading/external references

Alistair Gaw

Executive Director for Communities and Families

Contact: Name, job title

E-mail: [e-mail address](#) | Tel: 0131 123 4567

11. Appendices

- 1 LGMA.2016.Open Library Pilot Service. Dublin: Local Government Management Agency
- 2 Kelly, M. 2016. Review of the open library concept in UK public libraries. Manchester: APSE



Open Libraries Pilot Service

2014-2016

Report of Libraries Development

June 2016

Local Government Management Agency

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Executive Summary

The Open Libraries service is an initiative under '*Opportunities for All*', the national public library strategy 2013-2017. The Open Libraries approach has been in place in a number of European and other countries since 2004. It extends opening hours to library members during unstaffed hours while continuing to provide regular staffed periods for ongoing delivery of the service, supporting users and developing community engagement and programming.

In 2014, the Department of the Environment, Community and Local Government allocated funding towards a pilot Open Libraries service. Three branches were approved for the pilot: Tullamore and Banagher Libraries, Co. Offaly and Tubbercurry Library, Co. Sligo. The objectives of the pilot were to –

- explore the potential of Open Libraries to extend access to the library service,
- consider the best model and good practice for the operation of Open Libraries in public libraries, and
- identify any barriers to implementation and successful operation of the service

Under the pilot, libraries were open from 8.00 until 22.00, seven days per week, to Open Libraries members aged 18 and over who signed up for the service. Staffing levels and staffed hours remained unchanged.

The pilot service went live in November 2014 following a period of equipment and facilities upgrade. On foot of an interim review, access to additional services, such as meeting spaces and toilet facilities, was also provided and membership was extended to members aged between 16 and 18 with parental consent.

Pilot Outcomes

Over 1,400 users (26% of members in Tullamore and Banagher) registered for Open Libraries membership in Offaly, with some 28,000 visits taking place outside of normal opening hours over the pilot period. In Tullamore in 2015, visits during Open Libraries hours accounted for 8.97% of all visits, in Banagher this figure was 27.32%. The higher percentage

of visits to Banagher reflects the significantly shorter hours of opening in this branch of 14 per week, in comparison to Tullamore Library, which is open for 37 hours per week. Some 8,600 library items were borrowed during Open Libraries hours across both Offaly branches (4.31% of all loans in Tullamore, 20.39% of all loans in Banagher). With increased hours of opening of 63% in Tullamore and 85% in Banagher, combined wifi usage in Tullamore and Banagher Libraries increased by over 100% compared to 2014 (from 47,745 to 100,131). During Christmas closed days 361 visits were recorded in Tullamore and 271 visits in Banagher and during the recent June Bank Holiday weekend 630 visits were recorded in Tullamore.

In Tubbercurry, 345 users registered for Open Libraries membership. A total of 4,317 visits were made through Open Library access, representing 20% of total visits to the library. Tubbercurry has a total membership of 1,579, with Open Library membership comprising 22% of the total. The pilot service has attracted hundreds of new users and the usage of the library on Sundays has been particularly popular. In Tubbercurry, 107 new members have joined the library service under Open Libraries to date, which represents 6.7% of total membership in Tubbercurry. In Offaly, 306 new members have joined the library service under Open Libraries to date, which represents 2% of total membership in Offaly.

Users have visited the pilot libraries for a variety of purposes, including for study, Wifi access, printing and borrowing items. Feedback from users and staff has been very positive. Overall, users seem to value the service more, respect the civic space and display a stronger sense of community ownership of the library.

Conclusions

The introduction of the Open Libraries in the three pilot branches has created a more flexible library service, providing extended access to the local population on a daily basis, including extended weekend opening. Users have adjusted well to using the new service and users' reactions have been positive. The service provides greater flexibility and convenience for the local community, attracting hundreds of new users who had not previously, or recently, been library members. It has positioned the library service more strongly *“as a community centre or hub, a place for information and ideas, somewhere to meet, open to all, free and welcoming.”*

Pilot Recommendations

- Based on the data emerging from the pilot phase, it is recommended that – The Open Libraries service should be extended across the broader library service, in particular incorporating branches in a range of urban and rural locations and providing a geographical spread.
- All newly developed and refurbished libraries funded under the Library Capital Investment Programme should be required to incorporate Open Libraries capability and should be required to provide the Open Libraries service from first opening or reopening, as appropriate.
- There should be one countrywide model of the Open Libraries service in terms of opening times and services provided. Local variations on elements should be provided only in exceptional cases e.g. where additional security provisions may be required. The standard model should consist of-
 - Opening hours of 8.00 to 22.00, seven days per week, 365 days per year,
 - Automated access to the branch by library members via a membership card and pin code in unstaffed hours,
 - Minimum age of 16, with parental consent,
 - Open Libraries access membership included as part of all new membership issued to all applicants aged 16 or over,
 - User friendly application process for Open Library membership, and
 - Provision of self-service activities to include, but not limited to -

- Stock issue and return,
- Internet usage on PC and with wifi on own device,
- Printing,
- Photocopying,
- Studying / Reading spaces,
- Meeting facilities, and
- Access to toilet facilities

Finally, it is recommended that the title 'Open Libraries' should be changed to '*My Open Library: Unlimited Access 8am – 10pm*' which describes the service more appropriately. The Open Libraries service constitutes an extension of the library service in terms of access to the library branch and to a number of public library services outside of staffed hours, however the title 'Open Libraries' does not reflect this and may be misleading. In Sweden, it is referred to as 'More Open Libraries' which is also a more accurate reflection of the initiative.

Background

The Open Libraries service offers extended opening hours to library members during unstaffed hours while continuing to provide the regular staffed times for ongoing delivery of the service, supporting users and developing community engagement and programming. During the extended opening hours, library services are available to the public on a self-service basis for borrowing and returning items, using the internet via library PCs or via Wifi using their own devices, browsing, printing, photocopying, individual study and community activities and meetings.

For many people, access to the library during business hours is not possible, and although most libraries open late at least once a week, this is not always sufficient for many people due to work and family commitments. In addition, there is often a requirement for study spaces outside staffed hours. The key feature of the Open Libraries service, therefore, is improved access to library services so that a larger number of people can avail of the range of library services outside staffed hours.

International Evidence

Experiences from other countries where Open Libraries has already been implemented, including Denmark, Sweden, Finland, Singapore and Taiwan, show that the Open Libraries service has been highly successful. This is supported by feedback from library staff and local communities and is demonstrated by greater satisfaction levels among users, increased visitor rates and the number of loans. All countries report that the Open Libraries service facilitates use of the library by greater numbers of individual users and families.

For example, in Denmark where the Open Libraries service is well established in 291 branches (65% of public library branches), those libraries that are open for longer hours attract a broader range of customers with significantly increased usage among 35–55 year old group, in particular, in the evenings and weekends. The Danish library services report that there has been a significant increase of the number of library visits since the introduction of the Open Libraries service and that in some branches over 50% of the loans occur during the extended hours. Research in highly urbanised areas in both Denmark and

Finland found that the Open Libraries service operates as successfully in these areas as in smaller rural towns. Since the service began, very few anti-social incidents have occurred and those that have were of a minor nature. There have also been fewer incidents during the extended hours than during the staffed hours.

Development of public library services and demand for increased opening hours

The Open Libraries service is an initiative under the national public library strategy 2013-2017, '*Opportunities for All*', published in December 2013. *Opportunities for All* is a commitment by central and local the government to continued development of library services. The development of the national strategy involved wide consultation with library users of all ages, all other public library stakeholders and formal national public consultation to determine services people wanted from their local library.

The programme for the development outlined in the national strategy seeks to build on the investment in library services by central and local government over the past fifteen years, which investment has seen the opening of 145 new state-of-the-art libraries throughout the country and a substantial refurbishment programme for existing libraries. Nine new or refurbished libraries opened in 2014 and 2015.

The national library strategy recognises the continued need for the library as a community space and for the service to be available in as many centres of population as possible, meeting the demand for increased staffing and extended opening hours. An innovative service, Open Libraries forms part of the overall strategy to address this demand and grants members the freedom and flexibility to use the library at the hours that suit them best.

Open Libraries Pilot Service in Ireland

In 2014, the Department of the Environment, Community and Local Government allocated funding for the development of the Open Libraries service on a pilot basis in the first instance. Successful applications were received from two local authorities, Offaly and Sligo County Councils. The funding provided by the Department was matched by the respective local authorities.

Preparatory work began on the Open Libraries pilots in late 2013. Implementation was delayed due to industrial relations issues and the pilot service went live in November 2014 in three library branches: Tubbercurry Library, Co. Sligo and Banagher and Tullamore Libraries. The pilot was originally scheduled to run for one year. On foot of the findings from the interim review, the pilot was extended by an additional three months to allow additional services to be incorporated and evaluated.

The objectives of the pilot were to –

- explore the potential of Open Libraries to extend access to the library service,
- consider the best model and good practice for the operation of Open Libraries in public libraries, and
- identify any barriers to implementation and successful operation of the service

Grant aid of up to €20,000 was provided to each of the three Open Libraries sites participating in the pilot phase. Additional funding was provided to the branches that were not already Radio-frequency identification (RFID) enabled, with €16,000 allocated to Banagher Library and €19,500 to Tubbercurry Library

Implementation and Operation of the Open Libraries Pilot

The pilot examined the Open Libraries model in operation, which provided additional access for members of the public to library services outside of existing staffed hours. The three pilot Open Libraries services provided seven days per week opening hours, from 08:00 until 22:00. Staffing levels and staffed hours remained unchanged. During regular staffed times, library staff continued to provide expert professional services. The importance of retaining existing the staffed hours of service and the requirement for maintenance of staffed hours into the future remains. The role of staff in ensuring the continued delivery and development of the service, supporting users and developing community engagement and programming continues to be the core element of the library service to the public.

During the extended hours, library services were provided on a self-service basis for borrowing and returning items, browsing, studying, using the internet via library PCs or via Wifi, using printing services and community meeting space. At these times, users gained access to the library via an automated system by using their membership card and an authorised pin number.

Current, rapid developments in self-service technology have facilitated the introduction of the Open Libraries system. Self-service technology allows the efficient checkout and check-in by library users of all library materials, which are identified by a barcode. Feedback suggests that library users have found the self-issue system easy to use, with intuitive touch screen and step-by-step instructions provided.

Equipment Installed

- The equipment required to facilitate the service included – Door fitted with a lock release mechanism to enable access during extended hours,
- Bar-coded or RFID membership cards for all members who apply for the Open Libraries service,
- RFID/Barcode card reader and keypad installed outside the door with lock release mechanism,

- RFID/Barcode reader and keypad linked to the membership database and software installed which provides a simple management system to view user access during extended hours,
- Dome security camera at the entrance to record each user as they enter and other dome security cameras throughout the library,
- Good exterior and interior lighting with well-lit pathways as well as motion-activated lighting in necessary locations around the library,
- Upgraded or additional motion detectors,
- Clear notices displayed with emergency contact numbers and procedures, and
- Tracking equipment to record separately the number of visitors during staffed hours and during extended hours;

Queries or feedback facility for users was also provided and helped inform the review.

Authentication and Authorisation Process

The user’s RFID/bar-coded membership card is presented to the door entry system. The ID information is passed to the membership database to check the user is a member who has access to the Open Libraries service. The system prompts for the user’s PIN number, checking it against the database to enable authorisation. If the PIN number matches, an entry message is given and the door is opened.

Sample Overview of Daily Structure

08:00	Lock releases (operated on a timer) Equipment is powered up Lighting comes on Alarm and sensors turned off
10:00	Staff come on duty Library operates as normal
17:00/20:00	Staff lock up private areas, close and lock any open windows and exit Monitoring cameras and door opening mechanisms turn on automatically
21:40	Loudspeaker alert to users

21:50	Loudspeaker alert and PCs, printers and user equipment powered off
22:00	Lights lowered/off, door locks, all remaining equipment powered off and security system activated

Note: Staffed hours continue as prior to the introduction of the Open Libraries service. The staffed times below are for sample purposes. Loudspeaker alert times below are also notional and are decided locally.

Security Provisions

The operation of Open Libraries was developed in line with Irish Public Bodies Insurance guidelines, health and safety requirements and fire regulations. Technological and infrastructural requirements for the Open Libraries service include the provision of automatic doors, entrance control with trackers and associated software, RFID and self-service, security systems, loudspeakers, secured staff areas and, where necessary, some reconfiguration of the layout of the library for ease of monitoring. Potential for disturbance is mitigated and a sense of security strengthened through monitoring and surveillance technology, appropriate lighting, explicit information on the use of facilities and access restrictions for children.

Only library users who sign up for the service and have a membership card enabled for use on the automatic entrance system are able to enter the library during unstaffed hours. There is a one person, one card policy and regulations clearly state that any user entering the library with a membership card may not facilitate access to any other adult user. Children are welcome if accompanied by adults with access cards to the Open Libraries services. Adherence to these rules is monitored and tracked via the security system. As the doors are locked during the Open Libraries service, it is necessary for users to enter through an automated system using a library access card and a PIN code authorised by the library for verification of the user. Library users use their membership card with the automated entrance system in order to enter the library during unstaffed hours. Members were required to register separately for the Open Libraries service for the purposes of the pilot only.

Prior to the interim review, persons under 18 were not issued with their own Open Libraries access card to use the library during unstaffed hours, however, based on the demand for access to facilitate Leaving Certificate study, access to the service was extended to persons aged 16 and over with parental consent for the remainder of the pilot.

Prominently displayed evacuation guidelines and emergency contact information details are available around the library and security cameras were also installed both inside and outside the library.

Enhanced Facilities

To enhance the user experience some modifications were made to facilities to ensure a range of activities could be carried out, including studying, reading, meetings and club or community group activity.

Usage and User Feedback

User feedback, reports on the use of the service, and information on issues that arose and solutions implemented were received from the local authorities involved (see Appendix One).

User Feedback

Feedback from users was actively sought by the libraries. In Tubbercurry, staff elected to carry out face-to-face surveys of users, soliciting feedback from the Open Library members on a continual basis to ensure the service was operating satisfactorily. In Offaly, library staff sought and collected feedback on an ongoing basis throughout the pilot using a feedback book, email feedback and a comments box.

In line with international experience, the local authorities reported that the take-up increased continually over the pilot period. Feedback from users has been very positive, with users valuing the service highly and respecting the civic space that is provided to them during longer hours. Users felt that the library is now much more accessible for students, commuters, workers, students and families. It was observed that in each of the three branches, the local communities have felt much greater ownership of their local library where the Open Libraries service operates, as well as a sense of greater community protection of the library space and services. User feedback also indicates that the Open Libraries service is contributing to a much stronger sense of security and rejuvenation in the area of the town around the library with activity in the library and lights shining from the windows from early morning to late evening.

Pilot Performance

The pilot service has attracted hundreds of new users and the usage of the library on Sundays has been particularly popular. Overall, the branches reported increases in the number of loans and in visitor figures, as well as new members who would not have previously used the library. In Tubbercurry, 107 new members have joined the library service under Open Libraries to date, which represents 6.7% of total membership in

Tubbercurry. In Offaly, 306 new members have joined the library service under Open Libraries to date, which represents 2% of total membership in Offaly.

Offaly

Over 1,400 users (26% of members in Tullamore and Banagher) have now signed up for Open Libraries membership in Offaly. Users are accessing the library mainly for study, Wifi access, printing and borrowing items. Since the service began, 28,000 visits have taken place outside of normal opening hours.

In Tullamore in 2015, visits during Open Libraries hours accounted for 9% of all visits, in Banagher this figure was 27%. The higher percentage of visits to Banagher is a reflection of the significantly shorter staffed opening hours of 14 per week, as compared to 37 staffed opening hours in Tullamore Library. Some 8,600 library items were borrowed during Open Libraries hours across both branches (4% of all loans in Tullamore, 20% of all loans in Banagher). In accordance with the significantly increased hours of opening of 63% in Tullamore and 85% in Banagher, combined Wifi usage in Tullamore and Banagher Libraries increased by over 100% compared to 2014 (from 47,745 to 100,131).

During Christmas closed days 361 visits were recorded in Tullamore and 271 visits in Banagher and during the recent June Bank Holiday weekend 630 visits were recorded in Tullamore.

Tubbercurry

345 users (22% of members in Tubbercurry) have now signed up for Open Library membership in Tubbercurry. Since the service began, 4,317 visits have taken place through Open Libraries, representing 20% of total visits.

The performance of the Tubbercurry pilot was impacted by a number of external factors. Infrastructural issues regarding the roof of the library resulted in the closure of the library for a number of months in early 2015. Staff resource issues in summer 2015 also necessitated the closure of the Tubbercurry branch for a three week period.

On registering for Open Libraries membership, Sligo library service implemented a requirement for new Open Libraries members to complete a powerpoint presentation on health and safety issues. This proved to be a time consuming exercise from a staff perspective and Sligo recognised that it served as a barrier to membership. Following the interim review, this practice was discontinued.

Feedback from library staff

Library staff in the Open Libraries branches reported positive encouraging experiences with the service and there were few issues of concern over the 18 months of the pilot service. There were no anti-social or other incidents in any of the three branches and all users complied with the terms and conditions of use.

Staff in Offaly embraced the change and took on the responsibility. Involving staff in the change is key in addition to embedding Open Libraries as part of the normal service offer. In Tubbercurry initially there was some level of anxiety in terms of how the service would operate in practice. This has, however, been dispelled since implementation and staff are very satisfied with the way in which Open Libraries has operated.

International Monitoring

Since the commencement of the Open Libraries service in Ireland, the LGMA has monitored and researched the effectiveness of Open Libraries approaches and services in other countries, including Denmark, Sweden and Finland, and has discussed the service with library staff in each of these countries.

Professional library visits by Libraries Development, LGMA and staff from interested Irish local authorities were made to libraries in Denmark in 2013 and early 2014 to learn about the service, the system requirements and to meet with staff to understand their experiences of the service. A follow-up study visit was conducted in October 2015 to libraries in both Denmark and Sweden to gain further information about the development of the service, any changes in processes or technologies, and experiences of Open Libraries located in highly urbanised areas and more complex locations.

Denmark

On foot of the most recent visit, it is evident that staff continue to report positive experiences with the Open Libraries service. The service has spread from small towns with close community engagement to highly urbanised areas in cities where several social challenges exist. The sense of responsibility remains high among users and problems of stock losses are no greater than in any other libraries that do not provide the service.

In 2015, 65% of public libraries were providing the Open Libraries service, a significant increase from 18% of branches in 2011. Over 40% of library members use an Open Libraries service and there is an average 23% growth in the number of visits following the introduction of an Open Libraries service in a branch. The service is particularly attractive to young people, with approximately a third of the users under the age of 35.

Due to the positive outcomes of the Open Libraries service, it is continuing to expand rapidly. For example, in Aarhus, the second largest city in Denmark, the number of branches providing the Open Libraries service increased from two in 2010 to 17 in 2015. The regular opening times in Aarhus libraries are between 7:00 and 22:00 and the age for access to the service is 14 years. While users report that they are very satisfied with the service, it was noted that some problems did arise initially with local young people causing disturbance in one branch in an area with a large immigrant community. To deal with the issue, library staff liaised with a number of the young people to arrange activities in the library for their peers and also collaborated with a local person to run a club for them. Staff also rearranged the layout of the branch to provide more space and light and also used lower shelving. They reported that in the years following these adjustments, there have been no further disturbances and that many of the young people have continued to attend the library activities. It was also noted that a number of clubs had begun since the introduction of the Open Libraries service, many provided by individuals in the local community such as homework clubs, gardening clubs and language clubs.

Sweden

In Sweden, the service is known as 'More Open Libraries'. All municipalities are now providing the service in selected branches. In municipalities where the Open Libraries

service is well established, the majority of the branches are providing the service. Moreover, no incidents occurred during the unstaffed times despite limited security monitoring inside the library. In Lund Libraries, where staff continued to work during Open Libraries hours but, were unavailable to the public, users presumed that staff were available and some confusion ensued.

A slightly different feature of user access during unstaffed hours was observed in Sweden where a small key-ring tag was used instead of a membership access card. The staff noted that users welcomed the key-ring tag as it facilitated being able to more regularly visit the library at unplanned times as they always had the access tag with them. Some branches in Lund libraries have trialled fingerprint technology on the automated doors for enabling access, however, staff reported that it was not completely successful and that they had reverted to the library tag.

Finland

The Open Libraries service has also been expanding in Finland. In Vantaa City Library Service, two branches have begun the Open Libraries service since January 2014, Point Library and Pähkinärinne Library. User feedback indicates that the service is regarded as exciting and useful. Prior to the service beginning in Point Library, there were between 118,000 and 134,000 annual visits. In the year following the introduction of Open Libraries, however, this figure increased to over 213,000 visitors, a 59% increase on the previous year. During the five month period June-November 2015, one third of visitors used the library during the Open Library hours. The most popular time to visit the branch was during the Sunday unstaffed times, while most new users tend to use the library during unstaffed hours for study, work and reading.

In the smaller Pähkinärinne Library branch, the increase in visitor numbers has been even more significant with a 257% increase in visitors during the first six months of service. These very significant increases in use are particularly notable given the current overall decrease in library use in Finland.

The Open Libraries service in both branches does not impact the regular staffed hours. Vantaa City Library Services are currently planning the opening of the service in its largest branch, Tikkurila Library which is located on 6,000m² over two floors, located in a busy area close to a railway station, and records half a million visitors to the branch each year.

Information was also gathered from staff in another region of Finland, Hämeenlinna. In Hämeenlinna Libraries, two of the seven branches have been providing the Open Libraries service since 2012. While the increase in usage has not been as significant as Vantaa City Libraries, there has been a continuing increase; in Hauho branch there was an increase from 24,473 to 26,174 visits between 2013 and 2014, and Jukola branch saw visits grow from 53,471 to 54,716 during the same period. This increase is significant given that visitor numbers in the other branches where Open Libraries does not operate has been decreasing. Similar to the Open Libraries services in other locations, there has been no reduction in the staffed hours since the introduction the service. Staff also report that the feedback from users has been very positive and there have been no incidents in the three years since the service began.

Overview of Costs

The cost of implementing Open Libraries relates primarily to the set-up requirements. These include the installation of automatic doors, entrance control with trackers and associated software, RFID and self-service, monitoring and security systems, loudspeakers and some reconfiguration of the layout of the library for ease of monitoring. The technological cost of the Open Libraries system is approximately €15,000. Ongoing costs relate to maintenance of the equipment, maintenance of the software and hardware and energy costs.

In the larger libraries, most of the technology is in place already such as RFID and levels of existing security. The need for additional technology, however, varies according to the size of the branch and amount of stock.

The full cost of implementing the Open Libraries service in a branch, including the Open Libraries system, security upgrades and staff resources, ranges from €25,000 to €50,000, depending on the need to upgrade to RFID self-service.

Overview of approximate costs:

Purchase and installation of the Open Libraries system	€15,000
Security / layout upgrades (vary according to existing systems already in place) Where little security is already installed in the branch, upgrades include security/monitoring systems; public address security system; window locks; key pads; sensor alarms, lighting system; additional signage; secure and closed off staff areas, etc.	€10,000
Where RFID is not already implemented by the library service, the approximate cost for adding RFID ranges between €18,000 and €25,000, depending on the amount of stock.	€18,000- €25,000

Grant aid

The Department of the Environment, Community and Local Government provided grant aid of €20,000 per pilot as a contribution towards the costs and supporting the implementation

of the Open Libraries service in the pilot authorities. Additional grant aid of €35,500 has also been provided for the implementation of RFID.

Conclusion

The primary objective of the Open Libraries service is to increase user access in library services, securing increased access from early morning to late evening and to serve needs in the community not being met by current opening hours.

Since its introduction in the three pilot branches, users have adjusted easily to using the new service and users' reactions have been positive. The service has provided greater flexibility and convenience for the local community and has attracted significant numbers of new users who had not previously, or recently, been library members.

Due to enhanced access to the library, a greater sense of responsibility and ownership of the library has developed. The service has also strengthened the prominence of the library in the local area by providing the only non-commercial, indoor meeting place, welcoming to all and open daily from early morning to late evening.

Designed to meet users' needs in a flexible way, there is potential to develop the Open Libraries service further. The opportunities afforded by technological developments in self-service facilities, automated systems along with electronic surveillance methods provide clear benefits for users and the wider community. The role of the library staff during the regular staffed hours also remains critical, to maintain the delivery of the service, support and engage users including children and families, and to ensure the ongoing development and promotion of the library's core services.

The Open Libraries service has the potential to significantly transform the value to the public of the services and the civic space provided by local authorities.

While the pilot phase included only a small number of public libraries, the data gathered suggests that a broader roll-out of the service would be popular with users in other library authority areas and would show similarly positive results. Moreover, similar open library approaches in other countries have proven highly successful as evidenced in the international context. The service has expanded in Denmark, Finland, and Sweden. Indeed,

its introduction in Finland has seen a reversal in declining visitor numbers during that period.

Recommendations

- On the basis of the findings of the pilot study, as well as the international evidence, it is recommended that - The Open Libraries service should be extended to all library authority areas, in particular incorporating branches in a range of urban and rural locations and providing a geographical spread.
- All newly developed and refurbished libraries funded under the Library Capital Investment Programme should be developed with Open Libraries capability and should be required to provide the Open Libraries service from first opening or reopening, as appropriate.
- There should be a single standard model of Open Libraries service in terms of opening times and the services provided. There should be limited local variations, except in cases where additional security provisions may be required. The model should be based on -
 - Opening hours of 8:00 to 22:00 , seven days per week, 365 days per year,
 - Automated access to the branch by library members via membership card and pin code in unstaffed hours,
 - Minimum age of 16, with parental consent,
 - Open Libraries access membership included as part of all new membership issued to all applicants aged 16 or over, with parental consent,
 - User friendly application process for Open Library membership,
 - Provision of self-service activities to include, but not limited to -
 - Stock issue and return,
 - Internet usage on PC and with Wifi on own device,
 - Printing,
 - Photocopying,
 - Studying and reading spaces,
 - Meeting facilities; and
 - Access to toilet facilities.

