

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 10th December, 2019

Dean of Guild Court Room - City Chambers

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

The law allows the Council to consider some issues in private. Any items under “Private Business” will not be published, although the decisions will be recorded in the minute.

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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 3.1 Towerbank Parent Group (in relation to item 7.1 – Towerbank Primary School Catering Provision)
- 3.2 Edinburgh Local Association of the EIS – Results of Violence at Work Survey

4. Minutes

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7.18	Breakfast Clubs St Francis' RC, Niddrie Mill and Ferryhill Primary Schools Update – Report by the Executive Director for Communities and Families	491 - 500

8. Motions

8.1 By Councillor Mary Campbell – Appointments to Sub-Committees and Working Groups

“Committee:

- 1) Agrees to replace Councillor Mary Campbell with Councillor Steve Burgess on the Consultative Committee with Parents, Sub-Committee on Standards for Children and Families and Committee on Pupil Student Support.
- 2) Agrees to replace Councillor Gavin Corbett with Councillor Mary Campbell on the Corporate Parenting Member Officer Group.”

8.2 Motion by Councillor Laidlaw – Thistle Foundation’s Children’s Wellbeing Project

“Committee notes:

- 1) The success of the Children’s Wellbeing Projects piloted by the Thistle Foundation - the Craigmillar based charity supporting the well-being of individuals with long-term conditions - that has supported children at Brunstane and Castleview Primary Schools to better manage their worries, cope with difficult emotions and best respond to change.
- 2) That following a pilot in 2018, the 2018/19 project extended the work from a programme of six standalone sessions to working with children across the schools year, with children at Castleview aged between 8-10 years and those at Brunstane 6-8 years.

Committee recognises:

- 3) That the schools involved have an above average number of children with additional support needs and catchments that fall within SIMD areas 1 and 2.
- 4) That the best way to prevent Adverse Childhood Experiences is through preventative action with Health and Wellbeing with the project supporting the requirement in the Curriculum for Excellence to support ‘mental, emotional, social and physical wellbeing’.

Committee asks:

- 5) Officers to review the results of the projects to date and assess how these principles and partnership working could be applied in other schools across the ward and then potentially across the school estate, through delivery through partners like the Thistle and others.”

8.3 Motion by Councillor Young – Queensferry High School

“On the 31st March 2020, pupils of Queensferry High School will move into their new school building. As part of the transition, parents were advised in November that the school will be closed

for an additional 4 days before the start of the Easter break.

Council:

- regrets that parents were notified of this proposal without any prior engagement, and that local ward councillors were not consulted in advance.
- recognises that the transfer of the school community into the new building, is a major logistical undertaking
- Acknowledges that all parties involved are keen to minimise the disruption to pupils and their education, especially at this time of exam preparations
- Notes that parents have expressed concern about the 4 additional days of closure and the challenge this creates for working parents who need arrange alternative childcare or take annual leave/unpaid leave
- Notes that there will be no pre-existing 'holiday clubs' in place to provide an alternative option, as this is normal term time for other schools
- Notes that the next Education Committee is scheduled for March 2020 which is too late to consider any proposals to mitigate this impact

Council therefore requests a survey of parents on their ability to accommodate these 4 days without financial or other loss before the end of term, and a member briefing by 31 January 2020 to cover the following:

- the experience of the transition for Boroughmuir High School, and what lessons were learned in minimising the impact on pupils and childcare
- The pupil numbers affected in each academic year for QHS
- The findings of the parent survey as requested above
- Proposals for different ways to provide an additional holiday club type service (or alternative solution informed from the results of the survey) and recommendations on how this could be delivered within the Communities and Families existing budgets

Due to the lack of a committee meeting date to formally agree on

the briefing recommendations, Council agrees to delegate to group spokespeople and council officers to review the proposals and agree any implementation of a solution.”

9. Motions and Amendments

Laurence Rockey

Head of Strategy and Communications

Committee Members

Councillor Ian Perry (Convener), Councillor Alison Dickie (Vice-Convener), Councillor Eleanor Bird, Councillor Steve Burgess, Councillor Mary Campbell, Councillor Joan Griffiths, Councillor David Key, Councillor Callum Laidlaw, Councillor Jason Rust, Councillor Susan Webber and Councillor Louise Young.

