

Education, Children and Families Committee

22 May 2018

| 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 Lead Officer: Peter Watton | May 2018 | | Update report submitted to Committee on 11 October 2016. Report will be submitted to Committee in May 2018. |
| | 11-10-16 | Duncan Place/ Leith Primary School | To note that a further progress report be submitted to Committee in 2017. | | May 2018 | | |
| 2 | 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 | Executive Director for Communities and Families | December 2018 | | |

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| | | | 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. | | | | |
| 3 | 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 | Date to be confirmed | | |
| 4 | 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 | May 2018 | | |

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| 5 | 07-03-17 | Communities and Families Policy and Guidance on Sponsorship | To review the policy in March 2018. | Executive Director for Communities and Families | May 2018 | | |
| 6 | 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 | May 2018 | | |
| 7 | 15-08-17 | Schools and Lifelong Learning Estate – Strategic Review | 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. | Executive Director for Children and Families | May 2018 | | |
| 8 | 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 | | |

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| 9 | 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 | | |
| 10 | 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 | | |
| 11 | 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 | May 2018 | | |
| 12 | 12.12.17 | Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation | See appendix for full committee decision. | Executive Director for Communities and Families | March 2018 | | Update report detailed at item 7.1 on the agenda |

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| 13 | 12.12.17 | Education Governance and the Establishment of a Regional Collaboration | Request an annual update on progress of the South East Improvement Collaborative. | Executive Director for Communities and Families | December 2018 | | |
| 14 | 12.12.17 | Expansion of Early Learning and Childcare from 600-1140 hours by 2020 | To note the intention to return a report on the finalised plan to the Committee in March 2018 when the multi-year revenue and capital funding has been agreed by the Scottish Government. | Executive Director for Communities and Families | May 2018 | | |
| 15 | 12.12.17 | Unaccompanied Asylum Seeking Children | 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. | Executive Director for Communities and Families | Not Specified. | | |

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| 16 | 12.12.17 | Transfer of the Management of Secondary School Sports Facilities to Edinburgh Leisure | To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools. | Executive Director for Communities and Families | Not Specified | | |
| 17 | 12.12.17 | Strategic Management of School Places | Request an Admissions and Appeals update report in December 2018. | Executive Director for Communities and Families | December 2018 | | |
| 18 | 12.12.17 | Open Library | That an update report by submitted to Committee in six months. | Executive Director for Communities and Families | May 2018 | | |

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| 19 | 12.12.17 | Energy in Schools Annual Report | Notes that an annual progress report will be submitted to Committee in 2018 on Energy in Schools. | Executive Director for Communities and Families | December 2018 | | |
| 20 | 12.12.17 | Schools Meals Update | <p>In light of the challenges laid out in the report, the committee calls for a further report in two cycles setting out the recommendations to tackle these challenges, including, but not restricted to:</p> <ol style="list-style-type: none"> 1. Extending the number of schools reaching silver accreditation. 2. The impact caused by transport and time delays on the nutritional value of menu items. 3. Options to reduce packaging. | Executive Director for Communities and Families | May 2018 | | |

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| | | | <p>4. A mechanism for parents to input thoughts into the menu design, with a focus on healthy options.</p> <p>Further, the report should consider how other authorities have been dealing with similar challenges.</p> | | | | |

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| 21 | 06-03-18 | Trinity Academy – motion by Councillor Laidlaw | <p>“Committee: Recognises the unacceptable suitability of the built facilities at Trinity Academy and the adverse building condition reports for Trinity Academy and Trinity Primary. Further recognises the complexity of the Trinity Academy/Trinity Primary site and accepts the additional work that is likely to be required to deliver a successful campus model, or to look at alternative solutions, in readiness for any Scottish Government funding scheme.</p> <p>Accordingly ask officers for a report in one cycle setting out the next steps in terms of a Business Case and detailed design work for each of: (a) Trinity Academy (b) A Trinity Academy/Trinity Primary Campus; and (c) Bangholm Gym and Pool facilities to support a secondary school of approximately 1200 roll. The report should identify the resources required to progress each case.”</p> | Executive Director for Communities and Families | May 2018 | | |

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| 22 | 06-03-18 | Central Library Daylight Impact Assessment – motion by Councillor Miller | “Committee: Notes that the planned development of the Cowgate gap site to the rear of the Central Library may affect daylight enjoyed by library staff and users. Calls for an independent daylight impact assessment report for the Central Library in one cycle, including but not limited to, recommendations on how to maintain lighting levels in the library.” | Executive Director for Communities and Families | May 2018 | | |
| 23 | 06-03-18 | Schools WiFi | 1. To note the report by the Executive Director for Communities and Families. 2. To agree that a progress report on the 28 sites requiring additional work be submitted to the next meeting of the Committee on 22 May 2018. | Executive Director for Communities and Families | May 2018 | | |

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| 24 | 06-03-18 | Digital Learning in Schools | <p>1. To note the Education Digital Learning in Schools Framework contained in Appendix 1 of the report by the Executive Director of Resources.</p> <p>2. To request an update within nine months on the progress of implementation of each of the key strategic actions contained within the Framework.</p> <p>3. To request an update within nine months on the progress as detailed in the scoping document (Appendix 2 of the report).</p> <p>4. To agree that an update report be submitted to the next meeting of the Committee on 22 May 2018 on progress with desktops.</p> | Executive Director for Communities and Families | Update report to meeting on 22 May 2018 December 2018 | | |