It is recommended that, in rolling out the initiative, the title 'Open Libraries' should be changed to '*My Open Library*' which describes the service more appropriately. The Open

Libraries service constitutes an extension of the library service in terms of access to the library branch and to a number of public library services outside of staffed hours, however the title 'Open Libraries' does not reflect this and may be misleading. In Sweden, it is referred to as 'More Open Libraries' which is also a more accurate reflection of the initiative.

Appendix One: Reports from Pilots

Offaly County Library Service Report

The Open Libraries project is an innovative customer service delivery project which started as a pilot project in December 2014 funded by the Department of Environment, Community and Local Government and Offaly County Council. It is currently operational in two public libraries in Offaly County Council – Banagher Community Library and Tullamore Central Library. The project provides for the public library to be open to the public from 8.00 a.m. to 10.00 p.m., seven days per week (98 hours a week). Innovative technology has been installed that allows users to access the buildings using their library card and PIN when staff are not present. Open Libraries extends the availability of library services to the public outside the existing staffed hours of service. During the regular staffed hours, library staff are available to provide expert and additional services, support users and develop community engagement

The Open Libraries project aims to transform the use and value to the community of the services and the civic space provided by local libraries while also directly addressing community needs. In addition the project aims to strengthen the prominence of the library service in the local community by providing a town's only non-commercial, in-door meeting place, welcoming to all and open daily from early morning to late evening.

The project also sets out to establish the best model for the operation of Open Libraries in public libraries in Ireland, to identify the barriers and serve as a driver for a standardised service as a whole and improve the way Public Libraries deliver services to the community.

The project is managed by the County Librarian, Offaly County Council reporting to Director of Services, Libraries and providing reports into Libraries Development, LGMA. Regular reports are provided to the stakeholders involved: Management Team, Offaly County Council, Elected Members and SPC members, Libraries Development, LGMA.

Open Libraries has transformed the use and value to the public of the services and the civic space provided by library authorities. Staff are released from the performance of the

previously time-consuming tasks around the issuing and returning of books and other stock to deliver a more user-focused and enhanced library service during staffed hours.

The rapid developments in self-service technology have made the introduction of Open Libraries possible. Self-service system technology provides an automated service which allows the efficient checkout and check-in by library users of all library materials which are identified by a barcode.

Open Libraries is an initiative under the new national public library strategy 2013-2017, '*Opportunities for All*', published in December 2013. The national library strategy recognises the continued need for libraries as a community space and the demand for extended opening hours. Open Libraries forms part of an overall strategy to address this demand and gives the community the freedom to use the library at the hours that suit them best. Due to the popularity of this service, Offaly County Council will be applying for funding for additional Open Libraries sites in Offaly.

This innovative service grants library members the freedom to use the library at the hours that suit them best. Both Banagher and Tullamore Libraries are ideally located in the town square which are focal points for the community. During Open Libraries hours, Offaly Local Development Company and the Local Enterprise Office operate outreach services for employment supports and enterprise supports respectively.

Statistics and Performance

This service provides access to the library to members of the public who did not use it in the past. The feedback from customers is extremely positive, with users commenting that the library is now much more accessible for commuters, students and families. Users value the service and respect the civic space which is provided to them.

Over 1,300 users (26% of members in Tullamore and Banagher) have now signed up for Open Libraries membership and are accessing the library mainly for study, Wifi access, printing and borrowing items. Since the service began, 25,000 visits have taken place outside of normal opening hours. In Tullamore in 2015, visits during Open Libraries hours

accounted for 8.97% of all visits, in Banagher this figure was 27.32%. In 2015, 8586 library items were borrowed during Open Libraries hours (4.31% of all loans in Tullamore, 20.39% of all loans in Banagher). Combined Wifi usage in 2015 in Tullamore and Banagher Libraries increased by over 100% compared to 2014 (from 47,745 to 100,131).

Funding

Open Libraries is jointly funded by the Department of the Environment, Community and Local Government (DECLG) and Offaly County council and is an initiative under the national public library strategy 2013-2017, '*Opportunities for All*', published in December 2013.

Description of costs incurred by Offaly County Council	Costs	Grant - DECLG
Self Service Access/hardware management software to control access control/lights/CCTV/alarms	40,000	40,000
RFID/Self service kiosk/Security gates	19,000	16,000
Staff/Project Management/Security	8,000	
ICT staff costs /firewall and SIP works/Security,Wifi	7,050	
Self service/mobile print/PC reservation	6,900	
	80,950	56,000

Sligo County Library Service Report

The Open Libraries concept started in Denmark in Silkeborg Library in 2004. The definition of an Open Library is a library which apart from the staffed hours provides extended access hours whereby the citizen can enter the library by themselves and utilise automated services such as the reference sections, the self-check issue, the internet and printing services.

Staffed library hours in Tubbercurry Community Library are:-

Tuesday: 12 p.m. to 7 p.m.

Wednesday to Friday: 9.30 a.m. to 5.00 p.m.

Saturdays 9.30 a.m. to 1.30 p.m.

“Open Libraries” hours in Tubbercurry Community Library are:-

Outside of staffed hours outlined above are Monday to Sunday from 8.00 a.m. through to 10 p.m.

Implementation

The Library selected to host the pilot project in Co. Sligo was Tubbercurry Community Library. Tubbercurry Community Library serves a rural based population of approximately 10,000 and has a core urban population of 1,800. This Library was purpose built in 2003 as part of the Teach Laighne One Stop Shop which provides in addition to a library services a motor tax, County Council Area Office and various offices of the Health Service Executive.

“Teach Laighne houses Tubbercurry Library in a purpose-built space with additional accommodation provided in two terraced, two-storey houses, built c. 1860. The façade of the original buildings have been retained. Activities are placed around a central hall. The internal wall in the central hall is made of local limestone paving embedded with fossils. A glazed wall separates the library from the central hall. The building's undulating zinc roof mirrors the horizon line of the local landscape.” – Public Library Buildings; www.librarybuildings.ie;
7-10-15

From the description above it is realised that the Library is only part of a bigger local authority building and this is the reason that our experience is probably unique in the various pilot locations throughout Ireland. For example; the Alarm of the one-stop-shop was traditionally split into two zones whereas we now had to introduce a third zone specific for the library and ensure that the new software introduced would not interfere with the existing set up. This type of problem – where installing something new had to also dovetail with an existing set up - ran right throughout our set-up experience.

The technical aspects that had to be integrated are as follows;

- (i) **Alarm:** adding an additional zone & ensuring software complemented existing zones
- (ii) **Lighting:** ensuring software enabled automatic shutdown and restart
- (iii) **CCTV:** internal cctv system preferred to adding to existing Teach Laighne CCTV system
- (iv) **Self-service access:** ensuring Open+ door keypad access and opening mechanism works
- (v) **Self-service Kiosk:** ensuring integration to existing LMS was fully operational
- (vi) **Public PC & printing availability:** installation of Surfbox print solution to allow customers the ability to self-serve regarding printing from library and remotely.

By the beginning of November 2014 the technical staff along with the Library implementation team had fully tested the Open+ software going through a series of scenarios and were confident to 'go live' by Mid November 2014. Tubbercurry Community Library became the first library in Ireland to go live as an Open Library.

Library Staff also had to ensure that all documentation & procedures were modified to envelope 'Open Libraries' from a library point of view such as;

- (i) Membership form
- (ii) Internet Policy
- (iii) Wifi Policy
- (iv) Health & Safety procedure

(v) Zero tolerance policy

We realised that certain issues would only appear after the launch date but were assured that the service support staff would be on hand via website and email to respond to any queries/problems in a prompt manner.

Launch

From the Launch date of mid November 2014 up until the present date May 2016, we have had relatively few problems. Teething problems with staff getting used to the new procedures and technology were quickly ironed out.

Statistics

Usage

As it currently stands there are 345 registered Tubbercurry library members who have signed up to use this increased service. This represents 22% of the total branch membership.

The Future

The Open Libraries pilot to date has proven to be very successful and once the implementation phase had been undertaken the work involved was relatively straight forward. There is a need to promote the concept of Open Libraries to the general public and a need to actively target members as the idea of the Open Libraries is relatively new to the general public in Ireland. Also the very fact that increased accessibility and flexibility are key benefits of the Open Libraries model means by its very essence it is potentially more attractive to those citizens who are not currently members due to the original opening hours perhaps being insufficient or unsuitable.

On a day to day basis there is still a requirement for staff to service the branch both on the ground and as part of the library network. Work on a daily basis is still being created for library staff by users both in the Open Libraries model and during the staffed hours.

There has been a growing interest from third level students to utilise the facility for study purposes and the printing and internet services are proving popular.

Sligo County Council is currently rolling out RFID into all its branches and we hope that in the near future that the pilot may be extended to Ballymote Community Library.

Sligo Central Library stock has already been converted to RFID tagging in preparation for a proposed new Central library for Sligo.

Appendix Two: General areas for documentation during pilot extension

- Video surveillance notice(s)
- Provision and use of study facilities during extended hours
- Criteria being used for ascertaining a user's eligibility for the Open Libraries access card
- Any groups/clubs using the library during unstaffed hours
- Impact on the surrounding urban area due to the Open Libraries service later in the evening
- Impact on the library's electricity and heating costs etc.
- Access to the printer and photocopier
- Promotion of the Open Libraries service
- The issue of users not registered for the Open Libraries service tail-gating registered users on entry to the library (i.e. how big a problem and any measures for dealing with the issue)
- Procedures in place in case of emergency and whether a phone is provided for emergencies in the branch
- User feedback relating to the changeover procedure between staffed and unstaffed times
- Statistical data on:
 - age profile of users
 - patterns of use
 - number of people who enter the library during the extended hours based on the visit counter data - number of people who enter the library during the extended hours based on door access system counter
 - the percentage of overall visits during Open Libraries hours
 - number of new library members since the introduction of Open Libraries compared with rates of new membership prior to provision of the Open Libraries service
 - number of loans recorded by Open Libraries users and represented as a percentage of total loans.



Review of the open library concept in UK public libraries

This report has been prepared by Maria Kelly
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APSE (Association for Public Service Excellence) is a not for profit local government body working with over 300 councils throughout the UK. Promoting excellence in public services, APSE is the foremost specialist in local authority front line services, hosting a network for front line service providers in areas such as waste and refuse collection, parks and environmental services, leisure, school meals, cleaning, housing and building maintenance.

APSE provides services specifically designed for local authorities, such as benchmarking, consultancy, seminars, research, briefings and training. Through its consultancy arm APSE delivers expert assistance to councils with the overt aim of driving service improvement and value for money through service review and redesign. APSE delivers in excess of 100 projects a year and clients benefit from the consultancies not for profit ethical approach to consultancy services.

APSE wishes to thank the councils that have taken part in this review.

Note that this review is not for publication without prior agreement.

Review of the open library concept in UK public libraries

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Executive summary

APSE was commissioned to review the early experiences of open libraries in the UK. The review took place from May to July 2016 and included discussions with councils who have implemented open libraries to differing extents over the last year, including one who is just about to start a pilot.

The open library concept is a new way of working for public libraries in the UK. It is designed to be used as a complementary and integral part of an overall library service and there are many different ways in which this can be achieved.

The open library concept is based on a successful model of integrated library service delivery, pioneered and extensively used successfully across Scandinavia since 2009. It uses innovative technology and processes to enable a library to be open with or without staff present. Using this technology enables councils to make further choices about how services are delivered and can be used to maintain or extend library opening times to suit the needs of the community at a time when austerity is forcing many councils to close libraries or reduce opening hours.

APSE supports innovation in the delivery of public services. This report presents the benefits and challenges of implementing the open libraries concept and lessons learned from this process.

Overall, the experience in both Scandinavia and to date in the UK is a positive one. All the councils involved have taken a staged approach to exploring the costs and benefits of open libraries. By July 2016 Peterborough Council had implemented open libraries across the entire service to safeguard and sustain the service in the medium term and to achieve budget savings of £305,000. All other councils are still in the piloting phase and having proven the technology works they are beginning to evaluate the impact on service outcomes.

The main challenges have been in getting the buildings and systems fit for purpose and integrated with the new technology and in engaging stakeholders. The more successfully this has been executed the greater and broader the benefits realised. These include extended hours, increased usage, improved social inclusion and as a means to give the 'library back to the community'.

The recommendations are given in the main body and for ease of reference are summarised. It is recommended that:

1. Open libraries be considered as part of any evaluation of options within a service review. Ambition and creativity in how services are delivered is the key.
2. The option appraisal of the open library concept is based on a robust business case considering the impact on the strategic, commercial, financial, legal and operational case and community/social inclusion outcomes.
3. In appraising the case for open libraries there are three areas to consider – people engagement, the building and systems integration.

4. The business case options appraisal requires broad and ongoing engagement of key stakeholders at every stage. This includes elected members, the community, staff and library users.
5. The business case involves 'a strategic open library champion'.
6. Part of the decision making phase includes elected members and other key stakeholders seeing the system in action, as the concept needs to be visualised. The experience of users is that a phased introduction, usually with a pilot, and further reflection on the lessons learnt works well.
7. A series of consultations be carried out with the public and community groups at every stage of the project, to understand the nature of the demand and to ensure the solution meets the identified need and that the benefits are optimised.
8. Engagement of staff is essential. Staff have a key role to play in promoting open libraries, in inducting new users and in designing new procedures. The open library concept can be used to change the staff mix, to standardise opening hours, to extend opening and to cover periods such as lunchtime. Where assurances can be given, or there is no impact on reducing staff hours, this clearly helps engagement.
9. The choice of site is key as not all sites will warrant the investment required to set-up open libraries. That in assessing potential sites consideration be given to any opportunities to align the implementation of open libraries with any refurbishments, new builds, co-location of services, town re-development plans so as to minimise costs. For an existing site, a buildings conditions survey be commissioned and the opportunity taken if possible to upgrade systems beyond the basic requirement. Any assessment will include a risk assessment, Health and Safety (H&S), Equality Impact Assessment (EIA), security, lighting, alarms and cameras.
10. In terms of systems, ideally the open library concept should be fully integrated with an up to date Library Management System (LMS) and self-service kiosks. That said, if this is not available the open library concept can still be installed. Sufficient time needs to be spent in the planning phase to ensure that all internal systems interface with the open library technology and that stakeholders are involved in deciding who has access and when the library should operate as an open library. Between three and six months is recommended.
11. An individual from the library service be appointed as project manager to facilitate discussions and co-ordinate the requirements between the council, all the internal and external suppliers (including systems) and the supplier so as to understand the exact requirements of each installation, and that sufficient time is given to test the systems. The use of 'a parallel run' before going fully into unstaffed open library mode is recommended. An estimated three to six months of planning is the norm.

12. Insurers are invited in to see a demonstration of the system, and that if required an insurance mitigation plan be prepared to manage any concerns from the insurers.
13. Outcome measures are set at the start, so that the impact of any pilot can be evaluated.
14. In consideration of any further expansion of open libraries beyond the pilot, quality, cost, integration of existing systems and ongoing support be balanced in any procurement of services. The capital cost of the open library technology is circa £15,000.
15. The APSE network is used to showcase open libraries and communicate the costs/benefits and lessons learnt from the UK experiences of open libraries.
16. No part of this report can be reproduced or published without the prior agreement of APSE and the councils who have been involved in the review.

1. Introduction

- 1.1 APSE was commissioned to conduct an independent, critical friend review of the use of open libraries in UK public libraries. The review was conducted between May and July 2016.
- 1.2 By the end of July 2016 there were 24 public libraries using 'open library technology' across nine councils. These include libraries in Devon, Harrow, Hertfordshire, Peterborough, Norfolk, Stockport and Trafford. A number of other councils have invested in an open library pilot. Given that there are over 4,000 public libraries in England, the potential growth of open libraries across the UK is significant.
- 1.3 The purpose of the independent review is to present a balanced view of the benefits and challenges of establishing open libraries. It identifies areas of good practice and shares the lessons learnt so that other councils may consider the suitability of this initiative as part of the library offer.
- 1.4 The open library concept uses innovative technology to open a library and manage all the systems within the library and costs in the region of £15,000. It is designed to be part of an integrated library services offer and works with the Library Management System (LMS). Using this technology enables councils to make further choices about how services are delivered and can be used to maintain or extend library opening times to suit the needs of the community at a time when austerity is forcing many councils to reduce opening hours or close libraries.
- 1.5 The use of open libraries started in Scandinavia in 2009 and is now widespread across Denmark, Norway and Sweden, with over half of the libraries in Denmark operating as open libraries. Bibliotheca are the leading developer of such technology across the world. Over the last two years Bibliotheca have designed and tested a bespoke specification suitable for open libraries in the UK and Ireland. This consists of a control unit secured inside the library connects to the library infrastructure including an exterior door access panel.

- 1.6 *"This complete solution can automatically control and monitor building access, self-service kiosks, public access computers, lighting, alarms, public announcements and patron safety."*
Bibliotheca
- 1.7 The use of automation in libraries is not new and has been growing over the last 10 years with 90% of authorities providing a library service across the UK now equipped with self-service kiosks for straight forward task such as issuing and returning books, borrowing CD's and paying fines. Open libraries are the next step in the automation of libraries and represent opportunities to increase flexibility, increase revenue, reduce costs and/or re-structure service provision to meet service demand and as part of an integrated delivery of library services.
- 1.8 APSE is aware that the automation of library services is contentious and that supporters of traditional libraries have raised a number of issues with the use of open libraries. In some councils staff have launched industrial action against the loss of jobs and, as they see it, a reduction in service. This review will explore these issues, examine the extent to which the concerns relate to open libraries and where appropriate reflect on how the councils using open libraries are managing the concerns raised.

2. Methodology

- 2.1 APSE supports innovation in the delivery of public services. This independent review examines the experience of those councils who have been at the forefront of implementing open libraries in the UK. This report presents the benefits and challenges to implementing open libraries and the lessons learnt.
- 2.2 The successful implementation of new ways of working is dependent on considering the unique context of libraries and engaging with stakeholders and staff in a positive way. In this way issues can be managed or eliminated and library outcomes optimised according to the individual needs of each authority and specific communities.
- 2.3 There is pressure on services to identify new approaches that meet outcome requirements and significantly reduce the funding requirement. That said, the introduction of any new approach needs to be carefully managed and the starting point is to establish clear outcomes, rather than starting with a solution and justifying it.
- 2.4 This review involved:
 - A selection of discussions and visits with a number of councils who have first-hand experience of using open libraries in the UK and represent the early pioneers of such technology.
 - Visiting Bibliotheca to gain an overview of the technology and a supplier perspective.
 - Attending an open library open day in Scotland, hosted by East Renfrewshire Council with a live demonstration of how the technology works. Observation and discussion with councils who attended to gauge their response to the technology and their initial thoughts on its potential and barriers to implementation.
 - Reference to the role of public libraries and the extent to which open libraries support their aspirations as set out in William Sieghart's independent library report for England (2014) and on the subsequent work carried out by the Library Task

Forces in England and in Scotland – ‘Ambition for Public Libraries in England 2016-2021’ (March 2016).

- Consideration of how open libraries can support the objectives for the library service within a council including:
 - a. Providing what the stakeholders want from the library service as efficiently as possible.
 - b. The role of libraries in contributing to wider social inclusion objectives such as improving levels of literacy, increasing access channels to reference material and the internet, using libraries as an access point to other council services as well as improving the added value services provided within libraries.
 - c. Community benefits such as providing additional services for local communities and supporting social inclusion.
- Outcome requirements are measurable but it can be difficult to establish the specific contribution that a given service or intervention makes, particularly as baseline service is changing constantly in many councils so the report will also draw on anecdotal evidence.
- Identifying the impact on quantitative measures such as number of users as well as qualitative measures like user satisfaction.
- Establishing if open libraries is an option to meet the essential requirements of the demand for services provided by libraries and related services, and if it can do this at reduced costs.
- Consideration of the challenges of implementing open libraries. This can be used to understand the concerns of staff and other stakeholders and explore how councils have addressed these concerns and any lessons learnt.
- Presenting a cost/benefit checklist for other councils who are considering introducing open libraries.

2.5 The review also draws on the experiences of Denmark where half of the libraries use the open library concept and all individuals are given automatic access to the service.

3. The role of public libraries

3.1 Libraries are at the core of UK culture and local communities. Over half the UK population has a current library card and with 225 million physical visits and 96 million website visits to public libraries in England alone in 2015. Libraries represent one of the UK’s most well used public services. Libraries deliver value for money and act as a ‘community living room’. There are a range of delivery models from large central libraries, to local libraries, to volunteer run libraries and increasingly to libraries that are co-located with other services.

3.2 As with all public services, local authorities have been under pressure to balance ever reducing budgets with service provision and the need to find innovative approaches to service delivery has never been stronger. The UK government has responded by commissioning William Sieghart’s independent library report for England (2014) and the subsequent work carried out by the Library Task Forces in England and in Scotland –

'Ambition for Public Libraries in England 2016-2021' (March 2016). The aim, to safeguard library services across the UK by developing a national strategy for libraries, highlighting the multiple purpose of libraries and informing action to govern and deliver services; to introduce new ways of working and to market and communicate the benefits of libraries.

3.3 'The Libraries Deliver Report' (2016) summaries the national context and is illustrated in figure one.

Figure one: Libraries Deliver Report, 2016 (Source: Libraries Deliver: Ambition for Public Libraries in England 2016-2021, 23 March 2016)



3.4 Libraries are at the core of local communities and can and do deliver multiple outcomes as illustrated in figure two. Councils have a responsibility to safeguard the service for future generations and to utilise any possible means of highlighting and extending the benefits that libraries deliver at a time when nationally library usage is falling.

3.5 Arts Council England's 'Envisioning the Library of the Future' project has concluded that libraries should be at the hub of their communities, but states that libraries can provide greater benefit when they are co-located with other services. Brian Ashley, ACE director for libraries, said:

"One of the things that came through loud and clear is that libraries are a trusted space where people want to spend their time. There are benefits for ordinary members of the public in having different services in one space. There are also benefits in terms of savings too—which could allow local authorities to protect local services."

Figure two: Library Deliver Report, national picture



3.6 This APSE report reviews the role of open libraries in a number of ways; as a new way of working within the wider service provision, as a means to achieve efficiencies, its role in extending and safeguarding library services and as part of co-locating services.

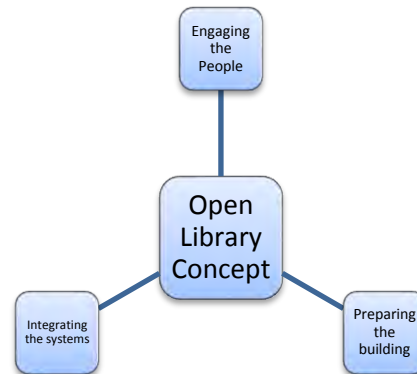
4. Open libraries as a new way of working

- 4.1 The open library concept represents a new way of working for public libraries. It is designed to be used as a complementary and integral part of an overall library service and there are many different ways in which this can be achieved. This report will first establish the basic principles of implementing the open library concept.
- 4.2 The open library concept is based on a successful model of integrated library service delivery pioneered and extensively used successfully across Scandinavia. It uses innovative technology and processes to enable a library to be open with or without staff present. Using this technology enables councils to make further choices about how services are delivered and can be used to maintain or extend library opening times to suit the needs of the community at a time when austerity is forcing many councils to reduce opening hours or close libraries.
- 4.3 Notwithstanding this determining how library services are delivered is driven by budget and the required level of service. There is then a decision to be made on what options are available to achieve the required outcomes. These options need to be explored in terms

of efficiency, income generation and innovation. The open library concept is one potential option within a range of measures that are available.

- 4.4 There are three aspects that need to be managed when implementing the open library concept. These are the people, systems and buildings as illustrated in figure three.

Figure three: The three aspects of implementing open libraries



Systems

- 4.5 The open library concept technology is based on that used across Scandinavia and over the last two year's Bibliotheca have customised the technology for use in the UK market.
- 4.6 The technology interfaces with the Library Management System (LMS) and ideally self-service kiosks to enable users to have access to the basic library services. The technology is used to open and shut the library. The library service decides the schedule to determine times of the day that the library is staffed, open without staff and closed. This schedule can be changed at any time and is managed by the library service. The technology controls and monitors a range of equipment in the library, such as door access, security gates, lights, kiosks, cameras, a PA system and security alarms. Users within the UK have used the technology with their existing LMS – where the LMS is not fully integrated with the open library system this leads to data issues. In one council the LMS was installed in the 1980's and during the pilot the data was not fully integrated. Based on the lessons learnt from the UK experience it is recommended that the technology is fully integrated with an up to date LMS and self-service kiosks, although this is not essential.
- 4.7 The technology is an enabler to service delivery and how it is used is a choice for each local authority. Evidence from UK users confirms that each installation is bespoke to the requirements of the building and is straightforward to operate (a single key turn). Barring a few teething problems the technology works and is secure. A door access panel connects to the control unit inside the library that manages the internal systems. How the control panel interfaces with each of the library systems is customised to suit the needs of each individual library site/service. For example, the level of staffing present and who is given access to the open library is a decision for each individual council.
- 4.8 It is recommended that time be spent in the planning phase to ensure that all internal systems interface with the open library technology and that stakeholders are involved in deciding who has access and when the library should operate as an open library.