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Monsignor Anthony Duffy and Rabbi David Rose.

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 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 , 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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Minutes

Education, Children and Families Committee

10.00am, Tuesday 8 October 2019

Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Burgess, Jim Campbell (substituting for Councillor Rust), Corbett (substituting for Councillor Mary Campbell), Griffiths, Key, Laidaw, Webber and Young.

Religious Representatives

Fiona Beveridge and Monsignor Anthony Duffy.

Parent Representative

Alexander Ramage

1. Promoting Equality

(a) Deputation – Intercultural Youth Scotland

The Committee received a deputation from Intercultural Youth Scotland presenting a brief outline of the findings of a research survey undertaken on the experiences of black, Asian and minority ethnic young people in Scottish secondary schools.

The deputation was concerned about the level of under-reporting of racism within schools. They stressed that racism and bullying were absolutely not the same issue. They also highlighted the barriers to be overcome by BAME young people both within and outwith the school environment.

(b) Report by the Executive Director for Communities and Families

Communities and Families was committed to an inclusive and rights respecting approach to promoting equalities, preventing and addressing discrimination and bullying and closing the equity gap.

There were many positive examples of preventative, pro-active and responsive work relating to the above duty across the Council's education establishments and services. It was also recognised that the experiences reported by some children, young people and families indicated that consistency was still an issue which was being addressed.

A summary was provided of the work of primary, secondary and special schools, the Additional Support for Learning Service and Quality Improvement & Curriculum Service to promote equality and areas for improvement.

Decision

- 1) To note the progress and areas for improvement in promoting equality across City of Edinburgh schools, in all aspects of education systems, procedures and practices.
- 2) To agree to the next steps proposed at section 5 of the report by the Executive Director for Communities and Families.
- 3) To agree that a report be presented in March 2020 to provide sufficient time for the impact of proposed actions at section 5 of the report to be evaluated.
- 4) To agree that an update be provided in the Business Bulletin for the December Committee to include:
 - Information on communications which had taken place with young people in the deputation from Intercultural Youth and across the city to explain in a user-friendly way the actions being taken forward by the Council together with proposed next steps to promote equality across the city.
 - Information on what engagement had taken place with young people across the city in terms of leading change on promoting equality.
 - Information on ways in which a better understanding of black history in Edinburgh and Scotland could be included in the school curriculum.

(References – Education, Children and Families Committee 5 March 2019 (item 7); report by the Executive Director for Communities and Families, submitted).

Declaration of Interest

Councillor Dickie declared a non-financial interest in the above item as an Ambassador for Intercultural Youth Scotland.

2. Breakfast Clubs – St Francis’ RC, Niddrie Mill and Ferryhill Primary Schools

(a) Deputation – Save the Venchie

The deputation referred to the breakfast club provision offered by the Venchie Project and the impact on young people and families if the provision was no longer able to be delivered. The breakfast club provided support to vulnerable young people and was a safe space for them. They expressed concern that the transition to the universal breakfast club would not meet the needs of the young people.

The deputation asked the Committee to reconsider the grant funding requirements of the project going forward.

(b) Report by the Executive Director for Communities and Families

On 22 August 2019, the Council had agreed to provide temporary funding to the value of £10,000 to the Venchie Children and Young People's Project. This funding would end by 31 December 2019 when officers could confirm that all referred children had successfully transitioned to the universal breakfast club in their respective schools and that all appropriate support was in place.

Information was also presented on the replacement of Drylaw referred breakfast club and the Venchie Children and Young Peoples Project's referred breakfast club with the universal breakfast club provision in schools with a particular focus on attendance and attainment of the children attending St Francis' RC, Niddrie Mill and Ferryhill Primary Schools.