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| 25 | 06-03-18 | Raising Attainment – Framework for Learning | <p>1. To approve the first of the six Frameworks for Learning: Equity for Learning, set out in Appendix 1 of the report by the Executive Director for Communities and Families.</p> <p>2. To approve the establishment of the Equity for Learning Strategic Group.</p> <p>3. To approve the second of the six Frameworks for Learning: Improving Quality in Learning set out in Appendix 2 of the report.</p> <p>4. To approve the establishment of the Quality Improvement Strategic Group.</p> <p>5. To request reports from the above groups on an annual basis. The reports should look to measure the impact of the working group's activities.</p> <p>6. To note the interim actions contained within the Supporting Children & Young People's Mental Health and Wellbeing in School report and Anti Bullying report which were being reported separately to this meeting.</p> | Executive Director for Communities and Families | March 2019 | | |

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| 26 | 06-03-18 | Year of Young People 2018 and Child Friendly Edinburgh – Young People’s Contribution to Decision Making | <ol style="list-style-type: none"> 1. To note the report. 2. To endorse the approach, co-designed with young people, to meaningfully engage and consult on the best ways of ensuring young people’s views were heard and taken account of. 3. To take account of young people’s own suggestions on the best mechanism for their views to be heard, including potential representation on the Education, Children and Families Committee. 4. To agree to receive a further report in October 2018, updating the Committee on young people’s views, feedback and suggestions. 5. To agree that the report to Committee would be authored and presented by young people. | Executive Director for Communities and Families | October 2018 | | |

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| | | | <p>6. To note that officers and members would continue to develop engagement work with children, young people and their families to increase their participation in the life of the city and in guiding the implementation of the Children's Services Plan 2017-20.</p> <p>7. To agree that the approach to developing a Child Friendly Edinburgh was coproduced with young people and should be developed as part of the Council's 2050 vision.</p> <p>8. To agree that work would commence on the design of a public campaign to promote the Child Friendly Edinburgh brand as part of the Council's communication strategy on 2050 vision, and that children and young people would be involved in designing the approach.</p> <p>9. To refer the report to Corporate Policy and Strategy Committee with a recommendation to endorse the report.</p> | | | | |

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| | | | <p>10. To ensure young people from the traveller community were included in planned engagement events.</p> <p>11. To request the Executive Director for Communities and Families to arrange a training session for elected members on how engagement with children and young people could be improved in the planning and development of services and policy.</p> | | | | |
| 27 | 06-03-18 | Holiday Activity Programme for Disabled Children and Young People | <p>1) To note the report.</p> <p>2) To request that officers draft a report on the feasibility and financial implications of providing a 6 week allocation for families using the holiday playscheme in the current context.</p> | Executive Director for Communities and Families | Update to May 2018 | | |

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| | | | <p>3) To note that the development of options for the future of the holiday playscheme was being considered by the member/officer working group in consultation with parents. This was part of wider engagement with parents and an outcome report would be submitted to Committee.</p> <p>4) To ask officers to report on the feasibility and financial implications of meeting the request for a return to 6 weeks holiday provision and inform committee within two cycles as to how this could be implemented for 2019/2020.</p> <p>5) To include a progress update in the Business Bulletin for the next meeting of the Committee on 22 May 2018.</p> | | | | |

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| 28 | 06-03-18 | Supporting Children and Young People's Mental Health and Wellbeing in School | <p>1) To note the report and the close links with Year of Young People and Child Friendly Edinburgh.</p> <p>2) To recognise the volume and success of work being undertaken by staff across Communities and Families to support children and young people's mental health and wellbeing in school.</p> <p>3) To recognise that all schools as part of the NIF (National Improvement Framework) priorities were required to address Health and Wellbeing for pupils. Education, Children and Families Committee – 6 March 2018 Page 13 of 15.</p> | Executive Director for Communities and Families | March 2019 | | |

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| | | | <p>4) To endorse the approaches being taken to increase the number of schools that were taking steps specifically towards improving mental health and wellbeing outcomes for of pupils by accessing training, resources and other interventions available.</p> <p>5) To approve the work to update classroom and online resources (e.g. Cool, Calm and Connected and Think Good Feel Good), in consultation with young people, to increase awareness of, and access to better mental health support.</p> <p>6) To agree that young people were involved in the design of a young people's mental health survey for use in schools.</p> | | | | |

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| | | | <p>7) To agree that staff in consultation with young people, continued to work together to identify a key adult or adults, who children and young people could talk to, and provided a safe space for these conversations to take place.</p> <p>8) To agree that officers in consultation with young people, explored options for a self-referral process for pupils at point of need.</p> <p>9) To agree that the proposed Children's Conference included mental health and wellbeing and was linked to Year of Young People, by ensuring young people were involved in planning the conference and had opportunities to influence the decisions that impacted on their lives.</p> | | | | |

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| | | | <p>10) To agree that young people were engaged in shaping decisions relating to their mental health through several channels such as focus groups and including but not limited to, Year of Young People and Child Friendly Edinburgh (as detailed in paragraph 7.9 of the report by the Executive Director for Communities and Families).</p> <p>11) To agree to receive a further report in March 2019.</p> | | | | |
| 29 | 06-03-18 | Anti-Bullying | <p>1) To note the current statistics regarding bullying in schools.</p> <p>2) To ask for a subsequent report in six months once the current policy and procedures had been reviewed.</p> <p>3) To ask that, in future reports, incidences of Islamophobia were recorded as a separate reporting strand.</p> | Executive Director for Communities and Families | October 2018 | | |

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| | | | <p>4) To ask for the subsequent report to highlight resources available for schools that helped with specific forms of bullying, for example ENABLE Scotland's Be The Change Campaign, which provided resources to help tackle bullying of children with a learning disability.</p> | | | | |