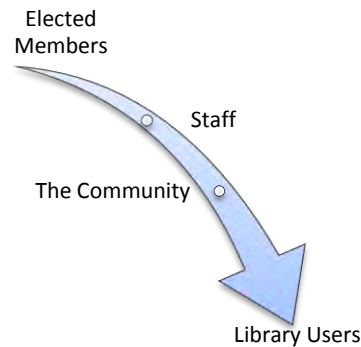
The building

- 4.9 The open library concept is designed to be installed in any library building. Each building is different and the installation is bespoke to the requirements of the site. There is no one size fits all, however, within any council the lessons learnt in one site are transferable to the next.
- 4.10 A successful installation requires preparation of the site to enable the building to operate effectively in open library mode. This requires a building conditions survey including a review of access points, security, cameras, wiring, lighting, alarms, a risk assessment and an Equality Impact Assessment (EIA). Discussions will involve internal and external suppliers depending on who delivers these services for the library service. The experience from the UK is that the open library supplier works in partnership with the library service to project manage the installation. The open library concept can be used as a means to audit the current systems and ensure they are fit for purpose. Feedback from the UK users is that the first installation is the most complex and any lessons are transferable to any future expansion of the open library concept within the service. It is recommended that an individual from the library service facilitate these discussions and co-ordinate the requirements between the council, all the internal and external suppliers (including systems) and the supplier of the open library concept so as to understand the exact requirements of each installation and that sufficient time is given to test the systems. A number of councils have trialled a parallel run before going fully into unstaffed open library mode.
- 4.11 A successful installation also requires discussion and agreement with the insurers as to the reasonable adjustments required. Evidence from the UK users confirm that getting agreement from the insurers has been one of the biggest challenges and time needs to be built in to address any concerns. It is helpful if the insurer can see the system and how it operates. Feedback suggests that the insurance concerns can be managed and in the examples cited have not incurred additional premiums. In time, insurers will become more familiar with the technology and this will help alleviate initial concerns. It is recommended that insurers are invited in to see a demonstration of the system, and that if necessary an insurance mitigation plan be prepared to manage any concerns.
- 4.12 A typical installation for a local library requires two elements: the first element is the building costs and cost of upgrades to the systems, the second element is the costs of installing the open library technology. Typically pre-installation building costs are between £7,000 and £9,000 but can be much higher, depending on the condition of the building, previous investment and the extent to which the library service wishes to use the opportunity to upgrade other systems beyond the basic requirement so would need to be individually costed. The supply and fit of the open library technology costs would need to be provided on an individual basis by each supplier. Evidence from the UK experience suggests that a number of councils have used the installation of the open library concept to also upgrade systems such as lighting and alarms beyond the essential requirement. A number of the early users in the UK who are now considering next steps are looking for opportunities to integrate the open library concept into any planned upgrades, new builds or town centre re-development. It is recommended that, wherever possible and appropriate, the costs of getting the building and systems fit for purpose can be minimised if they can be planned in as an integral part of any future upgrades, new builds or town re-development plans.

People

- 4.13 Getting buy-in and then optimising the use of the open library concept requires the engagement of key stakeholders, as shown in figure four.

Figure four – Engage key stakeholders to optimise benefits



- 4.14 The driver for new ways of working is often the need to deliver services within a reduced budget. The decision process usually starts with a service review and how to achieve any changes is set out as a business case.
- 4.15 A business case is recommended for achieving the necessary savings and considering the strategic, commercial, financial, legal and operational cases as well as focusing on the potential impact on social inclusion. These are set out in appendix one. The option to use the open library concept is usually one of a number of options being considered, all of which need to be considered within the business case.
- 4.16 Each council needs to determine the key outcomes of the service and be informed by widespread public consultation. If there is a case for utilising technology e.g. implementing the open library concept, this needs to be part of a series of changes so the new ways of working achieve the required outcomes within the available budget. In other words, the case for change precedes the implementation of the open library concept. The latter offers a potential solution to deliver services in a new way and once the budget savings are set it can help to refine how to achieve the necessary outcomes.
- 4.17 It is recommended that effective implementation of the open library concept is based on a business case and requires broad and ongoing engagement of key stakeholders at every stage. This includes elected members, the community, staff and library users.

Elected Members – elected members represent their communities and will be supportive of preserving or enhancing service delivery. They will also support the use of technology to achieve this, particularly if they have a mandate from the public endorsing this to be the case. The experience from the UK is that 'seeing is believing'. Local experience that the concept works is a pre-requisite to the decision making process.

- 4.18 It is recommended that elected members, and other key stakeholders, see the system in action as the concept needs to be visualised. The experience of users is that a phased introduction, usually a pilot, and further reflection on the lessons learnt works well.

4.19 In library services where staff reductions have been implemented it can be more difficult to engage elected members and other stakeholders. In these circumstances the case for introducing new technology needs to be communicated with careful consideration. In the examples where staff cuts were made the decision to reduce costs by reducing staff hours preceded the implementation of any technology and was in spite of the technology and not because of it. It was agreed by elected members as part of a wider package of changes and/or as part of the budget saving process.

4.20 All councils have processes to gain committee approval and/or to approve how budget savings will be achieved as well as applying for capital funding. It is for the library service to judge how to achieve the necessary approval and buy-in. The ongoing engagement of stakeholders and, if necessary, monitoring by the scrutiny committee on the costs/benefits ensures that all are kept informed and any concerns are resolved.

The community – widespread public consultation is an integral part of ensuring that the services are delivered, within the available budget, meet the needs of the community and provides a mandate for what is required. As part of this consultation, the opportunity should be taken to understand the potential demand for any changes to opening hours and the likely response to the use of technology to support this. Given that self-service is now well established throughout the UK it is a less contentious issue than it was five years ago. The evidence from the UK suggests that the involvement of the community, through a series of public consultations and through active engagement with community groups at every stage (from considering the options to implementation and post implementation) helps to target the service to meet the demand and so influences the level of usage and impact of the open library concept.

4.21 All the early users of open libraries have involved the community to a greater or lesser degree (dependent on how low key the pilot has been kept) and there is good practice in all of these cases.

4.22 The lessons learnt from the examples of open libraries in the UK so far are that wherever possible the ongoing engagement of friends groups and community groups in optimising the use of the open library concept and in targeting the libraries where it will achieve the most benefit is key. It is recommended that full consultation be carried out with the public and community groups at every stage of the project, and to optimise the ongoing benefits of having the library available.

Staff – the review team echo the findings of the national library taskforce in recognising that staff are key to the quality of the frontline service delivery and that the public values local library staff. The evidence suggests that staff are apprehensive of the potential introduction of new technology and worried personally for their job security and of what might happen to the library in open library mode – e.g. misuse of the library, vandalism, safety of individuals.

4.23 In all the examples of open libraries in the UK the fears regarding the use of the library in unstaffed hours have been managed and mitigated by the risk assessment and upgrades to the systems, and to date there have been no issues reported. The impact of open libraries on staffed hours is more complex and dependent on the business case for each council. In all cases in the UK so far the technology has not been used to cut staffed hours, unless these would have been cut in any case to achieve savings. The open library concept has been funded either as a test case by the supplier, through capital funding or

in one case from other savings in the service. As one library manager stated “It is not a case of the technology or staffed hours, it is a case of the technology or closure.”

- 4.24 Staff who have first-hand experience of the open library concept can act as ambassadors to others.
- 4.25 In Denmark, the open library concept was introduced following significant budget cuts in which the number of libraries reduced from 800 to 400. The open library concept has been used as a means to safeguard the remaining libraries, to extend the number of hours at these libraries and to free up staff time to support customers. Staff in Denmark had similar concerns regarding the misuse of libraries and vandalism. As in the UK, appropriate risk assessment has meant that these concerns have not materialised.
- 4.26 It is recommended that staff have a key role to play in promoting open libraries, in inducting new users and in designing new procedures. The open library concept can be used to change the staff mix, to standardise opening hours, to extend opening and to cover periods such as lunchtime. Where assurances can be given, or there is no impact on reducing staff hours this clearly helps engagement. It is recommended that staff and their representatives are engaged in discussions to any changes in working practices at the earliest opportunity.

Library users - Library users can and do benefit from the open library concept. Anecdotal evidence suggests that users like it and feel privileged to be trusted to use the library in unstaffed hours.

- 4.27 Of the councils that have utilised open libraries in the UK, there are examples of library closures to meet budget pressures in previous library reviews. In all of these cases, the driver for open libraries has been as an alternative choice to stem this tide and safeguard the service from further closures, to re-establish some of the opening hours that have been cut in the past and where possible, to offer a wider choice of when the service is available, to existing and potential new users.
- 4.28 In the UK the open library concept has been used as a premium service in all the cases so far. In the UK users have been asked to register if they wish to use the additional service, in Scandinavia the service is automatically part of the basic service offer. In the UK registrations have varied from 50 in one pilot library in six months where there has deliberately been a low key approach to 12,000 across ten libraries in one council over one year. Registrations do not always equate to usage and the first step needs to be establishing the potential demand for services through public consultation and involvement of the local community. Usage can be optimised through local friends groups and community groups or word of mouth. To begin with a number of the councils who have open libraries have taken a soft launch approach to give time for the service to get established.
- 4.29 In all cases in the UK the feedback from councils is that library users have taken personal responsibility for the diligent use of the library space and no adverse incidences have been reported. In fact, in several cases, there are examples where individuals and groups have been proactive in supporting each other and in reporting any teething problems. Some authorities have gone further, and given access in unstaffed hours to community groups e.g. teachers and this has worked really well.
- 4.30 It is recommended that any business case be based on public consultation to establish the potential demand for the service and at what times.

- 4.31 As with any new service delivery model there is a balance to be struck between innovation, delivering efficiencies and service improvement. There are examples of good practice and lessons learnt from each of the early pioneers in achieving the most effective outcomes from the return on investment in open libraries.

5. Open libraries in the UK

- 5.1 Open libraries are new to the UK. Over the last two years Bibliotheca has been re-developing the technology for the UK market so that it links to LMS and self-service. The first library to implement the open library concept in the UK was Farsley in Leeds to test the technology and to achieve earlier opening hours. By July 2016 there were 24 libraries across nine authorities that had implemented the open library concept in a variety of ways. All have taken a staged approach to give time to test the technology and to reflect on the potential of open libraries across the service. Over 80 other authorities have expressed an interest in finding out more about open libraries and many of these have visited the early pioneers to see open libraries in action.

- 5.2 The early users of open libraries in the UK include:

Devon County Council (50 libraries)

- 5.3 This is an example of using open libraries to increase security and revenue across a complex including the library, standardise and extend library hours and to assess the value for money of the new technology.

- 5.4 The open library concept was piloted at the Hayridge, Cullompton across the site (since August 2015) and in the library (since November 2015). The main driver was increased security for the whole site plus standardising and extending opening hours for the library. The centre manager reports that open libraries has been a positive experience.

Hertfordshire County Council (46 libraries)

- 5.5 This is an example of piloting the use of open libraries and assessing its viability as part of an innovative library strategy to preserve and increase opening hours at modest revenue costs.

- 5.6 There are plans to pilot open library concept at Croxley Green to extend opening hours at modest revenue cost in August 2016. There are no staff reductions planned.

London Borough of Harrow (10 libraries reduced to six)

- 5.7 This is an example of assessing the viability of using open libraries as an option to sustain and extend service delivery in the remaining six libraries, following budget cuts leading to four library closures.

- 5.8 The open library concept integrated at Wealdstone Library, part of the Wealdstone Centre. The purpose was to extend the opening hours and reduce some staffed hours. The service has about 200 registered users. The open library concept is about to be installed at Stanmore Library.

Norfolk County Council (47 libraries)

- 5.9 This is an example of using the open library concept in the busiest central library in the UK to extend opening hours and achieve staff cuts, whilst having some staff presence during open library mode and as a means to extend open hours and social inclusion outcomes in a local community library.

5.10 The open library concept was integrated into the Norfolk and Norwich Millennium (Central) Library and a pilot in Acle Community Library since May 2016. Achieved efficiency savings of £100,000 were reduced at the Millennium. Extended opening hours at Acle increased from 23 to 37 hours and at Millennium from 9am- 7pm (all staffed) to 8-10am (non-staffed), 10am – 7pm (staffed). The number of registered open library users was 582 and rising (362 at the Millennium and 220 at Acle). The initiative achieved particular community benefits at Acle. There are plans to extend the scheme to a further five local libraries.

Peterborough City Council (10 libraries)

5.11 This is the most extensive example of open libraries in the UK. This council have created two specific posts to support and register users.

5.12 The open library concept was integrated across the whole service consisting of central library and nine local libraries in 2015. The key drivers were efficiency and service improvement. Savings of £305,000 have been achieved and extended the total opening hours from 261 to 387. Registered open library users currently stand at 12,000.

Stockport Council (16 libraries)

5.13 This is an example of assessing the viability and impact of open libraries to extend opening hours to meet needs of a wider pool of users and to help inform a wider service review. Open library technology was used to open and close library on non-staffed days without use of a caretaker.

5.14 The open library concept has been piloted at Bramhall Local Library since November 2015. This resulted in extended opening hours from 41 to 59 hours, including now being open on Wednesday with no changes to staffing hours. Bramhall Library is next to the health centre and on the way to the station so there is a strong potential customer base. There was a soft launch with numbers of registered open library users currently is 50 including new users. This represents a small increase in new users and an increase in the number of PCs in use.

Trafford MB Council (11 libraries and one partnership library)

5.15 This is an example of considering the wider benefits of open libraries, of proof of concept and of getting pro-active community groups involved in assessing and taking forward its potential to extend the service offer across Trafford.

5.16 The open library concept was piloted at Woodsend Public Library and Lostock School Library in June 2015 as part of a range of measures to save one third of the budget. By June 2016 there were 778 registered open library users. They have reported an increase in services offers and staff savings have been achieved (there was a reduction from 31 to 12 staffed hours plus 29 unstaffed hours). There is community support to extend as part of future plans to three other sites, a community trust, a town redevelopment and a partnership centre.

5.17 A summary of the discussions is shown in appendix two.

6. Reflections from the UK experience

6.1 Of the councils who have implemented open libraries in the UK, as a pilot or across the service, this has been in response to the need to find new ways of maintaining or improving service delivery within reduced budgets.

6.2 In general, a low key and staged approach has been taken, whilst confidence in the technology is established. As the proof of concept grows more councils are now turning to measuring the impact of open libraries on service outcomes and the potential of implementing open libraries in other parts of the service.

Impact on service outcomes - usage and social inclusion

6.3 Quantitative data is still being gathered as all but one of the councils is still at pilot stage. The early indications are:

- There is a clientele for open libraries including new and existing users
- You can choose which parts of the library to operate as an open library
- That improved security and upgraded systems make the library more inviting to users
- There have been modest increases in usage. Anecdotally this is of two to three additional users per session at one library to an overall increase of 3% in service that uses open libraries extensively. This is at a time when nationally usage is falling.
- There has been an increase in the use of PCs
- Visits are more spread out

6.4 Of particular note there has been a positive impact on social inclusion where the community has been actively embracing the open library concept. The open library concept works and the more involvement from the community the better the potential benefits.

Impact on staffing

6.5 Of the councils using open libraries, over half have also reduced staffed hours in the same period. The planned savings were already established prior to the introduction of open libraries. In one of these cases, there were more applications for severance than required so the issues were minimal. However, given reducing budgets and the cuts in library services over recent years there is a natural apprehension amongst staff of what the future may bring. Staff have a critical role as ambassadors for the service and their engagement going forward is necessary if the full potential of open libraries is to be realised.

6.6 Open libraries can support the service in:

- Changing the staffing mix
- Freeing up staff to support users
- Keeping the library available over lunchtimes, evenings and weekends
- Management Information - recording each event as it happens
- Standardising opening hours, extending hours and spreading up usage
- Managing the service – as one library manager put it “The thing that surprised us is how easy it made staff life. You turn the key 15 minutes before closing and it does everything for you which saves 20-25 minutes each time”

- 6.7 The library can operate as an open library in unstaffed hours and is programmed to interface with all systems to open and close the library without the need for staff and without the need for a caretaker or security staff to close the building.
- 6.8 The technology is not an alternative to the value added by staff. There is a balance to be struck between achieving the necessary savings and providing the best possible service to users. Councils are being very creative in identifying ways to make this happen.
- In Hertfordshire a new library link service has been launched. This is now being considered to support volunteers and users in open library mode. This library link service gives access to staff in other larger libraries if required and would help achieve the best of both worlds.
 - In Trafford a community trust has been set-up to develop and manage a new library; increasingly libraries are becoming co-located so that resources can be shared. The open library technology can facilitate and support these new ways of working to preserve and enhance the service offering and utilise staffing hours to best effect.
 - In Stockport there are live CCTV feeds in the Council control room, negating the need for someone to go and check all is well after open library concept closes the service.
- 6.9 A summary of the costs/benefits is outlined in the cost benefit checklist in figure five. It is recommended that when considering open libraries the cost benefit checklist be used as a guide along with consideration of the potential impacts on the wider social outcomes.

Figure five: cost benefit checklist

Cost components

- ✓ Staff costs for planning and project management
- ✓ Equality Impact Assessment and Risk Assessment
- ✓ Staff time to register open library users
- ✓ Capital investment e.g. purchasing open library technology, circa £15,000
- ✓ Ongoing maintenance costs for open library technology – nominal annual fee
- ✓ Capital investment for building works e.g. building conditions survey and adjustments – doors, lighting, wiring etc. There is no one size fits all.
- ✓ Insurance (may be cost neutral)
- ✓ Pre-requisites - self-service kiosks and Library Management System

Benefit components

- ✓ Open library concept installation way to audit and upgrade systems so that they are fit for purpose and compliant with insurers, EIA and H&S.
- ✓ Target staff support to meet demand
- ✓ Continue to provide a service within reducing budgets
- ✓ Maintain/increase opening hours/improve security
- ✓ Enhance the service targeting staff hours where most needed
- ✓ Open to suit demand and can be customised to the needs of local libraries
- ✓ Charges and fees for certain services (e.g. DVD/CD rentals, language and IT courses) and late returns can be collected outside staffed hours
- ✓ Rental income from premises for events and meetings
- ✓ Commercial rents from any businesses renting parts of premises
- ✓ Potential for kiosk access to other council services
- ✓ Modernise existing buildings and/or integrate with new-builds, town plans
- ✓ Modest increase in usage and use of PCs v nationally picture of falling use

Potential savings areas

- ✓ Staff costs, working patterns
- ✓ The turn key used saves staff time opening and closing the library
- ✓ Efficient service operation - can free staff up to support library users
- ✓ Review and rationalisation of service provision and hours
- ✓ Modernisation of existing buildings

Lessons learnt & good practice

- ✓ Show elected members, staff and community groups a working open library
- ✓ Involve the public, community groups and staff at every stage. Staff act as ambassadors and will support community benefits
- ✓ Be ambitious with open libraries – potential to extend the service and change staffing mix, deliver enhanced benefits for communities
- ✓ Give time for testing and parallel run to help iron out teething problems
- ✓ Choose a pilot site that will provide best learning
- ✓ Use implementation as a means to upgrade all systems, security and site
- ✓ Evaluate the cost/benefit of the investment and the potential demand
- ✓ Manage demand – e.g. give teachers & groups access in unstaffed hours
- ✓ Technology works – councils now need to assess impact on outcomes

Challenges

- ✓ Engagement of stakeholders and staff, particularly if related to staff cuts
- ✓ Concern from staff even when hours not affected of the potential misuse of the library and of potential cuts in the future
- ✓ Getting agreement from the insurers – useful to invite them in
- ✓ Getting all systems to work together with the open library system
- ✓ Optimising the usage of the open library concept, once registered

Figure six: Anecdotal evidence of social outcomes

Support for vulnerable people

Libraries are lifelines for people who live alone. One example is a vulnerable customer who spent many hours in the library when it was open for 23 hours a week. He lives alone and going to the library is one of the few contacts he had with people each week. Now the library is open for 37 hours this customer has stated that he has benefited from the company of other self-service library customers as a group of regular self-service users has formed. They support him with his isolation issues and with job searching.

Support for job seekers

Libraries are often used by job seekers who use the library computers to apply for jobs online. An example is a customer who spotted a job advertised and was able to access the library during self-service time to complete and submit her application by the closing date. She was successful in her application and now has a job. She says that "this would not have been possible before as the deadline was really tight"

Supporting children and families

Our library is shared by the children's centre who ran a course to make story sacks whilst the library was in self-service mode. The result has been that now the course has finished, the group continue to meet in the library "it's a wonderful safe environment to meet up with other mums so that I don't feel so isolated"

Supporting reading, literacy and digital literacy

"We provide teachers with open library card and they bring groups in. It's about giving the library back to the community even more". An example in another council, "there has been an increase in the use of PC's, particularly by men who may not be able to access the library during the day"

Supporting young adults

The library now provides a study space for young adults. In another example, a library customer who home schools her three children is using the library in self-service time.

Supporting social enterprise

Hale Library users have formed a Hale community trust who have put in a joint bid to buy land and develop a library. The plan is to use the open library concept as part of the library offer. This represents an example of a significant improvement and of community taking control.

Supporting each other

In our library, there are a group of individuals who have taken the initiative to form a self-help group. They report back to staff any problems and improvements.

7. Making the case for open libraries

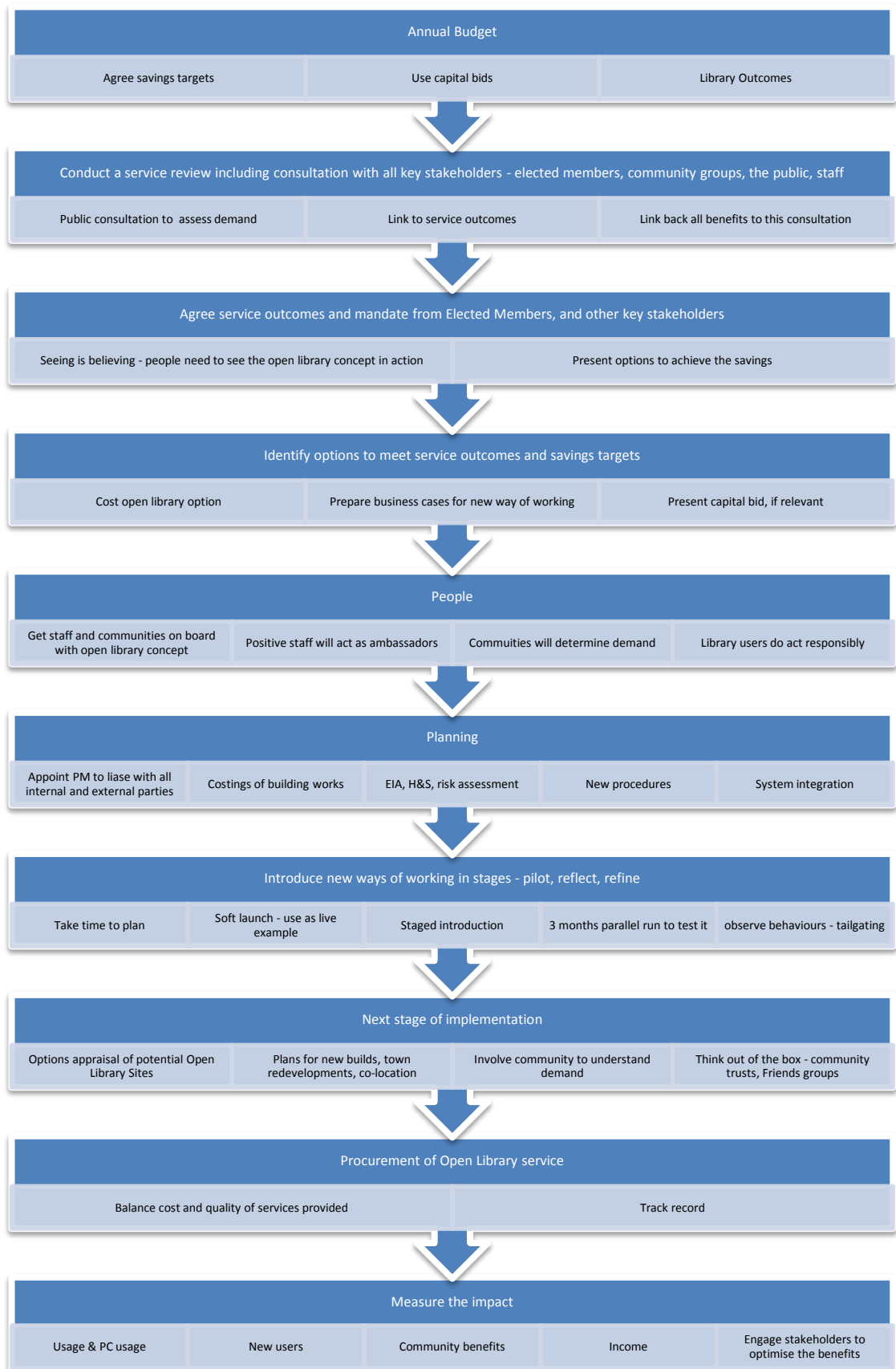
- 7.1 Open libraries offer a significant innovation to the delivery of library services and the potential benefits lie far beyond an extension to hours. The potential is driven by the imagination of those who are engaged in optimising the benefits of the library service and lies in creating community hubs and in supporting the national aspirations for libraries across the UK.
- 7.2 Based on the evidence of the UK experience so far and that of Scandinavia, there is significant potential for councils to benefit from the open library concept. There is the potential to significantly increase this value where the library has self-service kiosks that offer a range of council services, is co-located and with active engagement of stakeholders.
- 7.3 Deciding whether to and in which part of the service to use open libraries as part of the library offer is a decision for each local authority. Open libraries can bring multiple benefits, but there are set-up costs and the suitability of each location needs to be evaluated on its merits.
- 7.4 There are six areas to consider when making the case for open libraries as set out in figure seven. It is recommended that all these areas be considered when evaluating the case for open libraries.

Figure seven: Making the case for Open Libraries



- 7.5 Figure eight summarises the lessons learnt from the evidence gathered during this review. This is offered as a good practice guide to support the business case and optimise any investment.