Motion

- 1) To note the progress outlined in the report.
- 2) To note that the Committee had previously agreed the approach of making universal breakfast clubs available to all children attending City of Edinburgh Council mainstream primary schools.
- 3) To agree to receive a further update in two committee cycles.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To note that no pupils had transferred from the Venchie referred breakfast club to Niddrie Mill and St Francis primary schools and the Venchie remained operational and the first transition meeting was held on 3 October.
- 2) To note that currently school's attendance from pupils at the universal breakfast club and attending the Venchie was broadly comparable.
- 3) To agree that the key evidence would be whether this dropped for pupils formerly attending the Venchie who transition to the universal breakfast club.
- 4) To agree to report on both the impact on attendance AND on attainment (using comparable metrics such as SNSA assessments) of those children no longer attending the Venchie and Drylaw breakfast clubs within two cycles.
- 5) To agree to review the funding available for referred breakfast clubs should evidence suggest that attending universal breakfast clubs had negatively impacted on those children previously attending the referred providers.
- moved by Councillor Laidlaw, seconded by Councillor Webber

In accordance with Standing Order 21(1), the amendment was adjusted and accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Perry:

- 1) To note the progress outlined in the report.
- 2) To note that the Committee had previously agreed the approach of making universal breakfast clubs available to all children attending City of Edinburgh Council mainstream primary schools.
- 3) To agree to receive a further update in two committee cycles.
- 4) To note that no pupils had transferred from the Venchie referred breakfast club to Niddrie Mill and St Francis primary schools and the Venchie remained operational and the first transition meeting was held on 3 October.
- 5) To note that currently school's attendance from pupils at the universal breakfast club and attending the Venchie was broadly comparable.
- 6) To agree that the key evidence would be whether this dropped for pupils formerly attending the Venchie who transition to the universal breakfast club.
- 7) To agree to report on both the impact on attendance (using comparable metrics such as SNSA assessments) of those children no longer attending the Venchie and Drylaw breakfast clubs within one cycle.
- 8) To agree that information would be provided to all political groups as part of the budget setting process.

(References – Act of Council No.23 of 22 August 2019; report by the Executive Director for Communities and Families, submitted)

3. Reducing Child Poverty and Holiday Hunger – Motion by Councillor Arthur

(a) Deputation – Edinburgh Trades Union Council

The deputation welcomed the terms of the motion by Councillor Arthur in addressing the issues of child poverty and holiday hunger. They referred to the negative impact of Universal Credit which disadvantaged certain groups financially. The deputation hoped that the report called for would comment on additional resources required for example to address impacts of poverty and hunger on mental health.

(b) Motion by Councillor Arthur – Reducing Child Poverty and Holiday Hunger

The following motion by Councillor Arthur was submitted in terms of Standing Order 30.1:

“Welcomes the moving testimony from Edinburgh Trade Union Council at the August Education, Children and Families Committee on the issue of child poverty and holiday hunger.

Recognises 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.

Recognises the excellent work of Council Officers, community groups and faith groups in helping low income families and note;

- All Primary Schools across the City now provide access to a universal breakfast club.
- Discover! aimed at reducing poverty and food/financial stress over the holidays has reported increased access to community provision, support services and families feeling less isolated
- Maximise! which works to improve financial resilience of families and has so far secured additional income of £946,623.50 for 398 families across the city.

Recognises, however, that many low-income families still find it difficult to provide three nutritious meals per day during holiday periods when free school meals are not available.

To note the next Reducing Child Poverty report will come to the Education, Children and Families Committee in March 2020 which will include an update on the work ongoing to reduce child poverty and holiday hunger.

To request that this report also includes information on the feasibility of the Council doing more to tackle holiday hunger either alone or via increased partnership working in this area.”

- moved by Councillor Arthur, seconded by Councillor Dickie

Decision

To approve the motion.

(Reference – Education, Children and Families Committee 16 August 2019 (item 1))

4. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 16 August as a correct record.

5. Rolling Actions Log

The Rolling Actions Log for October 2019 was presented.