Figure eight: Lessons learnt and tips for good practice



8. Recommendations

Open Libraries can offer a means to sustain and / or extend service provision. A summary of the recommendations is given here. It is recommended that:

17. Open libraries be considered as part of any evaluation of options within a service review. Ambition and creativity in how services are delivered is the key.
18. The option appraisal of the open library concept is based on a robust business case considering the impact on the strategic, commercial, financial, legal and operational case and community/social inclusion outcomes.
19. In appraising the case for open libraries there are three areas to consider – people engagement, the building and systems integration.
20. The business case options appraisal requires broad and ongoing engagement of key stakeholders at every stage. This includes elected members, the community, staff and library users.
21. The business case involves ‘a strategic open library champion’.
22. Part of the decision making phase includes elected members and other key stakeholders seeing the system in action, as the concept needs to be visualised. The experience of users is that a phased introduction, usually with a pilot, and further reflection on the lessons learnt works well.
23. A series of consultations be carried out with the public and community groups at every stage of the project, to understand the nature of the demand and to ensure the solution meets the identified need and that the benefits are optimised.
24. Engagement of staff is essential. Staff have a key role to play in promoting open libraries, in inducting new users and in designing new procedures. The open library concept can be used to change the staff mix, to standardise opening hours, to extend opening and to cover periods such as lunchtime. Where assurances can be given, or there is no impact on reducing staff hours, this clearly helps engagement.
25. The choice of site is key as not all sites will warrant the investment required to set-up open libraries. That in assessing potential sites consideration be given to any opportunities to align the implementation of open libraries with any refurbishments, new builds, co-location of services, town re-development plans so as to minimise costs. For an existing site, a buildings conditions survey be commissioned and the opportunity taken if possible to upgrade systems beyond the basic requirement. Any assessment will include a risk assessment, Health and Safety (H&S), Equality Impact Assessment (EIA), security, lighting, alarms and cameras.

26. In terms of systems, ideally the open library concept be fully integrated with an up to date Library Management System (LMS) and self-service kiosks. That said, if this is not available the open library concept can still be installed. Sufficient time needs to be spent in the planning phase to ensure that all internal systems interface with the open library technology and that stakeholders are involved in deciding who has access and when the library should operate as an open library. Between three and six months is recommended.
27. An individual from the library service be appointed as project manager to facilitate discussions and co-ordinate the requirements between the council, all the internal and external suppliers (including systems) and the supplier so as to understand the exact requirements of each installation, and that sufficient time is given to test the systems. The use of 'a parallel run' before going fully into unstaffed open library mode is recommended. An estimated three to six months of planning is the norm.
28. Insurers are invited in to see a demonstration of the system, and that if required an insurance mitigation plan be prepared to manage any concerns from the insurers.
29. Outcome measures are set at the start, so that the impact of any pilot can be evaluated.
30. In consideration of any further expansion of open libraries beyond the pilot, quality, cost, integration of existing systems and ongoing support be balanced in any procurement of services. The capital cost of the open library technology is circa £15,000.
31. The APSE network is used to showcase open libraries and communicate the costs/benefits and lessons learnt from the UK experiences of open libraries.
32. No part of this report is reproduced or published without the prior agreement of APSE and the councils who have been involved in the review.

9. Conclusion

- 9.1 As in Scandinavia, the evidence in the UK indicated that the experience of open libraries in the UK is a positive one and there are added value benefits. That stakeholder engagement supports the optimising of these benefits.
- 9.2 All councils should include consideration of costs/benefits of open libraries as part of a package of options to support new ways of working and to sustain and improve service delivery within reducing budgets.
- 9.3 The potential for deployment of open libraries across the UK remains significant and there is considerably more scope to optimise the value from open libraries and as a means to find efficiencies.

The 5 case model: key points



Strategic case	<ul style="list-style-type: none">• Links to the Council's strategic aims and objectives
Commercial case	<ul style="list-style-type: none">• Understanding the market you are operating in• Finding out about your customers• Identifying your USP
Financial case	<ul style="list-style-type: none">• Is the business affordable?• Meet public accountability obligations
Legal case	<ul style="list-style-type: none">• Powers• Duties & responsibilities• Liabilities
Operational/technical case	<ul style="list-style-type: none">• Can it actually be done?

Appendix two – Open library users in the UK

Devon County Council – Cost benefit checklist

Devon County Council has a population of over 747,000 residents and has 50 local libraries and four mobile libraries and 44 friends groups. On 1st April 2016 the service became a mutual. This membership model involves friends groups, staff and the service. The service has been subject to ongoing budget constraints with a reduction in budget of £1.5m from 2015-2018.

Cullompton is a busy commuter town and has a growing population of 45 and overs. The library service is popular with users but many are out working during the day. A public survey was conducted at Hayridge, Cullompton between March and April 2015 indicated 91% support for extended opening hours to include evening and weekends.

In April 2015 the Council approved the Hayridge, Cullompton as the pilot for the open library concept. The aim was to establish how the technology worked and identify any lessons learnt for any future possible expansion of the open library concept. The Hayridge was chosen as the library is part of a modern complex which offers the community the library and separately bookable meeting spaces. There is a caretaker on site. The business case for the pilot was built on the need to improve the security of the meeting spaces as well as giving extended access to the library. The pilot was in two phases. Firstly to test how the technology would improve the access and security of the meeting spaces (August to November 2015) and secondly, to extend library open hours (from Nov 2015).

Cost components

- ✓ Centre library manager involved in planning and project management
- ✓ Cost shared between the council and Bibliotheca as test site - for the open library system provided by Bibliotheca the council used capital to cover the cost of integrating the sliding doors with the open library software and to manage IT network issues (PSN)
- ✓ Revenue costs for ongoing support per annum per library.
- ✓ Staff time involved in developing new working procedures

Benefit components

- ✓ Security of the building improved e.g. extended use of the system to meeting spaces.
- ✓ Increase in revenue from meeting spaces
- ✓ Open library concept integrated within the library service offer.
- ✓ Opportunity to regulate open hours whilst maintaining and re-distributing staff hours, in-line with community feedback. Changed working patterns (e.g. sole working) to achieve increase in staffed hours. This has gone from 35 staffed hours to 44 staffed at no additional cost. This includes opening and staffing the library on Tuesday and Thursday afternoons and Saturday morning.
- ✓ Extended opening hours from 35 hours (staffed) to 44 hours (staffed) plus further 27 unstaffed hours. Now open 9am - 9.30 pm daily plus 9am - 5.30pm on Saturday.
- ✓ By June 2016, there were 250 registered open library users, mainly using meeting spaces

Savings areas

- ✓ Achieved increased revenue and improved security for meeting space
- ✓ Service is currently in the process of reviewing the costs/benefits and impact of the open library concept at Hayridge and its wider potential

Lessons learnt

- ✓ LMS installed in 1980s. Need to integrate open library concept with an up to date LMS
- ✓ Open library concept can be used to secure / connect to all exits in the building. Now the service is confident in technology they will use it to secure second emergency exit at the next installation.
- ✓ There are 250 registered users, with uptake of 20-25 in the evening, mainly for meeting space. There is a need to analyse usage statistics and assess how can encourage more people to use it

Challenges overcome and areas of good practice

- ✓ Group of library officers and elected members attended an open library open day, which gave buy-in to having a pilot.
- ✓ A soft launch – “It’s been a really good experience so far” centre manager, Hayridge
- ✓ Self-help group of regular users who provide feedback on any teething problems
- ✓ For the future there needs to be consideration of plans if there is no caretaker in a building.

Future plans

- ✓ Need to further review the potential of open library concept for Devon CC
- ✓ Involvement of a local friends group to help promote usage at Hayridge and seek views of demand for extended hours in other locations

London Borough of Harrow – Cost benefit checklist

The London Borough of Harrow has a population of over 240,000. Up to 2015 the population was served by ten libraries, a housebound library service and school libraries. There are 146,000 registered library members and 51,000 active members. Harrow is in the top quartile for library usage in London, however, in line with national trends library usage (visits, stock issue and borrowing) has been falling over the last five years. Over the last ten years there has been minimal investment in the majority of the library buildings. Following a review in 2011 the service was outsourced to Carillon and managed as a joint contract with the London Borough of Ealing. Further budget cuts mean that the service is required to achieve further efficiency savings of £500,000 in 2015-2016 on a staff and maintenance budget of £2.2m and a further £235,000 for books.

Following extensive public consultation a new Library Strategy 2015-2018 was agreed. The aim is to sustain the service for the longer term to provide the best possible library service to meet community needs and within the available budget. To achieve the strategy the 54% of those who responded expressed support for the use of libraries as community hubs and 57% for the use of technology to develop services.

In 2012 Council public survey indicated that longer opening hours would encourage library use. This was endorsed by the Cabinet Report 'Future of Cultural Services in Harrow', 2012

To achieve a balance between savings and extending services in June 2015, Harrow closed four of its libraries and in October 2015 invested in the open library concept to extend opening hours at its busy Wealdstone Library. If successful, opening hours will be extended across the other libraries. LB of Harrow is seeking to modernise its library buildings as part of any wider re-development plans. Stanmore library has just been re-furbished and will include the open library concept.

Cost components

- ✓ The service manager involved in planning and project management, along with two managers from Carillon and local library staff from Wealdstone
- ✓ Capital cost for open library system and works at Wealdstone
- ✓ Revenue cost for annual maintenance of the open library concept per library

Benefit components

- ✓ Open libraries concept integrated within service offer to sustain the service within the available budget and extend opening hours at these sites
- ✓ Extended opening hours using the open library concept at Wealdstone from 40.5 staffed hours to 40.5 staffed hours plus 16.15 unstaffed hours
- ✓ By June 2016, there were 400 registered open library users

Savings areas

- ✓ The open library concept is part of a package of savings of £500,000
- ✓ Staff savings were achieved from the closure of the four libraries. There were no staff savings from the implementation of the open library concept at Wealdstone.

Lessons learnt

- ✓ The long lead in time was useful
- ✓ Project manager would have been useful
- ✓ Teething problems with technology but on the whole it works really well
- ✓ Limited up take of open library by registered users. Further analysis as to why is needed

Challenges overcome

- ✓ For future implementations Carillon have requested a security guard be present which will add additional cost.

Future plans

- ✓ To evaluate the pilot at Wealdstone and look to extend opening hours using the open library concept across the London Borough of Harrow libraries. The next to use the open library concept is Stanmore.

Hertfordshire County Council - Cost benefit checklist

Hertfordshire County Council has 46 community based libraries servicing a community of around £1million. Active borrowing is £160,000. Following ongoing budget pressures in 2013 open hours were reduced. To ensure the service continued to meet the needs of the community within a reduced budget in 2014 there was an extensive public consultation and a new 10 year library strategy was published. As part of this the library service is offered on a tiered basis. There are 11 tier one libraries based in the larger towns, 19 tier two libraries in smaller towns and 16 tier three libraries run primarily by volunteers in partnership with other local services. Two are up and running with several more following this year, and the final tranche next year. The council has a history of innovation in its library service and was the first council to install self-service kiosks across all 46 libraries. The library strategy includes using innovation to deliver and enhance the service whilst achieving the necessary efficiency savings. Open libraries is one such innovation and is to be piloted at Croxley Green. This is at the test phase with the open library system being used alongside the current service to open and close the library. By mid-July there were 130 customers registered and waiting to use the open library when it becomes available in the next few weeks.

Cost components

- ✓ Library service manager involved in planning and project management
- ✓ Capital cost including reconfiguring existing IT systems, installing new doors, security gates, alarms, lighting and the open library system and do building works
- ✓ Revenue costs for ongoing support per library and also for utilities. There were no additional staff costs.

Benefit components

- ✓ The business case for the open libraries concept is that it has the potential to provide extra opening hours for a small ongoing investment
- ✓ Open library concept provides the technology to support the development of community hubs
- ✓ No staff cuts. The use of volunteers across the service is well established and the trade unions have not raised any issues with the planned open library pilot.

Savings areas

- ✓ The open library concept is being used as an innovation to extend library provision, initially to re-instate hours lost from previous budget cuts, then potentially to extend
- ✓ No staff savings are planned

Lessons learnt

- ✓ Croxley Green a busy tier two library with 51,000 visits, 63,000 issues, 368 square meters of public space and a community catchment of 13,000 people. Croxley Green was chosen as the pilot site to provide a working example of open libraries, to fully test the system in a busy environment, understand the implementation challenges of open libraries and any lessons learnt for any potential future implementation.

Challenges overcome and areas of good practice

- ✓ Buy-in from elected members – it is useful to see the system working
- ✓ Concern from staff that in the future open libraries may lead to cuts in staff hours
- ✓ Hertfordshire County Council has introduced library link, an innovative service which gives the public and volunteers from a smaller library access to staff in a larger library via a television link. Library link is an area of good practice and has the potential to be used to enhance the services offered during unstaffed open library hours.
- ✓ Getting the IT and all the other systems to work together with the open library system. The “tricky bit was the doors”.
- ✓ Obtaining sign-off from the insurers. An insurance mitigation paper was needed to achieve agreement from the insurers.
- ✓ One size won't fit all – each building is different

Future plans

- ✓ Depend on outcome of pilot and the demand for extended hours

Norfolk County Council - Cost benefit checklist

Norfolk County Council has 47 libraries including the Norfolk and Norwich Millennium library in Norwich, a UNESCO city of literature. The Millennium Library is a showcase modern, vibrant library set within the forum complex and is the busiest library in the UK. In 2011 library opening hours in Norfolk were reduced by 10%. Following a library review in 2014 the service needed to find revenue savings of £1.2m on a £10m library budget – all libraries remain open but staffing levels were reduced, with 34 libraries having lone-working for some or all of their opening hours. Following a public consultation it was clear that the public valued its library service and wanted to use libraries when they are not currently available, the public wanted more opening hours rather than less. As part of the option appraisal of what was possible, before making significant savings Norfolk County Council decided to explore the benefits of integrating the open library concept into the service offering. As an interim measure the open library concept was introduced into the Millennium library and at one local library, Acle (68,000 issues, 146 square feet) to test the viability of the technology as a way of extending access to customers for limited ongoing revenue costs. The benefit case was £100,000 savings and extended opening hours.

Cost components

- ✓ Local library manager involved in planning and project management at minimal cost
- ✓ Capital cost for open library system plus cost of new electronic glass gate at Millennium library. For Acle costs of new automatic door and works
- ✓ Revenue costs for ongoing support per annum per library
- ✓ Discussions with the Insurers and agreement to what is appropriate. This meant skeleton staff in Millennium library during open library hours to comply with insurance and sign-up new users.
- ✓ The plan is to open Acle library in the evening and weekends. Given its co-location with a Children's Centre within a shared building, this would require additional caretaker costs to secure the whole building. There may be additional insurance costs.

Benefit components

- ✓ Open libraries concept integrated within service offer – skeleton staffing in Millennium during open library hours extending opening hours at minimal cost
- ✓ Millennium library is accessible to meet demand. Regular queuing prior to extended opening hours
- ✓ By June 2016, there were 580 registered open library users for both locations and this is rising
- ✓ Increase in the use of computers
- ✓ At Acle opening hours extended from 23 (all staffed) to 37 (23 staffed hours). In reality the open library concept means the library can open at times that are convenient for more users and stay open over lunch break. There is a plan to extend open library concept to evenings and weekends.
- ✓ Acle staff act as ambassadors and library as training ground for open library concept
- ✓ Increased use of unstaffed library space by community groups
- ✓ Positive outcomes for customers - "the potential is phenomenal. Teachers have an open library card and can bring groups in when the library would otherwise be closed" Library manager, Acle
- ✓ Open library system automatically shuts down PC's, systems, lights and puts the alarm on saving time

Savings areas

- ✓ £100,000 saved on a library budget through staff savings

Lessons learnt

- ✓ Staged implementation has worked well and helps staff from other libraries to experience the open library concept
- ✓ Open library concept gives the library back to the community even more
- ✓ The turn key system makes it easier for staff
- ✓ A positive attitude from staff and the public helps

Challenges overcome and areas of good practice

- ✓ Concerns over the risk of vandalism haven't happened. The opposite is true, members of the community have taken the opportunity to hold new groups in the library and to help support each other. One example was highlighted of the open library members supporting a more vulnerable member in the community become part of a friendship group. Another of a mum and toddlers group using the library as a place for mums to meet up.

Future plans

- ✓ Committee approval being sought to extend pilot to five other local libraries and increase savings. Estimated set-up and building costs for all building works and installation.
- ✓ Plans are in place now for installation in a further six locations.

Peterborough City Council - Cost benefit checklist

With a population of circa 180,000, Peterborough is the second fastest growing city after Milton Keynes. The city has 10 libraries and a mobile library. Peterborough City Council has been one of the first authorities to implement open libraries in the UK and is the only authority to implement open libraries across its central library and all nine local libraries. Peterborough has 32,000 active library users of which 12,000 are registered to use open libraries. This represents the most extensive coverage of open libraries in the UK. Since 2011 the Council has reduced library opening hours annually to meet budget pressures. By 2014 the council recognised that any further cuts would potentially lead to library closures. A similar scenario had played out in the neighbouring authority of Lincolnshire County Council where proposed closures resulted in a Judicial Review. Elected members supported council officers in the recognition that it was time to think differently about service transformation and what could be done to safeguard the service.

In 2014 Peterborough City Council embarked on a series of 15 public consultations and identified what the public valued most from the libraries: the ability to borrow books, access to information and location. 75% of those who responded felt access outside of normal opening hours was important. Three options were put forward to elected members to address the required savings: close all local libraries and invest in central library; keep all libraries open and reduce opening hours across the service; consider new ways of delivering the service to maintain and extend opening hours. There was all party support for option three and in 2015 the open library concept was implemented in central library and then in all the local libraries.

Cost components

- ✓ Staff costs for planning, project management and the two new roles of open library assistant
- ✓ Capital cost for open library system, for cabling and doors, for enabling works, including internal locks
- ✓ Revenue costs for ongoing support per library per year. The cost of borrowing spread over 8.5 years.

Benefit components

- ✓ All libraries in Peterborough City Council use the open library concept and remain open
- ✓ By June 2016, there were 12,000 registered open library users
- ✓ Opening hours extended from 261 to 386
- ✓ Library usage is up by 3% in the last year
- ✓ Availability of space for staff and community groups from across the council services

Savings areas

- ✓ £305,000 saved on a library budget of £1.5m
- ✓ Saved £275,000 from staff through voluntary redundancies, £30,000 from materials

Lessons learnt

- ✓ The open library concept is hard to describe, to help make the business case key individuals need to see it in action
- ✓ The public are respecting the library – in presenting evidence to the scrutiny committee, there have been no incidents and no vandalism to report
- ✓ The public who use the open library concept have been more proactive to take ownership and responsibility for their own safeguarding

Challenges overcome and areas of good practice

- ✓ The open library concept represents a rescue plan. Elected members agreed to the strategy for the next five years, giving the service stability, staff re-assurance and the public continuity of service
- ✓ Agreed with the trade unions that staff roles would not be replaced by volunteers
- ✓ Negative voice around staff cuts – friends group rallied to support staff. In reality maintaining the status quo was not an option
- ✓ Two of the libraries are attached to schools, and here an open library assistant role was created to support the open library concept and provide resource to register new users

Future plans

- ✓ To extend the open library concept to provide more council services through kiosks
- ✓ Strengthen use of libraries as part of the health and well-being outcomes

Stockport Metropolitan Borough Council - Cost benefit checklist

Stockport MB Council has 16 local libraries, employing approximately 90 staff. The service is currently in the process of a service review to inform future planning. As part of this Review there has been a re-structure at Librarian level to bring together the development and operational aspects of the service into a more joined up and cohesive team.

The open library concept is being piloted at Bramhall Library to assess the capability of the new technology and the benefits and challenges of open libraries. Bramhall was chosen in partnership with the supplier of the technology to act as a test case of open libraries in a large suburban area in the UK. Bramhall is a busy town library located next to the health centre and on-route to the railway station. The pilot started in November 2015 and is part of the ongoing service review.

Cost components

- ✓ The senior librarian who acted as internal project manager, working with the supplier project manager to co-ordinate various internal and external service providers involved and to support the planning and the pilot.
- ✓ The capital cost of the open library system was picked up by supplier as this was a test site for open library system
- ✓ Building costs to adapt facility to accommodate the system
- ✓ Revenue costs for ongoing support per annum for each library

Benefit components

- ✓ The open libraries concept integrated within service offer to extend opening hours from 41 staff hours to 41 staff hours plus 18 non staffed hours
- ✓ The library is now open on a Wednesday for the first time accounting for 11 of the extended unstaffed hours, using open library technology to open and shut the library.
- ✓ By June 2016 there were 50 registered open library users
- ✓ Staff act as ambassadors and library as training ground for open library concept
- ✓ New users coming in during unstaffed library e.g. commuters are now able to use the library in the evening when previously it would have been closed

Savings areas

- ✓ Not applicable

Lessons learnt

- ✓ The library manager reports a few teething problems with alarms and zoning. These have been resolved and occasionally items have been left on tables
- ✓ Users of the open library have taken responsibility for reporting any faults or issues
- ✓ Many of the perceived barriers and concerns from staff haven't materialised e.g. vandalism in unstaffed hours and misuse of the library
- ✓ Takes time to get staff on board – what's worked well is getting staff involved in the implementation e.g. in writing new procedures, in registering users, in inducting new users

Challenges overcome and areas of good practice

- ✓ Discussions with insurer and management of potential risks – no additional insurance costs
- ✓ A soft launch
- ✓ Induction and guidelines gaining customer agreement to open library responsibility is an area of good practice. Induction includes a tour
- ✓ No issues have been raised from the public
- ✓ Individuals taking personal responsibility for their own welfare and for reporting any issues in the library

Future Plans

- ✓ Dependent on the outcomes of the service review and the needs of the service for increased demand in opening hours

Trafford Metropolitan Borough Council - Cost benefit checklist

Trafford MBC has 220,000 residents and approximately 50,000 library members. There are 11 statutory libraries and one partnership library within a school. Over the last eight years there have been ongoing budget cuts and two library closures. In 2014 a further budget review required budget savings of up to one third across the service. This led to a two part public consultation in which there was a clear message from the public of the need to keep all libraries open. The public supported the use of technology and partnerships as a way to keep availability to the service. The open library concept was part of the package of measures explored in the second phase of the consultation which involved community groups and staff. In June 2015 the open library concept was installed at Woodsend library and Lostock school library for everyone 16 and over who registers.

Cost components

- ✓ Service manager involved in stakeholder engagement, planning and project management
- ✓ Capital cost to upgrade building works (some in addition to that needed for open libraries); and for the open library technology
- ✓ Revenue costs for ongoing support per annum per library

Benefit components

- ✓ Open libraries concept implemented with full consultation and involvement of community groups
- ✓ Open libraries concept used at Lostock School Library to enable public access on Saturdays and during school holidays.
- ✓ By June 2016 there were 778 registered open library users
- ✓ Opening hours at Woodsend library extended from 31 staffed hour to 12 staffed plus 29 unstaffed hours, including access to the library on a Wednesday for the first time
- ✓ People are taking ownership of the space - community groups and staff act as ambassadors
- ✓ Increased use of unstaffed library space by community groups with access to closed spaces (e.g. toilets) for group activities by agreement

Savings areas

- ✓ Open library concept contributed to overall budget savings. At Woodsend staff hours cut from 31 to 12
- ✓ Open library concept a small part of a package of measures to achieve budget savings

Lessons learnt

- ✓ Be ambitious with the open library concept and go for a significant improvement in service
- ✓ Engaging as much as possible with the users and staff and making them part of the change was critical to the success of the open library concept in Trafford
- ✓ A few teething problems with the system and automatic door which needed on-site support, these are being addressed by next release of the open library kit
- ✓ At Woodsend staff worked to a tight timescale for implementation due to the release of key staff, in future implementations more lead in time before going live would help iron out teething problems

Challenges overcome and areas of good practice

- ✓ Good practice showed ongoing community engagement through open days and involvement of local interest groups on safety, how to use the staffed hours, who should have access (over 16)
- ✓ Challenge – re-assurance of staff through change. Staff cuts were achieved through voluntary severance, with numbers applying exceeding requirement.
- ✓ No issue with trade unions in using volunteers as this custom and practice had been embedded in the service following a previous review

Future plans

- ✓ Savings on target to be achieved
- ✓ Incorporating the open library concept in three new build libraries that are being funded by public/private/trust funds. This includes Altrincham as part of economic development of the town centre, Timperley in partnership with local GP and developer and Hale by a new Hale community trust.

**LOCAL SERVICES
LOCAL SOLUTIONS**

Education Children and Families Committee

10.00am, Tuesday, 12 December 2017

Energy in Schools Annual Report

Item number	7.18
Report number	
Executive/routine	
Wards	
Council Commitments	18

Executive Summary

This report presents an overview of 2016/17 energy use across the Council's School estate and update on the significant investment in energy/carbon reduction initiatives across the School estate. The report follows on from the [Energy in Schools Report](#) in December 2016.

Due to the low wholesale cost of energy, there has been a reduction in overall energy spend in comparison to 2015/16. However, electricity costs continue to increase due to market changes. In line with previous trends, gas consumption has continued to decrease.

There are several active projects underway to improve the energy efficiency of the school estate and reduce associated energy spend. In addition, Property and Facilities Management plan to implement ISO50001; an Energy Management System focussed on delivering best practice across energy management.

Energy in Schools Annual Report

1. Recommendations

- 1.1 That Committee:-
 - 1.1.1 Notes the content of this report and the positive outlook for the future energy efficiency strategy, and the significant progress made on key energy efficiency projects to date;
 - 1.1.2 Notes that the additional detail requested by Committee in December 2016 on energy consumption per unit floor area has been included within Appendix 2; and
 - 1.1.3 Notes that an annual progress report will be submitted to Committee in 2018 on Energy in Schools.

2. Background

- 2.1 Council expenditure on energy across operational buildings in 2016/17 was just under £8.6m.
- 2.2 Due to the continued low wholesale cost of energy throughout 2016/17, gas prices have continued to remain low leading to a lower overall energy spend compared to 2015/16. Electricity costs have increased compared to 2015/16, predominantly due to increases in associated pass-through costs. These costs, which are set by market regulators and the UK government, will continue to form a significant part of electricity costs as regulators look to use charging structures to influence and incentivise change in electricity grid utilisation patterns.
- 2.3 Pass-through charges now form nearly 50% of the overall cost of electricity. This provides an opportunity for the Council to be increasingly efficient about how and when it uses its electricity to reduce costs or mitigate against cost increases.
- 2.4 There are several legislative drivers for carbon reduction across the Council's school estate. These include the Carbon Reduction Commitment Energy Efficiency Scheme (CRC) and the Energy Performance in Buildings Directive (EPBD). Energy Performance Certificates (EPCs) were initially produced for the school estate in 2008/09. These are valid for 10 years and therefore many are approaching expiry.

A programme for renewal will be instigated from 2018 to ensure the up to date position of each building and continued compliance.

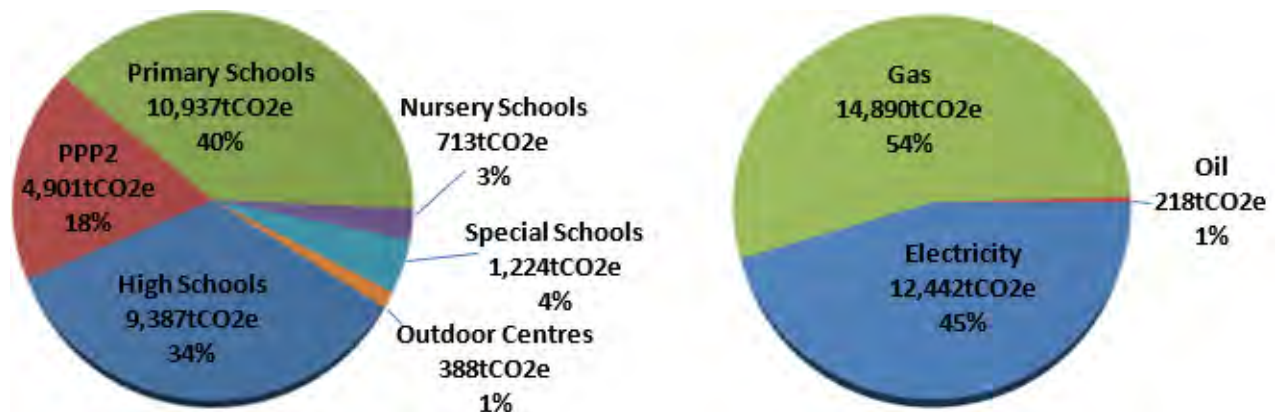
- 2.5 The Council has a published [Energy Policy](#) which defines its approach to energy management.

3. Main report

Consumption Monitoring

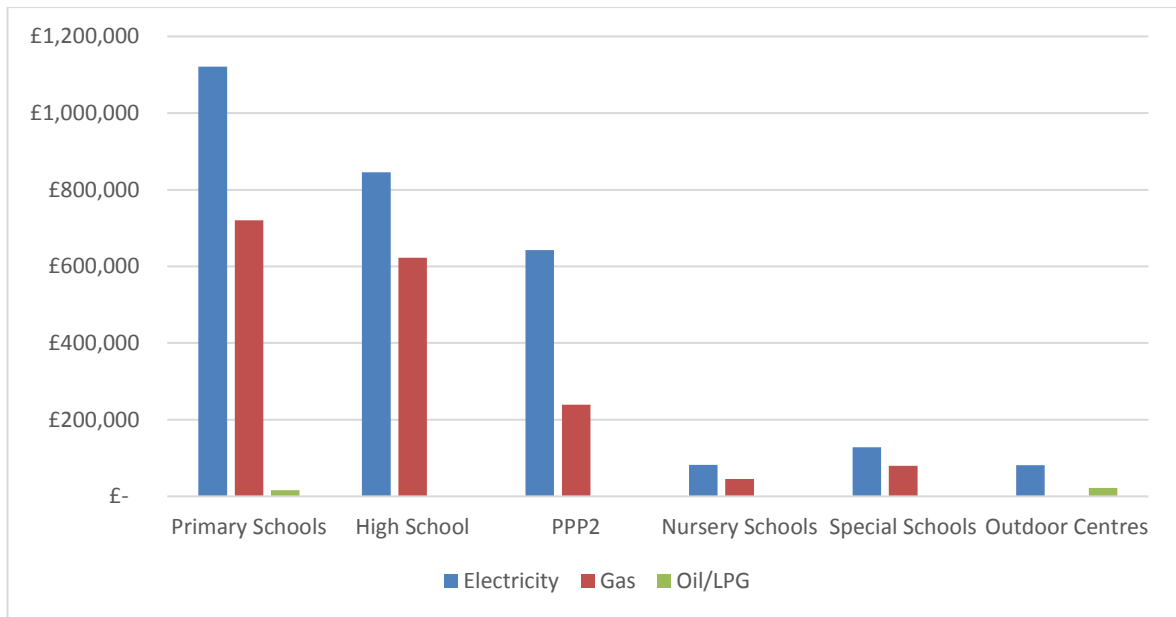
- 3.1 This section of the report gives an overview of energy consumption, and associated carbon emissions across the school estate in 2016/17. The data includes details on the Council's PPP2 estate, where the Council pays directly for energy consumed, but excludes details from Edinburgh Partnership schools (PPP1), as energy costs are factored into the unitary charge.
- 3.2 Further detail on energy consumption across the school estate and benchmarking by floor area within specific schools can be found in Appendix 1 and Appendix 2.

Graph 1: 2016/17 Carbon Emissions by Property Type and Fuel Type



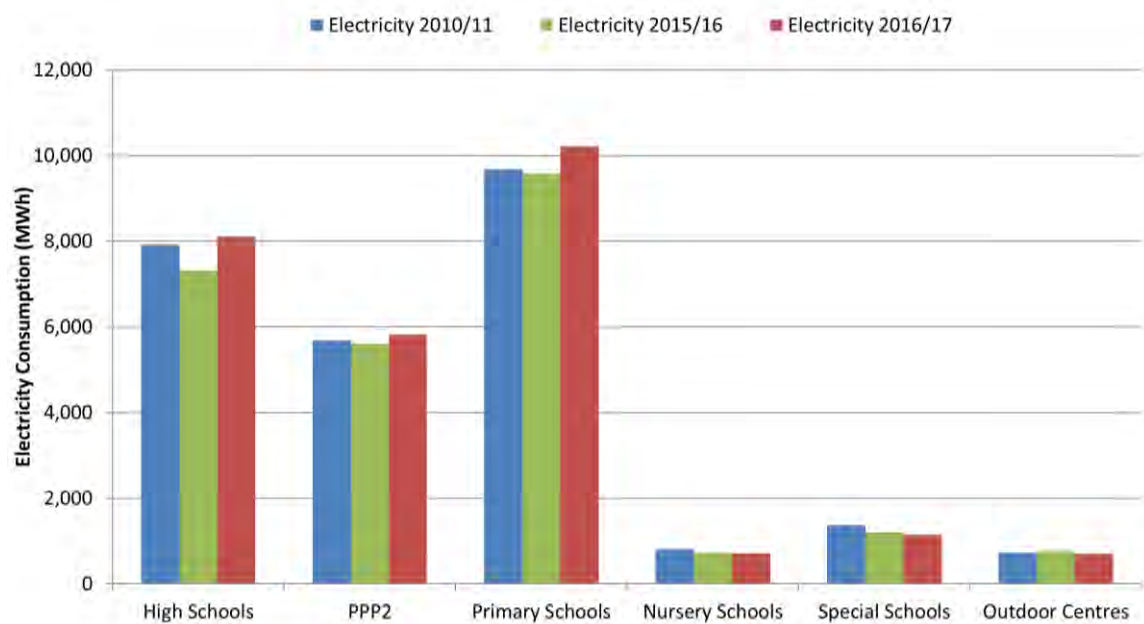
- 3.3 The charts above provide a breakdown of energy related carbon emissions across the Council's school estate. In total, the school estate accounts for 27,550 tonnes of CO2 equivalent (CO2e). This is a reduction of 168 tonnes on 2015/16. Whilst the carbon emission factor for electricity has reduced by 10%, electricity consumption across the school estate has increased limiting the reduction in total carbon emissions.
- 3.4 Schools accounted for £4.7m of energy spend in 2016/17. An additional £0.43m was spent on the purchase of carbon allowances under the Carbon Reduction Commitment Energy Efficiency Scheme.

Graph 2: Annual Energy Spend (in 2016/17) by Property Group



3.5 The graph above highlights energy spend by property type. The Council spends significantly more on electricity (£2.9m) than gas (£1.7m). This contrasts with 2015/16, where spend was relatively even. This change can be attributed to two factors: the increasing cost of electricity; and, the decrease in gas costs. To date, increases in electricity costs have been absorbed by decreases in the cost of gas but with electricity prices expected to continue to rise and gas also increasing, this will ultimately place pressure on current budgets going forward.

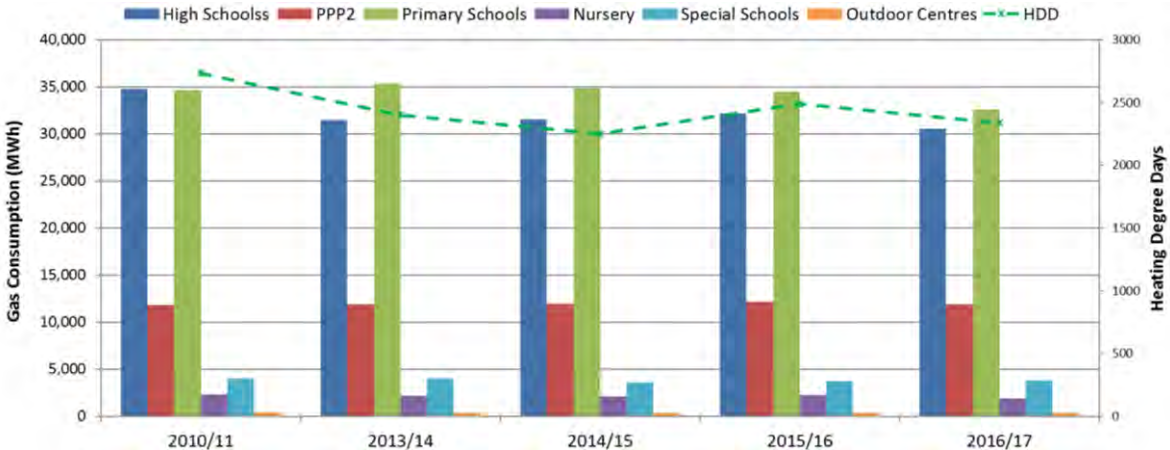
Graph 3: 2016/17 Electricity Consumption against 2015/16 & 2010/11 Baseline



3.6 The graph above compares 2016/17 electricity consumption against both the 2010/11 baseline and 2015/16. There has been a distinct increase in electricity consumption across the three main users: High Schools, Primary Schools and PPP2 Schools. There are a range of factors that have contributed towards this increase. Whilst new buildings are more thermally efficient, they generally contain more electrically powered plant and equipment and therefore have a greater demand for electricity. Between 2015/16 and 2016/17, there was 40,235 sq m of new floorspace added to the school estate primarily through rising school rolls extension and bigger replacement high schools. This places additional demand on electricity and the pattern will continue in 2017/18, with the opening of the new Boroughmuir High school and a further 3,000 sq m of floorspace either on site or planned.

3.7 Many new builds within the existing primary school estate are heated via air source heat pumps. Whilst considered ‘high efficiency’, air source heat pumps run on electricity therefore contributing the increase in energy use. As the electricity grid decarbonises, there will be increases in electricity as a low carbon source of heating. With natural gas more than five times cheaper than electricity there is a risk of conflict between cost and carbon reduction. It is important that the Council acts in a strategic manner to make the right long-term choices.

Graph 4: 2010/11 to 2016/17 Gas Consumption correlated against Heating Degree Days



3.8 Gas use across the school estate is predominantly used for space heating. In a well-controlled system, the requirement for space heating in a building is proportional to the severity of the weather. To allow for 2016/17 gas consumption to be reviewed in context, it has been presented alongside gas consumption from the previous three years and the 2010/11 baseline. Data has been correlated against heating degree days (HDD), which is a metric for quantifying the severity of weather conditions in relation to space heating requirements.

- 3.9 Over the last few years there has been a sustained reduction in gas consumption, which is now significantly lower than the 2010/11 baseline. There is major investment underway to improve the control of heating and plant across the school estate. This includes a clear strategy for control systems and a targeted upgrade programme. In addition, reductions have been realised through the replacement of old inefficient plant and from the disposal of older school buildings and replacement with newer more thermally efficient buildings.
- 3.10 There is now limited oil use across the school estate, with the last two big users within the Council school estate, Fox Covert Primary School and Sciennes Primary School, now converted to natural gas. This has reduced both carbon and running costs.

RE:FIT

- 3.11 As reported in 2016, the Council has been running a £2.654m energy retrofit programme in 10 key Council buildings under the [London RE:FIT Framework](#). The RE:FIT scheme has been designed to help public sector organisations achieve substantial financial savings, improve the energy performance of their buildings and reduce their carbon footprint.
- 3.12 The project will deliver financial savings in excess of £300k and reduce CO2 emission by over 1,100 tonnes a year at current CO2 conversion rates. The savings from the project are guaranteed by the Contractor, [Matrix EOn](#).
- 3.13 Works commenced on site earlier this year, with handover of works across the school estate expected before the end of 2017. All the buildings included in the project are:
- Balerno High School
 - City Chambers
 - Currie Community High School
 - Leith Academy
 - St Thomas of Aquins R.C. High School
 - Sciennes Primary School
 - Trinity Academy
 - Trinity Primary School
 - Usher Hall
 - Wester Hailes Education Centre

Table 1: Main Energy Retrofit Measures by Property

	BEMS Upgrade	Boiler Replacement	Combined Heat and Power	Internal Lighting (LED) Upgrade	External Lighting (LED) Upgrade
Balerno High School	x	x	x	X	x
City Chambers				X	
Currie Community High School	x		x		x
Leith Academy	x		x		x
St Thomas of Aquins	x				x
Sciennes Primary School	x	x		X	x
Trinity Academy	x				
Trinity Primary School	x	x			
Usher Hall				X	
Wester Hailes Education Centre	x		x		x

3.14 A key focus of the RE:FIT programme was to improve energy efficiency across some of the major energy users in the school estate. The table above provides detail on energy conservation measures installed on each site.

3.15 £1.6m of funding for the project has been provided from the Council's SALIX recycling fund. The boiler upgrades at Sciennes Primary School and Balerno High School works have been funded via a mix of SALIX and capital funding (£0.469m) from Strategic Asset Management. This highlights the ability of projects such as RE:FIT to jointly fund works that improve both energy efficiency and asset condition. The remainder of the funding (£0.579m) has been secured from the Council's Spend to Save Fund.

3.16 The guarantee of energy savings makes the RE:FIT project distinct from standard works projects. As the completion of RE:FIT works on site approaches the focus will shift to the validation and delivery of savings. Savings will be assessed annually and will be carried out in line with a mutually agreed measurement and verification process. The delivery of the savings will remain a focus throughout the duration of the payback period.

Building Energy Management Systems (BEMS)

3.17 A Building Energy Management System (BEMS) is a computer-based system that controls the main mechanical and electrical services within a building. The Council has an extensive portfolio of BEMS, including all High Schools and Primary Schools. The successful implementation and operation of a BEMS allows improved building performance and can lead to substantial energy savings.

- 3.18 Property and Facilities Management are midway through a £3.2m BEMS upgrade programme across its operational estate. This will address longstanding issues with condition and functionality. To ensure consistent quality and resilience across the estate, upgrades are being carried out in accordance with a clear strategy and specification. This ensures the platform from which to deliver the fundamental benefits of an upgraded BEMS, including improved control of environmental conditions, energy efficiency savings and improved/targeted maintenance of key plant.
- 3.19 A critical objective of the upgrade programme is to create a reliable communication network between individual BEMS installations within buildings and the central BEMS control software. At present, 3G communication links have been installed on upgraded sites to allow visibility on the Council's central front end. Work is underway with CGI to roll out CEC network communications and provide a supported virtual server to host systems. The pilot phase was originally programmed for completion this summer but increased security concerns following recent cyberattacks have led to delay with delivery now expected in the next couple of months. Once delivered, this will reduce associated costs of communications and increase resilience and flexibility.
- 3.20 To date, 21 Primary Schools and one High School now have upgraded BEMS installed with touchscreens located on site for local staff and remote access available through the Council's front end. There are further upgrades currently underway across the school estate under the programme and upgrades to an additional five High Schools and two Primary School will be completed this year under the RE:FIT programme. Appendix 3 provides some sample graphics from the BEMS system and outline detail on functionality.

ISO50001 – Energy Management System Accreditation

- 3.21 In recent years, the Council has made significant progress towards reducing the energy and carbon footprint of its operational estate through targeted investment, improved energy efficiency and better control of plant. Whilst this is an integral step in creating an efficient and modern school estate, it is essential that there are appropriate processes and procedures in place to review and manage performance.
- 3.22 ISO50001 defines a route for organisations to deliver energy efficiency and carbon reductions by focussing on achieving best practice in energy management. It follows the same management system of continual improvement as other standards such as ISO90001 and ISO140001. Property and Facilities Management intend to develop an ISO50001 Energy Management System for major energy consumers across the operational estate including schools. This will build on success achieved to date, and create a sound platform from which to deliver continued energy improvements. Implementing the standard will help ensure that there is a systematic approach to the

review of energy performance across the operational estate, with defined responsibilities and documented and managed processes.

- 3.23 Whilst projects such as the RE:FIT project and the BEMS Upgrade Programme have the potential to deliver significant savings, the delivery of savings relies on continued review. ISO50001 will help mitigate against risks posed as the organisation evolves or staff change. If properly managed, implementing ISO50001 will formalise the appropriate practices to ensure that performance, including the delivery of savings, is appropriately monitored and reported and provide a mechanism to identify and progress energy reduction opportunities. The requirement for both internal and external audit of ISO50001 creates a safety check for senior management to ensure that best practices are still in place and being adhered to.
- 3.24 Implementing ISO50001 will require a step change in current practices. The Council's Energy and Sustainability Team are currently carrying out work to set up the necessary systems and implement the required practices and processes. The intention is to have these in place for March 2018. To achieve the standard, 6 months of evidence of operating to the standard is required with a further 3 months for assessment. Therefore, the current plan is to apply for accreditation towards the end of 2018.

Edinburgh Community Solar Co-operative

- 3.25 Last year's annual report provided detail on 18 community-owned solar PV installations installed across the school estate in 2016. Under the scheme, the Council pays Edinburgh Community Solar Co-operative for electricity generated by the panels and used on site. From installation in 2016 up to the end of September 2017, 998MWh of electricity had been generated by the panels with approximately two thirds of consumption used on site. Please refer to Appendix 4 for detail on PV generation by site.

Outlook

- 3.26 Ensuring the delivery of the energy savings from key projects, such the Building Energy Management System Upgrade Programme and RE:FIT project, will be a key focus of Property and Facilities Management over the coming year. This will require access to accurate energy data and good communications with sites to ensure that any issues or changes are appropriately actioned or recorded.
- 3.27 The upgrade of Building Energy Management Systems will deliver far better functionality and it is important that the opportunity to fully utilise the platform to deliver improved energy management and targeted maintenance is progressed. This will require coordination to update current practice and provide training and guidance for appropriate staff.
- 3.28 As a large energy user, schools will remain a key focus for both Building Energy Management System upgrades and other energy related works. Whilst almost all of

the dedicated funding for energy efficiency projects has been committed to the RE:FIT programme, Property and Facilities Management will continue to seek other sources of funding, such as through [Scotland's Energy Efficiency Programme](#) or [SALIX](#), to continue to deliver energy efficiency works across the estate. It is anticipated that over £100k of SEEP grant money will be invested in the school estate during 2016/17.

- 3.29 Whilst the Council should be wary of being an early adopter of emerging technology due to the increased risk, it is important that the Council continues to maintain an innovative approach to energy and carbon reduction and remain aware and adaptive to market and technological changes.

4. Measures of success

- 4.1 The Council continues to meet legislative requirements as set out in the [Energy Performance of the Buildings Directive](#) and reporting requirements as set out in the mandatory [Carbon Reduction Commitment Energy Efficiency Scheme](#).
- 4.2 The Council continues to maintain an accurate record of energy consumption across the school estate.
- 4.3 The Council demonstrates a reduction in energy consumption and related carbon emissions across the school estate.
- 4.4 The Council achieves ISO50001 accreditation, an Energy Management System targeting continual improvement in energy management/reduction.
- 4.5 The Council takes advantage of the opportunities presented by operating a modern Building Energy Management Systems across the school estate.

5. Financial impact

- 5.1 The cost of energy across the school estate is significant accounting for around half of the Council's total building related energy spend. The effective management of energy across the school estate is critical to the prudent management of Council energy budgets.
- 5.2 With changes to electricity pricing structures and overall high cost of electricity, it is important that the Council remains aware and responsive to the changing market to manage exposure to increasing costs.
- 5.3 Improving technology and the decarbonisation of the electricity grid will lead to electrically powered sources of heating being lower carbon than gas equivalents. Given the high cost of electricity compared to gas, this will lead to dichotomy between low carbon and low cost for heating buildings.

- 5.4 The projects and activities detailed within this report have the potential to make a significant contribution to the reduction of energy consumption and corresponding spend across the Council's school estate
- 5.5 Since 2013/14, there have been a range of projects and interventions carried out across the school estate to reduce consumption. Taken in isolation, these projects can be presented to demonstrate tangible savings. However, in aggregate across the school estate, savings are less visible. This can be attributed to factors such as increased use of buildings, increased floor area, plant/control failures or increased use of electrical equipment. The result is that overall expenditure remains largely static once changes to utility tariffs have been accounted for.

6. Risk, policy, compliance and governance impact

- 6.1 The introduction of ISO50001 would provide resilience around energy management activities and support compliance with obligations under the [Climate Change Act \(Scotland\)](#).
- 6.2 Legislation has been used to drive forward change to reflect EU targets on emission reduction. Increasingly legislators are looking towards public bodies adopting a planned response for energy efficiency and carbon reduction. It is important that the Council is receptive and reactive to the likelihood of increased legislation, and develops plans and strategies to improve the efficiency of its built environment.
- 6.3 Whilst the Council benefits from a competitive energy contract it remains subject to energy price trends and changes to energy charging structures.

7. Equalities impact

- 7.1 Appropriate energy management of school buildings will have a direct enhancement of rights. For example, appropriate management of indoor temperature will aid education and learning through improved thermal comfort.
- 7.2 Energy management within schools will focus on delivering environments that meet best practice guidelines as set out in the Council's Energy Policy. Thermal comfort is not a defined state. Some people will feel comfortable at certain temperatures whilst others may not.

8. Sustainability impact

- 8.1 There is significant potential for sustainability benefits through appropriate energy management within the schools estate, including reduced consumption and associated carbon reduction.

- 8.2 The introduction of an Energy Management System provides a platform from which to build and improve on sustainability objectives delivered to date.

9. Consultation and engagement

- 9.1 Consultation is regularly undertaken with the Sustainable Development Unit and other Council colleagues to collaborate on shared objectives and work on joint funding opportunities.
- 9.2 The Energy and Sustainability Team within Property and Facilities Management works with a wide range of stakeholders, suppliers and organisations to ensure that the Council's practices are focussed toward delivering best practice.
- 9.3 The Energy and Sustainability Team is working on the redevelopment of its web presence and associated communication strategy to ensure that staff have access to appropriate materials and guidance to support energy reduction.

10. Background reading/external references

[Energy Performance in Buildings Directive \(Scotland\) Amendment Regulations 2012](#) – This directive covers the requirements for Energy Performance Certificates in Scotland.

[Carbon Reduction Commitment Energy Efficiency Scheme \(CRC\)](#) – This website provides guidance on the CRC scheme.

City of Edinburgh Council's [Energy Policy](#)

Stephen S. Moir

Executive Director of Resources

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11. Appendices

Appendix 1. Energy Consumption and Baseline Data

Appendix 2. Energy Benchmark Data

Appendix 3. Building Energy Management System Front End Graphics

Appendix 4. Edinburgh Community Solar Co-operative Sites

Appendix 1 – Energy Consumption and Baseline Data

Property Type	2016/17						Heating Degree Days	
	Electricity		Gas		Oil			
	MWh	% Change (Baseline)	MWh	% Change (Baseline)	MWh	% Change (Baseline)		
High School	8,110	2%	30,524	-12%	0	0%	2010/11	2735
PPP2	5,815	2%	11,924	1%	0	0%	2016/17	2339
Primary Schools	10,210	5%	32,605	-6%	401	-83%	% Change	-14%
Nursery Schools	714	-12%	1,920	-18%	103	14%		
Special Schools	1,143	-16%	3,761	-7%	0	-100%		
Outdoor Centres	695	-4%	348	-14%	0	0%		
TOTAL	26,688	2%	81,082	-8%	504	-87%		

Appendix 2 – Energy Benchmark Data 2016/17

This appendix includes detail on property benchmarks. Whilst these are a good metric for evaluating energy performance it is important to note that benchmarking is a continual process used to identify both poor energy performance and inaccurate utilities or property data.

Within any given year, there will be schools that have experienced maintenance issues which have led to an artificial increase in consumption, which may belie an otherwise well operated school.

Some properties have unique set ups, such as Tynecastle High School which receive heat from the nearby distillery, or Trinity Primary School which receives heat from Trinity Academy.

Overall, benchmarks are useful tool to assess performance and identify where best to focus attention. They are a precursor to more detailed evaluation of consumption profiles.

High Schools	Electricity (kWh/m ²)	Gas (kWh/m ²)
BALERNO HIGH SCHOOL	64	284
BOROUGHMUIR HIGH SCHOOL	53	228
CASTLEBRAE HIGH SCHOOL	36	166
CURRIE HIGH SCHOOL	45	249
JAMES GILLESPIE'S HIGH SCHOOL	65	301
LEITH ACADEMY	69	247
LIBERTON HIGH SCHOOL	29	135
PORTOBELLO HIGH SCHOOL (OLD)	44	210
PORTOBELLO HIGH SCHOOL (NEW)	58	125
SOUTH QUEENSFERRY HIGH SCHOOL	47	182
ST THOMAS OF AQUINS(NEW)	45	158
TRINITY ACADEMY	34	171
WESTER HAILES EDUCATION CENTRE	89	286

PPP2	Electricity (kWh/m ²)	Gas (kWh/m ²)
BONALY PRIMARY SCHOOL (NEW)	48	150
JUNIPER GREEN PRIMARY SCHOOL - NEW	58	122
BROUGHTON HIGH SCHOOL (NEW)	54	111
CRAIGROYSTON HIGH SCHOOL (NEW)	68	154
FORRESTER/ST AUGUSTINE'S HIGH SCHOOL - NEW	61	159
HOLYROOD HIGH SCHOOL (NEW)	61	112

TYNECASTLE HIGH SCHOOL (NEW)	61	41
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Primary Schools	Electricity (kWh/m ²)	Gas (kWh/m ²)
ABBNEYHILL PRIMARY SCHOOL	46	181
BALGREEN PRIMARY SCHOOL	45	206
BLACKHALL PRIMARY SCHOOL	93	53
BROUGHTON PRIMARY SCHOOL	41	206
BRUNTSFIELD PRIMARY SCHOOL	32	217
BRUNSTANE PRIMARY SCHOOL	52	113
BUCKSTONE PRIMARY SCHOOL	43	159
CANAL VIEW PRIMARY SCHOOL	48	151
CARRICKNOWE PRIMARY SCHOOL	56	155
CLERMISTON PRIMARY SCHOOL	43	198
CLOVENSTONE PRIMARY SCHOOL	46	139
COLINTON PRIMARY SCHOOL	31	120
CORSTORPHINE PRIMARY SCHOOL	45	145
CRAIGENTINNY PRIMARY SCHOOL	37	139
CRAIGLOCKHART PRIMARY SCHOOL	40	157
CRAMOND PRIMARY SCHOOL	49	280
CURRIE PRIMARY SCHOOL	45	166
DALMENY PRIMARY SCHOOL	50	107
DALRY PRIMARY SCHOOL	43	152
DAVIDSONS MAINS PRIMARY SCHOOL	44	149
DEAN PARK PRIMARY SCHOOL	54	200
DUDDINGSTON PRIMARY SCHOOL	51	193
EAST CRAIGS PRIMARY SCHOOL	52	159
ECHLINE PRIMARY SCHOOL	73	155
FERRYHILL PRIMARY SCHOOL	54	160
FLORA STEVENSON PRIMARY SCHOOL	47	124
FORT PRIMARY SCHOOL	45	207
FOX COVERT ND & RC PRIMARY SCHOOLS	75	70
GILMERTON PRIMARY SCHOOL	44	150
GRACEMOUNT PRIMARY SCHOOL	42	202
GRANTON PRIMARY SCHOOL	49	159
GYLEMUIR PRIMARY SCHOOL	39	200
HERMITAGE PARK PRIMARY SCHOOL	51	136
HILLWOOD PRIMARY SCHOOL	30	271
HOLY CROSS PRIMARY SCHOOL	26	101
JAMES GILLESPIE'S PRIMARY SCHOOL	79	165
KIRKLISTON PRIMARY SCHOOL	85	140

LORNE PRIMARY SCHOOL	30	133
LEITH PRIMARY SCHOOL	32	137
LEITH WALK PRIMARY SCHOOL	28	175
LONGSTONE PRIMARY SCHOOL	40	260
LIBERTON PRIMARY SCHOOL	25	208
MURRAYBURN PRIMARY SCHOOL	23	196
NETHER CURRIE PRIMARY SCHOOL	90	0
NEWCRAIGHALL PRIMARY SCHOOL	36	183
NIDDRIE/ST FRANCIS COMBINED PRIMARY SCHOOL	56	121
PARSONS GREEN PRIMARY SCHOOL	170	10
PENTLAND PRIMARY SCHOOL (NEW)	53	120
PRESTONFIELD PRIMARY SCHOOL	70	47
PRESTON STREET PRIMARY SCHOOL	34	107
SOUTH QUEENSFERRY PRIMARY SCHOOL	33	133
RATHO PRIMARY SCHOOL	53	184
ROSEBURN PRIMARY SCHOOL	42	208
ROYAL HIGH PRIMARY SCHOOL	28	161
ROYAL MILE PRIMARY SCHOOL	24	188
SCIENNES PRIMARY SCHOOL	54	137
SIGHTHILL PRIMARY SCHOOL	26	185
SOUTH MORNINGSIDE PRIMARY SCHOOL	47	157
STENHOUSE PRIMARY SCHOOL	17	147
STOCKBRIDGE PRIMARY SCHOOL	180	0
ST CATHERINE'S PRIMARY SCHOOL	41	139
ST CUTHBERTS PRIMARY SCHOOL	54	162
ST JOHNS RC PRIMARY SCHOOL	33	119
ST JOHN VIANNEY PRIMARY SCHOOL	38	205
ST MARGARET'S PRIMARY SCHOOL	24	188
ST MARK'S RC PRIMARY SCHOOL	45	155
ST MARYS PRIMARY SCHOOL (LEITH)	28	148
ST MARY'S PRIMARY SCHOOL-ELONDON	47	184
ST NINIANS PRIMARY SCHOOL	36	176
TOLLCROSS PRIMARY SCHOOL	28	180
TOWERBANK PRIMARY SCHOOL	41	121
TRINITY PRIMARY SCHOOL	45	9
VICTORIA PRIMARY SCHOOL	32	168
WARDIE PRIMARY SCHOOL	87	165

Special Schools	Electricity (kWh/m ²)	Gas (kWh/m ²)
GORGIE MILLS SCHOOL	63	139

KAIMES SPECIAL SCHOOL	55	154
OAKLANDS SPECIAL SCHOOL (NEW)	85	237
PILRIG PARK SPECIAL SCHOOL	51	172
PROSPECT BANK SPECIAL SCHOOL	37	217
REDHALL MLD PRIMARY SCHOOL	60	253
WELLINGTON RESIDENTIAL SCHOOL	1	0
ST CRISPINS SPECIAL SCHOOL	91	333
WOODLANDS SCHOOL MLD	53	132

Nursery	Electricity (kWh/m ²)	Gas (kWh/m ²)
BALGREEN NURSERY SCHOOL	30	122
CALDERGLEN NURSERY SCHOOL	59	240
CAMERON HOUSE NURSERY	33	249
CARRICKNOWE NURSERY SCHOOL	90	0
CHILDREN'S HOUSE NURSERY SCHOOL	39	293
COWGATE UNDER 5 CENTRE	37	265
CRAIGMILLAR CHILDRENS CENTRE	108	137
GRANTON CHILD & FAMILY CENTRE	55	273
GREENDYKES CHILD AND FAMILY CENTRE	68	149
GREENGABLES FAMILY CENTRE (NURSERY SCHOOL)	40	135
HAILESLAND C&F CENTRE	41	242
HOPE COTTAGE NURSERY SCHOOL	14	322
JAMES GILLESPIES NURSERY	23	142
KIRKLISTON NURSERY SCHOOL	296	0
LIBERTON NURSERY SCHOOL	40	237
LOCHRIN NURSERY SCHOOL	30	385
SPINNEY LANE NURSERY SCHOOL	83	0
ST LEONARDS NURSERY SCHOOL	25	258
STANWELL NURSERY (DR BELL'S)	30	154
STENHOUSE CHILD & FAMILY CENTRE	30	328
TYNECASTLE NURSERY SCHOOL	32	309
VIEWFORTH CHILD & FAMILY CENTRE	109	72

Outdoor Centres	Electricity (kWh/m ²)	Oil (kWh/m ²)
BENMORE OUTDOOR CENTRE	161	0
LAGGANLIA OUTDOOR CENTRE	124	178

Appendix 3 – Building Energy Management System Graphics

Over the last year, the Council has invested time and resource to develop a Building Energy Management System Front End. This is the interface that the Council uses to monitor operation and performance of key plant across its estate. Up until recently the Council was operating without the ability to monitor sites remotely and relied on their BEMS Contractor to monitor sites via dial up connections, where available, or through site attendance. The purpose of this appendix is to provide some high-level background on the functionality of a BEMS Front End and highlight some of the potential opportunities for improved energy management and targeted maintenance. A description of graphics is provided below with the corresponding screen shots of graphics provided on subsequent pages.

Graphic 1 - Boilers

This graphic provides detail on the operation of the boilers. This page will tell you how many boilers are operating, what the flow temperatures are for the heating system and highlight any faults. The page also provides details on key set points.

Graphic 2 – Floor Plans

This graphic provides detail on the temperature across different areas of the building. It allows you to identify areas that may be under or overheating and can help pinpoint localised failure of equipment such as valves or actuators.

Graphic 3 – Kitchen Extract

This graphic highlights the operation of a kitchen extract system. Having quick access to this level of detail allows quick fault finding and can avoid or limit downtime to kitchen activities.

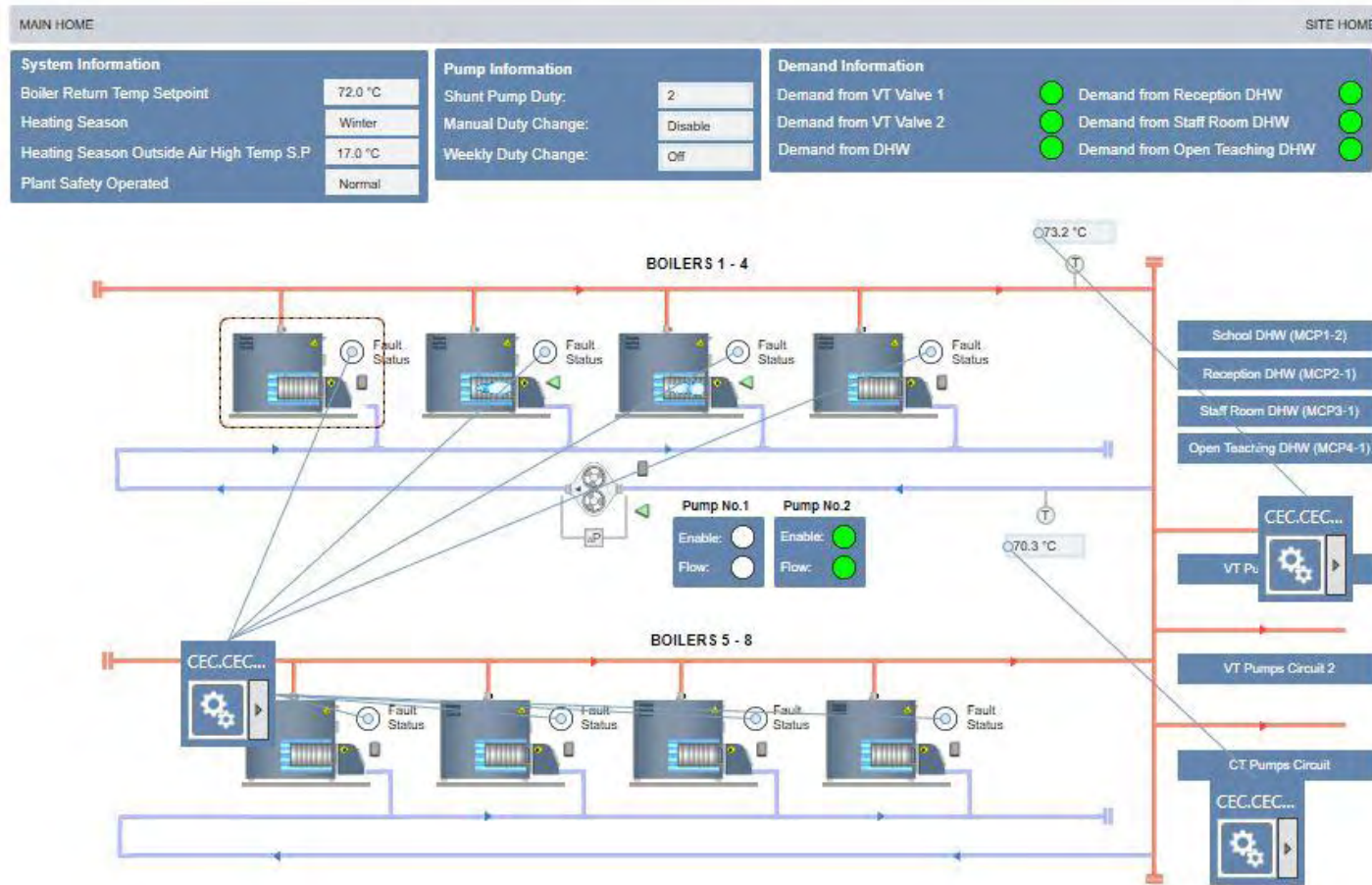
Graphic 4 - Alarms

Once complete, the Council will monitor around 180 Building Energy Management Systems through its front end interface. The front end allows alarms on plant or performance failures to be priorities and rationalised to focus attention on critical areas.

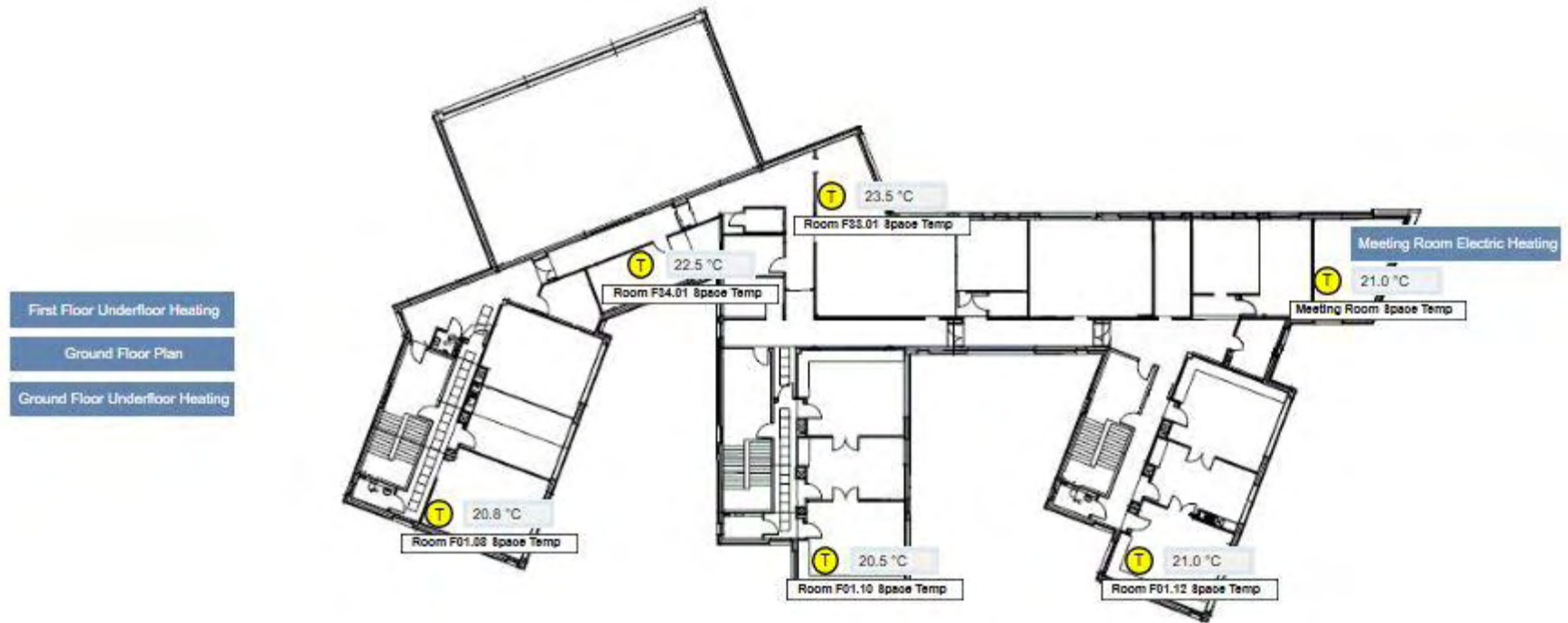
Graphic 5 – Reporting

The ability to retrieve detail on settings and performance of a control system is critical for effective energy management. Reporting functions help identify where improvements could be made to increase efficiency, or identify where maintenance issues or anomalies in the controls software are leading to increased energy consumption

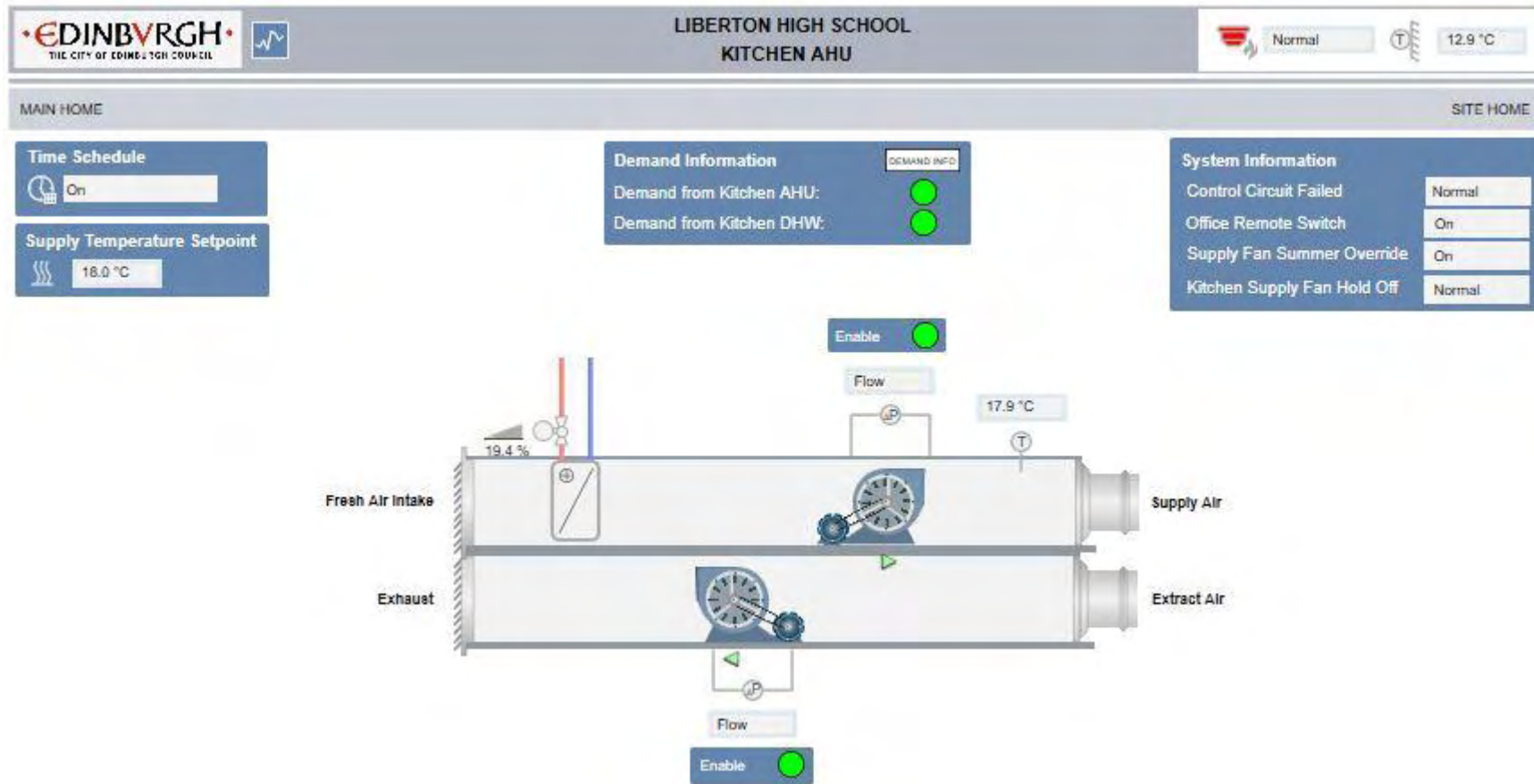
Graphic 1 – Boilers



Graphic 2 – Floor Plans



Graphic 3 – Kitchen Extract



Graphic 4 – Alarms

SIEMENS Steve Granger 01/11/2017 09:10 | Menu

52/54 High 77/80 Medium 184/190 Low 191/383 Status



Event List - Filter By: Categories = <High>

	Cause	Location	Source	Counter	Commands	Information	Event Status	Source Status	Date/Time
	Off Normal (Normal)	Logical. BACnetNetwork(EdiBusStation). MCP2. DHWCtrl. PmpMon3	PmpFlt [DHW Charge Pump Flow Failure]		✓		Unprocessed	Quiet	01/11 09:08
	Low Limit (54 °C)	CECUserView. FieldDevices. BacnetNetwork (LibertonHigh). HVCnP. Mod2In	DHWcylTp [DHW Cylinder Temp]		✓		Unprocessed	Active	01/11 08:32
	Off Normal (Alarm)	CECUserView. FieldDevices. BACnetNetwork (WaverleyCourt). Chillers. Inputs	LT01FLT [LT Chiller Fault]		✓		Unprocessed	Active	01/11 08:18
	Off Normal (Alarm)	Logical. BACnetNetwork(EdiBusStation). MCP2. TltEF. FanMon1	FanFlt [Toilet Extract Fan Flow Failure]		✓		Unprocessed	Active	01/11 08:01
	Off Normal (Alarm)	Logical. BACnetNetwork(EdiBusStation). MCP2. LiftEF. FanMon1	FanFlt [Lift Room Fan Flow Failure]		✓		Unprocessed	Active	01/11 08:01
	Off Normal (Normal)	CECUserView. FieldDevices. BACnetNetwork (GrindlayCourt). Plt1. 13. 03	16 [Boiler Flow Temp Deviation Alarm]		✓		Unprocessed	Quiet	01/11 07:30
	Low Limit (56.3 °C)	CECUserView. FieldDevices. BACnetNetwork (GylemuirPS). MCP2C1. Inputs	DhwTp [DHW Calorifier Temp]		✓		Unprocessed	Quiet	01/11 07:30
	Low Limit (60.8 °C)	CECUserView. FieldDevices. BACnetNetwork (GylemuirPS). MCP4C1. Inputs	DhwTp [DHW Calorifier Temp]		✓		Unprocessed	Quiet	01/11 07:30
	Off Normal (Normal)	CECUserView. FieldDevices. BACnetNetwork (GorgieMillsSchool). Plt1. 22. 02	16 [UFH Zone 2 Temp Deviation Alarm]		✓		Unprocessed	Quiet	01/11 00:41
	Low Limit (49.8 °C)	CECUserView. FieldDevices. BACnetNetwork (GylemuirPS). MCP1C2. Inputs	DhwTp [DHW Calorifier Temp]		✓		Unprocessed	Quiet	31/10 20:39
	Off Normal (Normal)	CECUserView. FieldDevices. BACnetNetwork (GorgieMillsSchool). Plt1. 22. 01	16 [UFH Zone 1 Temp Deviation Alarm]		✓		Unprocessed	Quiet	31/10 18:07
	Low Limit (50.8 °C)	CECUserView. FieldDevices. BACnetNetwork (GylemuirPS). MCP3C1. Inputs	DhwTp [DHW Calorifier Temp]		✓		Unprocessed	Quiet	31/10 17:50
	Low Limit (67.8)	CECUserView. FieldDevices. BacnetNetwork (LibertonHigh). HVCnP. BlrDmd	BlrRtnTmp [Boiler Return Temp Low]		✓		Unprocessed	Quiet	31/10 10:58
	High Limit (69.9 °C)	CECUserView. FieldDevices. BACnetNetwork (LibertonHigh). SECnP. Mod1In	DhwFloTe [DHW Flow Temperature]		✓		Unprocessed	Quiet	31/10 10:08
	Off Normal (Off)	CECUserView. FieldDevices. BACnetNetwork (Queensferry). Local_IO	Gym/Dining_Htg_VT_Valve_Alarm [Gym/Dining Htg VT Valv...		✓		Unprocessed	Quiet	31/10 09:02
	Low Limit (70.2)	CECUserView. FieldDevices. BacnetNetwork (LibertonHigh). BRcnP. BlrDmd	BlrRtnTmp [Boiler Return Temp Low]		✓		Unprocessed	Quiet	31/10 07:37
	Off Normal (Off)	CECUserView. FieldDevices. BACnetNetwork (Queensferry). Local_IO	School_Htg_VT_Valve_Alarm [School Htg VT Valve Alarm] (S...		✓		Unprocessed	Quiet	31/10 07:02
	Low Limit (59.5 °C)	CECUserView. FieldDevices. BACnetNetwork (GylemuirPS). MCP1C1. Inputs	BlrFloTp [Boiler Common Flow Temperature]		✓		Unprocessed	Quiet	30/10 05:32
	Low Limit (57.8 °C)	CECUserView. FieldDevices. BacnetNetwork (LibertonHigh). KitCnP. Inputs	DhwCylTe [DHW Cylinder Temp]		✓		Unprocessed	Quiet	30/10 05:14


Graphic 5 – Reporting

**Broughton Primary School
Report Menu**






**** TO EXECUTE & EXPORT REPORT, SINGLE-LEFT CLICK ON REPORT BUTTON BELOW, THEN USE EXTENDED OPERATION TAB TO EXECUTE ****

CLICK HERE TO OPEN REPORTS EXPORT FOLDER  

SITE LEVEL REPORTS

Building Time Schedule Report 

CONTROLLER LEVEL REPORTS

	<u>Alarm History</u>	<u>Setpoint Summary</u>	<u>I/O Summary</u>	<u>Active Overrides</u>	<u>User Actions</u>
AS01 - Main Boiler Room					

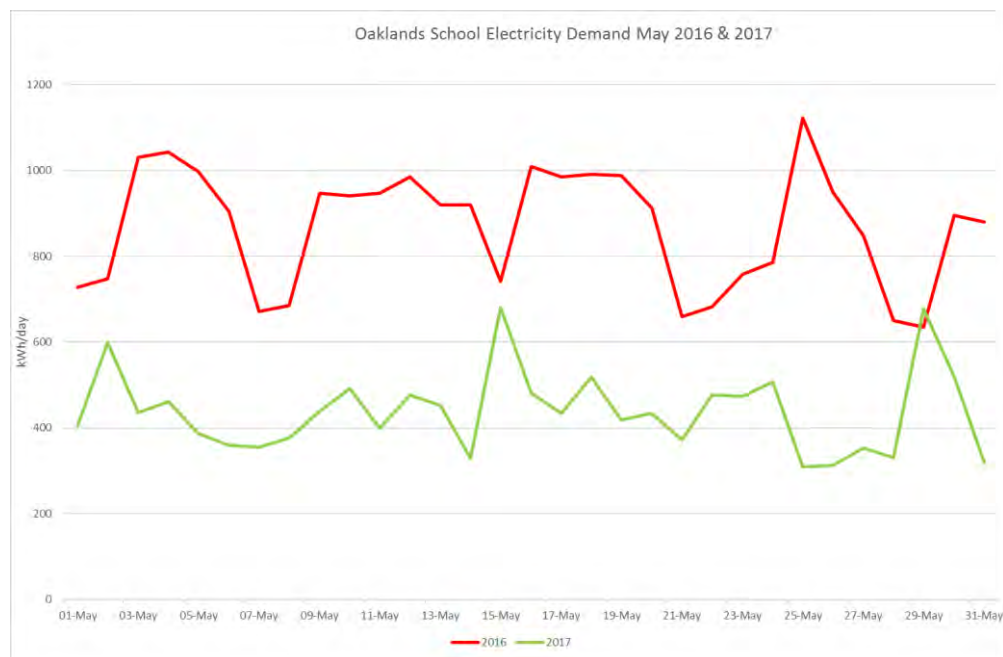
Appendix 4 – Edinburgh Community Co-operative Sites

The table below presents detail on the electricity generated from the Edinburgh Community Solar Co-operative from installation up until the end of September 2017.

Site	Size kWp	Commissioning Date	Days Operational 30/09/2017	Total Generation (kWh) 30/09/2017	Export (kWh)	Used on Site (kWh)	Unit Cost (p/kWh)	Paid to ECSC
AINSLIE PARK LEISURE CENTRE	99.84	09/09/2016	386	85,790	0	85,790	8.86	£7,599.28
BLACKHALL PRIMARY SCHOOL	14.82	27/07/2016	430	13,872	6,936	6,936	10.68	£741.04
BUCKSTONE PRIMARY SCHOOL	99.84	29/08/2016	397	85,160	29,806	55,354	10.65	£5,896.29
CAMERON HOUSE COMMUNITY CENTRE	19.76	30/08/2016	396	20,073	10,036	10,036	9.58	£961.48
CANAL VIEW PRIMARY SCHOOL	99.84	23/07/2016	434	96,001	32,291	63,710	9.38	£5,977.87
CARRICKNOWE PRIMARY SCHOOL	49.92	08/07/2016	449	46,244	12,450	33,794	10.67	£3,605.80
CARRICKVALE COMMUNITY CENTRE	29.9	13/07/2016	444	33,774	16,887	16,887	10.65	£1,798.78
CLERMISTON PRIMARY SCHOOL	20.8	18/08/2016	408	21,440	10,720	10,720	10.65	£1,141.90
CRAIGHALL DAY	29.8	29/07/2016	428	28,134	14,067	14,067	10.36	£1,457.90
CURRIE HIGH SCHOOL	133.38	22/09/2016	373	98,406	9,841	88,566	9.14	£8,094.91
CURRIE PRIMARY SCHOOL	44.98	19/08/2016	407	41,662	26,782	14,879	10.66	£1,586.56
DAVIDSONS MAINS PRIMARY SCHOOL	34.84	30/06/2016	457	40,323	37,904	2,419	10.67	£258.20
DEAN PARK PRIMARY SCHOOL	83.2	31/08/2016	395	75,771	31,445	44,326	10.65	£4,721.63
DRUMBRAE LEISURE CENTRE	49.92	16/06/2016	471	42,067	15,024	27,043	8.59	£2,323.01
EAST CRAIGS PRIMARY SCHOOL	49.92	25/07/2016	432	52,473	13,868	38,605	10.68	£4,124.57
GYLEMUIR PRIMARY SCHOOL	29.9	04/08/2016	422	31,628	15,814	15,814	9.60	£1,518.16
LIBERTON PRIMARY SCHOOL	44.98	30/08/2016	396	42,200	12,750	29,450	10.66	£3,140.21

OAKLANDS SPECIAL SCHOOL (NEW)	124.8	24/06/2016	463	146,670	57,620	89,050	9.22	£8,210.38
PROSPECT BANK SCHOOL	34.84	14/07/2016	443	37,458	7,492	29,966	10.68	£3,201.58
RATHO PRIMARY SCHOOL	69.94	15/09/2016	380	57,296	28,648	28,648	10.66	£3,053.90
REDHALL MLD PRIMARY SCHOOL	49.92	05/08/2016	421	45,640	8,150	37,490	9.18	£3,439.71
TUMBLES AT PORTOBELLO	124.8	22/09/2016	373	108,614	0	108,614	10.27	£11,157.88
WARDIE PRIMARY SCHOOL	29.9	19/08/2016	407	26,951	13,475	13,475	10.65	£1,435.40
WOODLANDS SCHOOL MLD	19.76	29/07/2016	428	18,811	9,406	9,406	9.63	£905.95

Oaklands School has one of the largest PV installations across Council buildings. The graphs below outlines use of grid electricity before and after the installation of PV for the month of May.



Education, Children and Families Committee

10.00am., Tuesday 12 December 2017

School Meals Update

Item number	7.19
Report number	
Executive/routine	Routine
Wards	All
Council Commitments	

Executive Summary

This report provides an annual update on the school meals service including information on menu compilation, school meals uptake, Food for Life accreditation, online payment and cashless catering provision.

It also highlights the emerging challenges as school meal uptake continues to increase.

School Meals Update

1. Recommendation

1.1 That Committee:-

- 1.1.1 Notes the update on school meals with particular regard to uptake trends and Food for Life accreditation; and
- 1.1.2 Notes the challenges ahead that the new service faces with rising school rolls and early year provision.

2. Background

- 2.1 On 24 September 2015, the Finance and Resources Committee approved the Asset Management Strategy (AMS) for Property and Facilities Management. AMS is now a work stream within the wider Council Transformation Programme, aimed at achieving cost savings and delivering an improved service through a new operating model. The programme aims to create a credible, focused and sustainable delivery plan for property and facilities management to deliver a fit-for-purpose, right-sized and safe estate; provide an appropriate level of service at an acceptable and efficient cost; and in a commercial manner to maximise value for the Council. Overall the programme aims to deliver £6.2m of recurring savings by financial year 2019/20.
- 2.2 The Catering Service is part of the AMS, however a decision was taken not to subject the service to a formal review due to the increasing demand and new challenges, which are highlighted later in this report. In place, was a restructure of the management team and the transformation of the service into a single function, no longer aligned with building management, janitorial or cleaning services. Consequently, the new Catering Service management team is now in post and includes a new Catering Manager, and four Catering (locality) Team Leaders.
- 2.3 On 13 December 2016, Committee considered a School Meal Update report and noted the successful delivery of additional accommodation space in four schools to facilitate the implementation of the extended entitlement to free school meals for all P1 – P3 pupils; the successful retention of Food for Life Bronze catering mark across the school estate; and the achievement of Silver catering mark in two pilot schools, Currie High School and Buckstone Primary.
- 2.4 The purpose of this report is to provide Committee with an update on a wide range of activity across the school meals spectrum including menu design, school meals uptake, Food for Life accreditation and cashless catering. It also highlights the challenges ahead for the service principally as a result of increasing demand due to rising school rolls and additional early years provision.

3. Main Report

Menu Design

- 3.1 Nutritional regulations for food in schools have been in place since the implementation of Hungry for Success in 2003. This was superseded by the Schools Health Promotion and Nutrition (Scotland) Act 2007.
- 3.2 In addition, the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 were introduced in primary schools in August 2008 and in secondary schools in August 2009. The regulations set strict nutritional standards for all food and drink being served in schools. Information on the implementation of the nutritional requirements for food and drink can be found at this link <http://www.gov.scot/Publications/2008/09/12090355/0>
- 3.3 The statutory nutrient standards are calculated to ensure that the school lunch provides a third of the daily nutritional requirements for primary and secondary school pupils. A portion size range is set under the Schools Health Promotion and Nutrition (Scotland) Act 2007 and catering providers ensure portions remain within this range.
- 3.4 For primary schools there were previously two sets of nutrient standards; one for children between 5 and 6 years, and the other for children between 7 and 10 years. With the implementation of the Schools Health Promotion and Nutrition (Scotland) Act 2007 there is now a combined nutrient standard for all primary schools pupils. There is a wide range of nutritional needs and appetites within the new age range and catering staff use their skills, knowledge and judgement to provide appropriately sized portions for individual pupils.
- 3.5 The nutrient standards for secondary pupils are calculated to be reflective of the age profile in Scotland, which is currently around 55% aged 11 to 14 years and 45% aged 15 to 18 years.
- 3.6 School lunch menus are designed for the majority of the school population to comply with the nutritional legislation above, creating a balanced menu across the week. The menu design process requires a significant amount of resource in considering:-
 - Recipe costing;
 - Nutritional & allergen analysis;
 - Effect of transport;
 - Equipment available in kitchens; and
 - Incorporation of seasonal/local produce.
- 3.7 Other children follow special diets for religious or medical reasons with school kitchens also seeing a significant increase in pupils with increasingly complex dietary needs and steps are taken to ensure these requirements are factored into the meal service.

3.8 The catering service are committed to sourcing from Scotland and the UK when possible. The service uses local suppliers for meat, vegetables and milk and all fish comes from sustainable sources, balancing cost and quality with the desire to purchase local goods:-

Supplier	Percentage Spend on Scottish Produce
Scottish Butcher	79%
Scottish Fruit & Vegetable Supplier	39.6% (increasing to 46.8% April/August)
Dry & Frozen Supplier	20% UK Produce – 2% Scottish*
Dairy Supplier (Wiseman)	99.3%

*only 2% claimed as wholly Scottish due to supplier labelling, i.e., produced in Scotland but packaged throughout the UK

Schools Meal Uptake

3.9 The Scottish Government Healthy Living Survey is undertaken every February. The 2017 survey was completed the week commencing 20 February for primary, secondary and special schools with the results showing comparative data across all Scottish Local Authorities:

Free and Paid Meal Uptake

	2014/2015	2015/2016	2016/2017
P1-3	80%	84%	83.7%
P4-7	42.2%	42.4%	40.9%
Secondary	21.3%	22.7%	17%

Edinburgh Meal uptake against Scotland Average

	Scotland Average 2016	Edinburgh 2016	Scotland Average 2017	Edinburgh 2017
P1-3	81.7	84	81.2	83.7
P4-7	53.7	42.4	52.4	40.9
Secondary	45.8	22.7	44.3	17

3.10 Uptake in Edinburgh secondary schools continues to fall behind the national average. The service is continuing ongoing initiatives to improve uptake, building on the successful work completed in the revamped service styles at both the new Portobello and James Gillespie schools. Uptake at these schools has increased due to the new layout and more appealing dining space and the use of a biometrics cashless catering system at Portobello.

3.11 New products and menus have proved popular at both high schools; however replicating this serve style in the older schools estate is proving difficult due to the lack of modern equipment and facilities. There is also ongoing demand on the production facilities at these schools to transport meals to primaries.

Comparison of Edinburgh meal numbers 2015/2016 and 2016/2017

(Extracted from the annual school returns sent to Scottish Government)

April15 - March 16	Primary Schools		Secondary Schools		Special Schools	
	Paid	Free	Paid	Free	Paid	Free
TOTALS	574,244	2,126,601	320,698	184,821	24,765	56,131

Apr16-March17	Primary Schools		Secondary Schools		Special Schools	
	Paid	Free	Paid	Free	Paid	Free
TOTALS	666,648	2,295,454	368,995	186,709	23,226	60,682

3.12 Over the last three years there have been significant increases in total meal returns. Primary meals have continued to rise with numbers up 261,257 meals between 15/16 and 16/17. The number of secondary meals has risen by 50,185 meals over the same period. These figures are in addition to the marked increase of 721,000 free meals which was recorded between 2014 and 2015 as a result of P1-3 Universal Free School Meals.

Food for Life (FFL) Accreditation

- 3.13 In December 2014, Edinburgh Council became the first local authority in Scotland to achieve the Bronze Catering Mark Award across all its primary, secondary and special schools. This was achieved by all three catering providers; Council FM Catering, AMEY (PPP 1 schools) and Chartwells (PPP 2 schools). In May 2017, the Bronze Award was retained for a fourth consecutive year in all schools by all three catering providers. Also, in May 2017, the Council FM Catering pilot schools, Currie High and Buckstone Primary, retained the Silver Catering Mark Award for the second year.
- 3.14 The two silver pilot sites have implemented silver catering mark menus over a full year and two menu cycles; spring/ summer 2016 and autumn/ winter 2016/17.

To achieve the Silver Catering Mark catering must:

- Continue to meet ALL the bronze standards: (assurance certificates required for all meat, along with supplier declarations; other standards to be assessed during inspection);
 - Pick up an additional 150 points in total by:
 - (a) Spending at least 5% of total ingredient budget on organic produce 25 points (this is required);
 - (b) Sourcing ethical and environmentally friendly food (organic, free range, MSC, MCS 'fish to eat', Freedom Food, Fairtrade or LEAF). Min: 15 points;
 - Acting on the making healthy eating easy steps. Min: 20 points; and
 - Collect another 90 points from any of the three categories (including; reducing plate waste, meat free day, % local spend).
- 3.15 Achieving a minimum of 150 points at the pilot schools has been reached through several activities, which include making healthy choices easier and work with the schools to promote the school meals service and wider aspects of food work across education. To reach the required 5% of total ingredient budget on organic produce several products have been tested with varying success. Organic produce is, by its very nature, often significantly more expensive than the non-organic alternative.
- 3.16 As part of Committee discussions on the 2016 School Meals Update report, officers were requested to consider the practical and financial implications of seeking to achieve FFL Silver Catering mark across the entire school estate. This has been investigated with particular emphasis on sourcing, and the cost of, organic produce such as milk, baked potatoes/vegetables, pasta and meat or, as an alternative, a complete organic dish.

Milk

- 3.17 Organic Milk is commonly used by many authorities to contribute towards organic spend. While this product is easy to substitute for cooking purposes it is not something that is used in large quantities and therefore the comparative value of spend is quite low.
- 3.18 Semi skimmed milk or water are the drinks options offered with a primary school lunch. Ordinarily, milk is provided in individual drinking cartons. However, organic milk is not available in individual carton portions. While this does reduce the amount of packaging being generated it poses problems in terms of service. For example, at Buckstone organic milk is used for pupils to drink. This is decanted into jugs and provided to pupils in beakers. This requires additional resource and there can be waste through spillages. Conversely, there has been a reduction in the number of pupils choosing milk as their drink since the cartons were removed at Buckstone.
- Current non-organic milk spend approx. £120,000 per annum;
 - Current non-organic semi- skimmed milk £0.69 per litre;
 - Organic semi-skimmed milk £0.95 per litre;
 - Predicted additional annual cost for organic milk £32,400.
 - Current suppliers have indicated that they do not have the capacity to provide the volumes required if all schools in Edinburgh were to make the change.

Baked Potatoes/Vegetables

- 3.19 Baked potatoes were chosen as an organic substitute product as they are on both primary and secondary menus daily. Initially, the price differential on this product was minimal and little change to preparation is required. However, this initial price was unsustainable and was only offered during a short period for one site. By exploring the opportunity further to scale this up to all sites the following transpired:
- Current spend is approx. £80,000 per annum on baked potatoes;
 - Our supplier advised that costs for organic potatoes (at current volume) would be at least 50% more than we are paying for the standard product.
 - To provide organic potatoes based on current volumes would require at least a three-year plan/commitment to organic producers to ensure that the demand could be sustained.
- 3.20 In conjunction with our contracted supplier, organic vegetables were sourced from an East Lothian farm. The supplier used their existing processor to take dirty vegetables from the farm and have these prepared in line with our existing non-organic product; soup mix, carrots and turnip. While this worked well as a finished product in the pilot kitchen, there are a number of issues which would need to be resolved to allow this to be rolled out:-
- Additional transport costs from farm to processor;
 - Viability of processing plants ability/ capacity/ desire to adapt their practises to allow for larger scale organic preparation;
 - Availability of supply should this be scaled up, which would likely to require at least a 3-year plan to implement;
 - Full final product costing.

3.21 Due to the inconsistency in supply of organic baked potatoes, alternative organic vegetables have been explored to ensure we meet the required 5% organic spend to maintain the silver award. Again, these can be difficult for our wholesaler to source and are delivered to the kitchens dirty. Using dirty vegetables requires additional storage, preparation time and staff resource. While this has been possible short term with a limited range in the pilot kitchen, it is not something which would be feasible in all kitchens due to volume of meals produced and physical space available; even if additional resource was provided.

Pasta

3.22 Pasta is another staple product regularly featured on both the primary and secondary menus. Being a dried product, it is one which should be less susceptible to seasonal variations in cost or supply. As such, this is currently used to contribute to organic spend. Quality of product is comparable to non-organic product however price differences are again significant:

- Current non-organic pasta spend approx. £15,500 per annum;
- Current pasta £0.91 per kg;
- Organic pasta £1.58 per kg;
- Predicted additional annual cost for organic £8,990.

Meat

3.23 Currently there is no organic meat available through our fresh meat contract, where fresh Quality Meat Scotland Assured product is used. A UK farm has been sourced for assured frozen organic mince, which is being used in the pilot sites.

- Current non-organic QMS mince spend approx. £15,145 per annum;
- Current non-organic QMS mince £5.01 per kg;
- Frozen Organic mince £8.05 per kg;
- Predicted additional annual cost for organic £9,190.

Organic Dish

3.24 The addition of a fully organic dish on the menu was investigated as the idea was appealing in terms of true implementation of the organic principle. A number of basic dishes were explored including macaroni cheese, tomato pasta and beef bolognese. Whilst a few of the ingredients could be sourced through procurement contracts there were several which we are unable to purchase; these included cheese, margarine, tinned tomatoes and prepared vegetables. As such, the concept could not be implemented.

3.25 In summary, the range of organic products which are suitable for use in schools and available through our existing contracts and suppliers is limited. Generally, all organic items are at least 50% more expensive. In addition, through current food contracts prices are increasing for a number of everyday staples such as cheese, tuna and milk. The market predicts continuing increases within the food sector in the coming months which will put further pressure on existing budgets.

3.26 For the reasons above, the fact that there is no current budget allocation and the emerging challenges highlighted later in the report, it is recommended that the catering service continues to consolidate the FFL Bronze award across the estate and FFL Silver award in the pilot schools.

Edinburgh Food for Life Partnership

3.27 The Edinburgh Food for Life Partnership (EFFLP) is an innovative public and third sector collaboration, working since 2012 to identify and tackle barriers to providing good food within publicly funded institutions.

3.28 This group shares the vision of Edible Edinburgh: to be a city where good food is available for all, making for healthy people, thriving communities and a sustainable environment.

3.29 As part of the Council's commitment to the partnership, the school meals service has signed up to a number of EFFLP activities and objectives. These aim to develop and embed the FFL principles allowing the service to focus on communication with stakeholders, improving quality and consistency and developing staff.

3.30 Edible Edinburgh is a cross sector group which has developed the Edible Edinburgh Sustainable Food City Plan following city wide consultation. The plan is a tool to help Edinburgh develop as a sustainable food city. It recognises a cultural shift to deliver healthier, fresh and sustainable food is produced, that fewer people live in poverty and our natural environment is protected.

3.31 Procurement is one strand in the plan and is considered when awarding contracts with the following aims:

- To develop a thriving local food economy based on public and private sector businesses procuring more sustainable food;
- Improve the amount of sustainable food procured;
- Establish better communication and links between producers, processors, retailers and customers;
- Support ongoing delivery of the Edinburgh Food for Life Partnership project; and
- Expanding catering mark in settings beyond schools and care homes.

3.32 Next steps include achieving the Sustainable Food Cities Network Bronze award. Continuing to develop sustainable food procurement within the delivery of school meals provision will play an important role in this.

3.33 By maintaining the Bronze catering mark across all schools, work will continue with suppliers to source produce from Scotland and the UK where possible and work will continue with the supply chain to increase the range of local produce available.

Online Payments and Cashless Catering

- 3.34 Following a tender process, ParentPay is the new Online Payments system which enables parents to pay for lunches, trips and other items securely by credit or debit card.
- 3.35 The upgrade to the cashless catering systems across the secondary estate is complete. The new system allows the use of a pin number or biometrics for pupils uploading money to their accounts or making payments at tills. The system speeds up service and is proving popular at Portobello High. The roll out programme for biometrics is also currently underway.

Other Initiatives

- 3.36 In order to promote healthier choices and encourage pupils to increase their consumption of fruit, vegetables and salad items, freshly prepared fruit pots/ fruit platters are now on offer and many schools have a salad bar where pupils can help themselves. These have been very popular with pupils, showing a significant increase in the amount of salad and vegetables being consumed.
- 3.37 Portobello High school hosted the launch a national campaign for secondary schools aimed at tackling obesity using social media. Pupils were treated to a demonstration of healthy, easy to make recipes as well as taking part in a Hula Hoop challenge and testing their physical reactions with a Batak Machine. Further details can be found on [Newsbeat](#)
- 3.38 Following on from the award winning intergenerational work between Liberton High and Inchview care home reported to Committee [13 December 2016](#), this project continues with pupils hosting a Harvest Lunch on the 6 October 2017. Pupils planned, prepared and served a two-course lunch as well as decorating tables and providing the entertainment.

Challenges

Rising Rolls

- 3.39 Primary school rolls are projected to rise to an estimated 31,700 pupils by 2020, an increase of 13.2%. Five new primary schools have been initiated through planning to be completed within the next five-year period. Based on the 2016 uptake figures, this would equate to 3,070,059 free meals by 2020. The impact of high births will ultimately be reflected in a high primary intake.
- 3.40 The need for increased dining accommodation, prior to the implementation of free school meals was detailed in a report to Committee on the 9th December 2014 and subsequently delivered
- 3.41 Communities and Families have since conducted further analysis on the need for additional classrooms to accommodate the rising roll in pressure areas. For example, Ballgreen, East Craig's, Ferryhill, Fox Covert and St Mary's were all highlighted for additional classrooms, but with no additional kitchen or severy.

- 3.42 A provision of £19.9m was allocated to Communities and Families Capital Investment Programme to respond to the challenges faced by rising school rolls; further investment into ensuring the catering service can accommodate the additional numbers is currently being reviewed. In addition, the secondary school roll is forecast to rise by 9% by 2020 with a projected roll of 20,664 by 2020, with an additional high school planned in West Edinburgh, and replacements to Queensferry and Castlebrae.
- 3.43 Universal free schools meals were introduced to all P1-P3's within Scotland in January 2015. Findings by the Scottish Government highlight the uptake in school meals increased to 78.9% from 53.2% in 2015. Within Edinburgh, there has been an increase of 737,000 free meals between 2014/2015 and 2015/2016 sessions. A further study conducted by the Association of Public Sector Excellence (ASPE) highlights the growing pressures on school caterers nationally, with 64.9% of authorities expecting an increase on catering service demands and 88.3% of service managers, anticipating a significant increase in workload.
- 3.44 Additional employees were recruited to manage the service with a 6% uplift in wage costs. The vast majority of kitchen staff work Monday to Thursday providing on average 18,000 meals per day, which is an increase of 50% prior to the introduction of free school meals. In addition, free P1-P3 meals on a Friday has now increased to 10,000 packed lunches.

Early Years Provision

- 3.45 The expansion of the Scottish Government's 1140 hours for extended nursery places for children, will lead to additional demand on the catering service. The Scottish Government has published a blue print for the expansion of 1140 places and subsequently the uptake in meals. Many of these settings will operate for 52 weeks per year, as opposed to the current school staffing model of 38 weeks. The catering service is currently providing Early Years meals to 27 settings with an additional 940 meals daily, from school production kitchens. Currently these meals are produced at school production kitchens and transported to nursery settings. By 2020/21 session, the number of Early Years meals forecasted by Communities and Families is an additional 15,913 daily equating to an estimated 414,000 meals annually. The catering service has submitted a resource requirement to the Scottish Government detailing an additional financial requirement of £5.9m (capital and revenue), of which £610,000 is to invest in upgrading kitchens and converting existing dining centres back into production kitchens to accommodate the additional meals. Consultation is continuing with Communities and Families to provide kitchens within new build nurseries.
- 3.46 The catering service also provides for 31 lunch clubs throughout the city. The majority of these provide meals to day centres and groups in deprived areas. The menus are agreed in advance with local centres and production kitchens and tend to cater for groups with complex dietary needs therefore generating additional work for the kitchen teams.

Current Catering Contracts

3.47 The catering service employ a small number of staff on 52 week contracts, with the remainder predominately 38 week contracts. These contracts are to cover the growing holiday feeding, currently serviced from three locations across Edinburgh: Wester Hailes Education Centre which provides between 250 and 280 meals daily to 16 lunch clubs and nurseries.

3.48 Oaklands Special School which provides 40 to 80 meals daily to 6 lunch clubs and nurseries. Leith Academy provides 165 to 180 meals daily to 9 lunch clubs and nurseries.

3.49 In order to provide a more flexible workforce for holiday feeding there is further pressure to recruit additional numbers of 52 week contractually bound staff.

3.50 Currently there are only 10 Supervisors/Assistant Cook have 52 week contracts out of a total of 673 catering employees. Staffing of holiday feeding is currently reliant on staff volunteering to work overtime.

Session	52 week demand	Current 52 week contracted staff	Proposed 52 week contracted staff	Number of locality production kitchens	Daily Meal numbers - current 2017/18 expected 2018-2020
2017/18	17 nurseries	10 s/visors		3	1,172
2018/19	27 nurseries		10 s/visors 10 GA's	4	2,419
2019/20	71 nurseries		12 s/visors 20 GA's	6	4,993

3.51 Communities and Families advised Committee on the 12 October 2017 that an application was being submitted to the Big Lottery for funding to support holiday activities with free meals for children P1 to S4 experiencing poverty. Should this bid be successful the Holiday Hunger initiative may compound the need for additional 52-week staff. Communities and Families are currently in discussions with the Scottish Government & National Lottery funding to secure funds to open centres across the 4 localities in Edinburgh. The initiative aims to:

- Reduce holiday hunger amongst children from low income families;
- Reduce the social isolation which can result, for children, young people and parents during school holidays;

- Increase opportunities for low income children, young people and parents to take part in a range of physical and cultural activities which are fun and educational; and
- Building Collaboration and partnership working across organisations delivering school holiday provision in locality areas.

3.52 If the Council proceeds with the above consideration needs to be given to the financial implications as there is currently no staff budget to allow the move of all staff from 38 to 52 week contracts. Further, staff working 52 week contracts to accommodate holiday feeding will need to take holidays within term time.

Transportation

3.53 51% of primary meals are transported throughout Edinburgh from 54 primary production kitchens and nine high school kitchens. Transport costs continue to rise with additional transport runs both for new settings (i.e. early years) and additional settings for rising numbers.

Year	2014/15	2015/16	2016/17
Transport Cost	£287,000	£279,000	£310,000

3.54 Due to the large number of school kitchens without production kitchen facilities, it is necessary to transport prepared meals across the city. Dining centres strive to achieve the same standard as those within production kitchens. As numbers continue to rise, the pressure on production kitchens will increase; therefore the following considerations require to be taken into account;

- Menu development and suitability of products for transport - work will continue with suppliers to improve upon products to enable them to transport better. For example, recent work with McCain's tested the ability of potato products to transport resulting in a change of product;
- Geographical spread of dining centres, remote areas such as Ratho and Currie prove difficult to supply and staff;
- Travel time and distance between production kitchens and dining centres; and
- Feasibility of increasing the amount of vans used to transport meals, reducing the length of time food is transported on multi-drop runs.

3.55 The need for additional transport must be weighed up against the environmental concerns on putting more vans on the road. Due to their design and/or location, it is not feasible for many schools to have a production kitchen on site. New build sites will include production kitchens but additional consideration needs to be given to a large-scale capital works programme to re-open mothballed production sites.

Estate/Equipment

- 3.56 From a total of 54 production kitchens 85% are over 20 years old. Maintenance calls /jobs logged with the Customer Helpdesk continue to increase as equipment ages, becomes defective or fails completely demonstrating the increasing need to programme capital expenditure against equipment life expectancy. There is no budget for planned, preventative maintenance programme in place. Analysis of the Helpdesk calls estimate an average of 127 calls per month relating to catering breakdowns, which impact upon service.
- 3.57 The Government Legislation entitling all P1 – P3's a free school meal has exasperated the challenge to the existing, ageing equipment further. Some investment was provided to supply the additional meals but this was insufficient to cope with the significant rise in meals. In addition, there is a large investment required to cope with the future growth.
- 3.58 Around 25% of the energy used in catering is expended in the preparation, cooking and serving of food. By far the largest proportion of this energy is consumed by cooking apparatus and much of this is wasted through inefficient, ageing equipment.
- 3.59 Catering is a relatively labour intensive activity, much of the potential energy savings relate to working practise. The efficient use of equipment in the kitchen will not only save energy and money but will contribute to a better managed catering operation, a more pleasant environment in the kitchen and in some instances better standards of food.
- 3.60 As a result of the above, an audit/condition survey of all equipment will be commissioned to highlight the investment need to meet current and future the meal numbers.

Food Inflation

- 3.61 UK inflation has risen since June's Brexit vote to the highest level for two years, however the greater risk surrounds the longer term headline Consumer Price Inflation (3% is likely in 2017). Dairy supplies are likely to see the largest increase in inflation, with growing pressure on supply chains. Throughout 2018, it is expected to see combinations of market forces and currency devaluation heralding the return of inflation to the foodservice supply chain.
- 3.62 Falling milk production, currently 7% down year on year, is also a driver. This is caused by a combination of two factors. Firstly, a reduction in the dairy herds and secondly, adverse weather conditions. Wholesale milk is increasing in price by 5% and as a consequence so is cheddar cheese by 44%, butter by 38% and cream by 42%. These economic circumstances will put further pressure on existing budgets.
- 3.63 In summary, the main focus of the service will be to concentrate on the statutory obligation to provide school meals while continuing to prepare for the challenges outlined above.

4. Measures of success

- 4.1 The delivery of approx. 18,000 meals Mon-Thurs and 10,000 pack lunches on a Friday to the appropriate standard.
- 4.2 Continuation of FFL bronze award across the estate and silver award in the pilot schools.

5. Financial impact

- 5.1 FFL Bronze award has been in place for four full menu cycles. As the initial implementation of the Bronze Award and Free School Meals P1 to P3 ran concurrently, it is difficult to separated associated costs.
- 5.2 FFL Silver has been in place for two full menu cycle in two pilot sites.
- 5.3 As outlined in this report, implementation of the Silver Award across all schools could cost in the region of an additional £90,000 per annum. The assumption being milk, pasta, baked potatoes and mince continue to be used to achieve the required 5% spend.
- 5.4 Inflation is estimated to have a 3% increase on our total food spend – estimated £71,000 increase,
- 5.5 Staffing levels are likely to rise to accommodate the rising roll and additional Early Years meals, the full impact of which has not yet been forecast,
- 5.6 Transport costs are estimated to rise by 10% year on year to accommodate additional Early Year settings.

6. Risk, policy, compliance and governance impact

- 6.1 None identified.

7. Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

8. Sustainability impact

- 8.1 Edinburgh Catering Services will continuously access and improve its environmental performance and endeavours to operate in harmony with the environment, with particular emphasis on the following objectives:-
 - To utilise raw materials and processes which make minimum demands on the environment and which produce minimum waste.

- To carry out our service using environmentally friendly materials and equipment, which are energy efficient and produce minimal harmful waste when disposed of.
- To minimise waste produced through the catering activities to improve waste management practices,
- To utilise (where applicable) efficient deliveries minimising carbon foot-print and reducing the number of deliveries to site where possible,
- To provide all the information necessary to enable products to be properly used, stored and disposed of so as to avoid damage to the environment.
- Whilst food & packaging waste continues to be an issue across the industry as a whole ECS has taken the below steps to combat food waste and reduce packaging waste.
- The integration of ParentPay allows school kitchens to effectively forecast the number of meals they produce on a daily basis, reducing over production and food waste. Although in early an stage the system should also encourage greater uptake in school meals and the ability to analyse the menu more effectively.
- A daily diary is issued to each school kitchen to communicate with production kitchens on items that prove popular and flag dishes which have proved less popular are then reviewed across the estate to remove or re-visit recipes on future menu's.
- ECS continue to work with suppliers to reduce the packaging on packed lunch items such as water bottles which utilise tetra-pak FSC paperboard.
- ECS have changed the supplier of their disposable cutlery to a UK based supplier to reduce the environmental impact on shipping.
- All school kitchens are tasked with promoting pupils to eat in on crockery rather than use disposable packaging, analysis on the estates catering trading accounts show that consumable purchases (cleaning products and disposables) represent 1.62% of total income in primary schools and 2.39% in secondary schools, which is significantly below industry average.

9. Consultation and engagement

- 9.1 We provide regular updates to primary parents through our biannual menu leaflet and through the food in schools web page on the CEC website.
- 9.2 Parents, pupils and schools can get in touch for additional information or provide feedback to our food in schools email (foodinschools@edinburgh.gov.uk).
- 9.3 As part of a review of the service across our secondary schools we have consulted with pupils on the style of service, food offering and branding, as well as providing taster sessions, promotions and supporting schools assemblies.

9.4 Our staff sit on pupil food groups within a number of schools and we are keen to extend this where possible. Recent work within this new catering team has increased engagement with schools and parents.

10. Background reading/external references

10.1 None.

Stephen S. Moir

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11. Appendices

11.1 None.

Education, Children and Families Committee

10am, Tuesday, 12 December 2017

Year of Young People 2018: Schools and Lifelong Learning

Item number	7.20
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

As part of its themed years programme, the Scottish Government has designated 2018 as the Year of Young People; a global first.

It will give young people across the country, opportunities to influence decision making on issues affecting their lives and be involved in cultural, sporting and other participatory activities.

This Report updates members of the Education Children and Families Committee on some of the contributions to the Year of Young People, made by Schools and Lifelong Learning colleagues and partners. It sets out some of the actions planned including links with other council services, but is not an exhaustive programme.

Year of Young People 2018: Schools and Lifelong Learning

1. Recommendations

- 1.1 To note the contents of this report and endorse the approach being taken across Communities and Families and with partners.

2. Background

- 2.1 2018 has been designated by the Scottish Government as Year of Young People as part of its programme of themed years. It will give young people across the country, opportunities to influence decision making on issues affecting their lives and be involved in cultural, sporting and other participatory activities.
- 2.2 Across Scotland, young people have been involved in designing the programme nationally. More than 500 have signed up to volunteer as Year of Young People 2018 Ambassadors.
- 2.3 Event Scotland will deliver a national programme of events for all ages, Young Scot, Children in Scotland, the Scottish Youth Parliament and YouthLink Scotland will lead on youth participation and involvement in the Year.
- 2.4 To celebrate the Year, EventScotland has developed a nation-wide programme which for the first time, is co-designed by young people and the events and festivals sector. The programme includes both new events and new programme strands for annual events. Highlights of the exciting year-long events programme begins with Edinburgh Hogmanay's #Scotword project on the 30 December 2017.
- 2.5 Local Authorities and partners are developing projects with and for young people locally. These combine celebrations of young people and their talents, with participation, youth-led decision making and opportunities to get involved in a range of activities.
- 2.6 The themes for the Year of Young People 2018 are: Culture; Education; Enterprise and Regeneration; Equality and Discrimination; Health and Wellbeing; Participation
- 2.7 Local programmes need to consider the legacy that Year of Young People 2018 will leave across Scotland.

3. Main report

- 3.1 For a City the size of Edinburgh, a single inclusive and comprehensive programme of events throughout the Year of Young People would be challenging and risks missing important activity.
- 3.2 Throughout the course of 2017, it became apparent through discussions with colleagues that several council services were considering plans and activity for the Year of Young People. Discussions, plans and proposals were at different stages and some are predicated on successful funding bids.
- 3.3 Colleagues in Schools and Lifelong Learning, (specifically, Lifelong Learning) agreed an approach that, notwithstanding the need to engage with and seek the views of young people, would:
- be sustainable and not have financial implications
 - be realistic in the context of recent organisational reviews and other changes
 - maximise the contribution of partners
 - build on youth engagement activities already planned
 - use the opportunity to create a legacy through heightened awareness of activities and opportunities available for young people in Edinburgh
 - celebrate the contribution young people make to their own and others' lives
- 3.4 Lifelong Learning officers have met several times and are currently collating a list of planned and ongoing activity delivered as part of Lifelong Learning, within localities and by key partners. The programme will be launched in January 2018 at a small event in the Central Library. The programme will be iterative and will build throughout the year. Existing and new activity will be branded under the Year of Young People banner.
- 3.5 The Year of Young People themes are:
- **Culture:** share and celebrate young people's contribution to Scottish culture and arts.

Examples include: access to and participation in instrumental music and the Youth Music Initiative; dance for leisure and for learning including participation in performances; community arts and craft workshops in a range of arts venues, museums, libraries and community centres; engagement in film and moving image arts education and pupil voice; participation in competitions via schools such as Paolozzi Prize for art, Winter Windows, Green Pencil Creative Writing, Schools Film competition and more.
 - **Education:** allow young people to have more say in their education and learning.

Examples include participation in Pupil Councils; school learning conversations; education opportunities provided by the arts, cultural, sporting and youth sectors; pupil surveys; Inter-disciplinary learning projects; creative learning and pupil led learning in schools every day; out of school learning particularly around wider achievement awards; pupil Creative Conversations.

- **Enterprise and regeneration:** celebrate young people's role in innovations, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live.

Examples include: Career Conversations; Career Ready, JET and other employability programmes; Modern Apprenticeships; Creative Carbon Scotland's work with young people; links with Universities and Colleges.

- **Equality and discrimination:** recognise the positive impact of young people in Scotland and encourage them to take the lead in challenging all forms of prejudice and discrimination.

Examples include: Youth Participation events; Participatory Budgeting; grants to third sector and youth organisations; Right Respecting Schools; 1 in 5 Child Poverty Campaign; LGBT events

- **Health and wellbeing:** make sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience.

Examples include: 1 in 5 Child Poverty, Growing Confidence; Resilience Resource

- **Participation:** give young people the chance to influence decisions that affect their lives

Examples include: pupil survey; Participatory Budgeting; youth work provision; Youth Parliament; Pupil Councils; Peer Assessment activity: Rights Respecting Schools; Seasons for Growth; City 2050 Vision films by young people; Locality Improvement Plan engagement; the work of the Youth Participation Team, especially Young Edinburgh Action which will be developing three major priorities identified by young people at its recent Gathering event: Stress; Climate Change; and Equal Opportunities for All Young People.

3.6 The examples above do not form an exhaustive list of activities by, with and for young people. A programme of activity is being developed which will be updated as funding for projects becomes confirmed and as more activity, particularly by the third sector becomes included.

3.7 Schools and Lifelong Learning colleagues are in discussion with other council colleagues particularly those in Economic Development and Culture:

- **City of Edinburgh small cultural grants**: small grants are available and youth work organisations have been encouraged to apply for the Year of Young People
 - **Glasgow European Championships 2018**: Communities across Glasgow and Scotland will enjoy a great deal of activity during the summer of 2018 as part of a cultural festival being developed to run alongside the Glasgow 2018 European Championships in August. Edinburgh will host the European Diving Championships at the Royal Commonwealth Pool, as well as a proportion of the associated Culture Programme activity.
 - **Festival Fund – Community Micro Fund**: Some funds from Festival 2018 will be devolved to partner local authority areas, including Edinburgh. The purpose of the fund is to engage with communities and give community groups and community led initiatives the opportunity to initiate, plan and deliver their own creative programme that take part in their communities during the summer of 2018 and align with the themes, strands and values of Festival 2018. The Arts and Creative Learning team in Lifelong Learning and the Cultural Development team are collaborating on the how best to distribute this small resource across Edinburgh during the Year of Young People.
 - **Eurocities**: in 2018 Edinburgh will host the Eurocities AGM linking culture and young people with the theme of the Circular Economy. Recently in Ljubljana, Slovenia at the Eurocities meeting, young people from across the Eurocities network were invited to attend the AGM as youth Ambassadors in November 2018 at a reduced delegate fee. Links with local young people will be explored and developed as the Year of Young People progresses.
- 3.8 A draft programme of events will be available at the launch of the Year of Young People in January 2018.

4. Measures of success

- 4.1 Young people across Edinburgh are more aware of activities and opportunities in which they can take part
- 4.2 Young people know how to participate and influence the decisions that are of importance to them
- 4.3 The legacy of the year of Young People in Edinburgh is reflected in activities, opportunities, plans and strategies which impact on young people's lives beyond 2018

5. Financial impact

- 5.1 All activity described within this report is contained within service budgets and external funding.

6. Risk, policy, compliance and governance impact

- 6.1 There are no direct implications for policy, compliance or governance arising from this report

7. Equalities impact

- 7.1 The report has been considered in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 The recommendations of this report are focussed on ensuring sustainability for Edinburgh's young people.
- 8.2 Taking an iterative approach to the Year of Young People, building on existing capacity and funding in a more imaginative way, ensures sustainability and counters the unsustainability of high profile one-off events.
- 8.3 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

9. Consultation and engagement

- 9.1 Consultation has taken place with a number of colleagues across Lifelong Learning and with some key partners.
- 9.2 Ongoing consultation with stakeholders and young people is required throughout the Year of Young People 2018.

10. Background reading/external references

- 10.1 Young Scot Year of Young People 2018
https://young.scot/yoyp2018?dm_i=LQE,5AT3Y,PGDDYM,KG7O0,1&dm_i=LQE,5AT3Y,PGDDYM,KG7O0,1
<https://www.youngscot.net/communic18-the-year-of-young-people/>
- 10.2 Scottish Youth Parliament http://www.syp.org.uk/yoyp2018_report

10.3 Youth Link Scotland

<https://www.youthlinkscotland.org/programmes/year-of-young-people-2018/>

Alistair Gaw

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11. Appendices

Education, Children and Families Committee

10.00am, Tuesday, 12 December 2017

Revenue Monitoring 2017/18 – month five position

Item number	7.21
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The report sets out the projected five-month revenue monitoring position for the Communities and Families Directorate, based on actual expenditure and income to the end of August 2017 and expenditure and income projections for the remainder of the financial year.

The report advises that a balanced overall position is projected for 2017/18. This position is, however, dependent upon management of a number of demand led pressures, including increased use of out of Council area placements linked to accommodating a number of unaccompanied asylum seeking children (UASC).

The total unfunded budget pressure is currently £5.1m. Mitigating management action totalling £4.4m has been identified to date, resulting in a net residual budget pressure of £0.7m. This position includes delivery of £1m of reduced expenditure in response to a request for the Director of Communities and Families to provide further savings to support the overall Council overspend identified at month three.

Communities and Families is fully committed to address the residual service budget pressure, and to develop options to support the Corporate revenue monitoring position in 2017/18.

Revenue Monitoring 2017/18 – month five position

1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
 - 1.1.1 note the net residual budget pressure of £0.7m which remains at month five;
 - 1.1.2 note that approved savings in 2017-18 total £7.348m and are on track to be delivered in full;
 - 1.1.3 note that the Executive Director for Communities and Families has identified additional savings totalling £1m in 2017/18 to assist the delivery of an overall balanced budget position for the Council.

2. Background

- 2.1 The total 2017-18 revised net budget for Communities and Families is £341.818m.
- 2.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2017/18, based on analysis of month five data.

3. Main report

Overall Position

- 3.1 As at month five, the Communities and Families Directorate is projecting a balanced budget position for 2017/18. This position is, however, dependent on management of a number of demand led service pressures.

Unfunded Budget Pressures - £5.1m

- 3.2 To date projected unfunded budget pressures of £5.1m have been assessed. The main service areas affected include increased use of out of Council area placements linked to accommodating a number of Unaccompanied Asylum Seeking Children (UASC) within the city, secure services and residential care. Management action of £4.4m has been identified, including projected savings within the fostering and day care and Early Years service areas, and application of funding from Home Office for UASC. This leaves a net residual budget pressure of £0.7m. Appendix 1

provides further details on the most significant areas of pressure and mitigating action.

Savings Delivery – Approved Savings 2017/18 Budget

- 3.3 The approved budget savings for Communities and Families for 2017/18 total £7.348m. Progress in the delivery of the savings programme is reviewed regularly.
- 3.4 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. This indicates that, on the basis of actions planned or already undertaken, the savings are on track to be delivered in full.

4. Measures of success

- 4.1 The measure of success will be the achievement of a balanced revenue budget position for Communities and Families for 2017/18 and successful delivery of approved savings.

5. Financial impact

- 5.1 The report's contents project a balanced budget for the year. This position is subject to active monitoring and management of risks.

6. Risk, policy, compliance and governance impact

- 6.1 The delivery of a balanced budget outturn for the year is the key target. The risks associated with cost pressures, increased demand and savings delivery targets are regularly monitored and reviewed and management action is taken as appropriate.

7. Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

8. Sustainability impact

- 8.1 There are no negative sustainability impacts on carbon, adaptation to climate change or sustainable development arising from this report.

9. Consultation and engagement

- 9.1 There has been no external consultation and engagement arising directly from this report.

10. Background reading/external references

10.1 None

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

1. Forecast areas of budget pressure and management action

Forecast Areas of Budget Pressure and Management Action

Area of pressure/(action)	£m	Notes
Out of Council Residential Care	2.2	Projection based on case by case assessment and expected movements
Additional Savings Contribution	1.0	Additional savings contribution to corporate deficit
School budgets	0.4	Forecast demographic pressures based on pre- August staffing position
Residential Care	0.4	Projected staff cost pressures
Other forecast pressures across a range of service areas	1.1	Reflects projected pressures of £0.2m or less, across a range of service areas
Total Gross Pressure	5.1	
Early Years	(1.0)	Staff vacancies
UASC	(0.6)	Home Office funding for UASC
One off additional investment	(0.6)	Uncommitted funding in 2017-18
Fostering and Day Care	(0.3)	Projected savings from lower than budgeted use
ASL and Special School Classes	(0.3)	Lower than budgeted capacity
Other forecast savings/ management action	(1.6)	Reflects forecast savings, inclusive of discretionary spend, across a range of service areas
Total Management Action	(4.4)	
Net Residual Pressure	0.7	

Education, Children and Families Committee

10am Tuesday 12 December 2017

Recommendations of the Social Work Complaints Review Committee of 20 October 2017

Item number	7.22
Report number	
Wards	All
Executive/Routine	
Council Commitments	

Gerrard Clark

Chair, Social Work Complaints Review Committee

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Recommendations of the Social Work Complaints Review Committee of 20 October 2017

Summary

To refer to the Education, Children and Families Committee recommendations of the Social Work Complaints Review Committee on consideration of a complaint against the social work service within the Communities and Families Directorate.

For decision/action

The Social Work Complaints Review Committee has referred its recommendations on complaints against the social work service within Communities and Families to the Committee for consideration.

Main report

- 1 Complaints Review Committees (CRCs) are established under the Social Work (Representations) Procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They are required to be objective and independent in their review of responses to complaints.
- 2 The CRC met in private on 20 October 2017 to consider a complaint against the social work service within Communities and Families. The complainant and the service representative attended throughout.
- 3 The complainant remained dissatisfied with the Council's response to complaints about supervised contact between him and his son.
- 4 The complaint comprised the following main points:
 - i) there were inconsistencies and inaccuracies in a social work report prepared for a children's hearing, and
 - ii) the social worker who attended a supervised visit had behaved inappropriately, calling into question his parenting skills, and behaving in a culturally insensitive way
- 5 The complainant suggested that the interventions by the social worker during the supervised visit, while not in themselves central to his complaint, were typical of a level of cultural insensitivity he had experienced from social work and other staff.
- 6 He referred, in particular, to references to the prayer area within his house, which he thought had received undue attention within formal reports. There had also been a health visitor statement to the Children's Hearing which indicated he could be offensive and aggressive towards his son, which he denied.

- 7 Members of the Committee and the Investigating Officer were then given the opportunity to ask questions of the complainant.
- 8 The Investigating Officer then confirmed that it was normal for supervision reports to Children's Hearings to include an assessment of the home environment. She disagreed that any reference to a prayer area must be disparaging, instead contending that signs of a commitment to a belief system were positive indications.
- 9 She was unable to confirm the specific comments by the health visitor in the report to the Children's Panel, but indicated that often such reports were presented separately from the social work assessment.
- 10 Finally, she noted that much of the complainant's concerns related to decisions taken at Children's Hearings. She understood that the complainant hadn't attended recent review Hearings, and encouraged him to re-engage with the Hearings process.
- 11 Members of the Committee and the complainant were then given the opportunity to ask questions of the Investigating Officer.
- 12 Following this, the complainant and the Investigating Officer withdrew from the meeting to allow the Committee to deliberate in private.

Recommendations

After full consideration of the complaints the Committee reached the following decisions/recommendations:

- 1) To note that the Committee had no remit for supervisory or other decisions made by the Children's Panel, and encouraged the complainant to re-engage with the Panel process and also social work services.
- 2) To note that it had therefore been at times difficult for the Committee to focus purely on the social work elements of the complaint.
- 3) To partially **uphold** the complaint about inaccuracies in the social work report to the Children's Panel.

The Committee was not reassured that the allegations about inaccuracies in the report had been fully explored by senior staff. To therefore recommend that internal complaints investigation processes were reviewed accordingly.

- 4) **Not to uphold** the complaint about alleged incidents during supervised visits.
The Committee saw no evidence of a breach of professional practice.
- 5) **Not to uphold** allegations about cultural insensitivities in the social work support to the complainant and his son.

While the Committee heard evidence of the reporting distinct cultural practice, it did not consider this amounted to discrimination or breach of professional practice.

Background reading/external references

Agenda, confidential papers and minute of the Complaints Review Committee of 20 October 2017.

Appendix

None.