Decision

- 1) To close the following actions:
 - Action 4 – Open Library - transferred to Culture & Communities Committee
 - Action 5 – Raising Attainment Framework for Learning

Action 16 – Petition – Edinburgh Central Library v Virgin Hotel – transferred to Culture & Communities Committee

Action 23 – Care Inspectorate Assessment of Children’s Services

Action 24 – Carers Scotland Act Update

Action 26 – Schooling Options for Children Living in Edinburgh

2) To update the rolling actions log to reflect the decisions taken at this meeting.

3) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 8 October 2019, submitted).

6. Business Bulletin

The Business Bulletin for October 2019 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted).

7. Primary and Special School Lets Update – Impact of the Asset Management Works Programme on Summer Holiday Bookings

The Primary and Special School Lets Team continued to support access to over 100 buildings across the school estate whilst also supporting the Asset Management Works (AMW) Programme and the Facilities Management (FM) improvement programmes.

Information was provided on the impact of the AMW Programme on booking requests for school lets over the 2019 summer holiday period.

Decision

1) To note the unprecedented access pressures on the Primary and Special School estate where 51 schools were part of the Asset Management Works (AMW) Programme.

2) To note the work done by Facilities Management, AMW and the School Lets Team to support each other to minimise the impact on the let holders.

3) To request an impact report of the AMW Programme on Term Time bookings academic year 2019/20 for the next Committee meeting, the report to include customer satisfaction data.

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

8. Children and Young People’s Participation

An update was provided on work underway to examine how the key messages from *What Kind of Edinburgh?* could be used to form the basis of a new Children’s Services Plan.

The *What Kind of Edinburgh?* project report had been sent to all schools and senior education staff asking them to consider how they could act on the points raised by the children and young people. Articles had also featured on the Orb, the Scottish Government website and Children in Scotland had prepared a case study.

A Children and Young People Participation Group had been established comprising representatives from the Council, NHS and other partners. The Group aimed to co-ordinate and feedback on children and young people's participation activities.

Decision

- 1) To note the progress made on joined-up children and young people's participation and the planned next steps.
- 2) To note the issues raised by children and young people through ongoing participation and approve the progress made to deliver the changes required.
- 3) To note the formation of a Children and Young People's Participation Group, which would connect with young people's feedback from Youth Talk, *What kind of Edinburgh?*, schools and youth groups to identify and report on the top issues.
- 4) To note the strong focus on involving as yet unheard voices from across disadvantaged groups.
- 5) To request a further report on participation and progress relating to the top priorities in six months to be delivered by children and young people.
- 6) To request that communications were emailed regularly to teaching staff and youth workers providing live progress updates on actions from the "What Kind of Edinburgh" project report.
- 7) To provide a progress update in the Business Bulletin for the December Committee.

(References – Education, Children and Families Committee 21 May 2019 (item 6); report by the Executive Director for Communities and Families, submitted)

9. Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

Across the City of Edinburgh schools, anti-bullying and anti-discriminatory attitudes and behaviours were promoted through a range of preventative, proactive and responsive approaches. Schools currently used a range of strategies to proactively encourage children and young people to report incidents and suspected incidents of bullying.

The City of Edinburgh's Preventing and Responding to Bullying and Prejudice Amongst Children and Young People procedure has recently been revised and had been shared with schools this session.

To ensure that the revised procedures had maximum impact, schools would be required to identify Anti-Bullying Champions from both the staff and pupil bodies. The procedures would be formally launched to these Champions in parallel with full training for schools delivered by respectme over a 6 month period from November 2019 to April 2020.

Decision

- 1) To note the continued work of teams across City of Edinburgh Council, our staff in schools and partners to promote respect, positive attitudes and positive relationships by embedding the rights of children in our schools.
- 2) To note the revised procedures for Preventing and Responding to Bullying and Prejudice in City of Edinburgh schools based on recent Scottish Government guidance.
- 3) To note that greater effort was required from all stakeholders including staff, Parent Councils, and in supporting children's voice in extending rights-based learning.
- 4) To note the current incident figures, including concerns of under reporting in relation to racist incidents.
- 5) To note that the delivery of the actions set out in this report was likely to require additional resource.
- 6) To provide an update in the Business Bulletin for the December Committee giving details on the level of additional resource that would be required to establish a service to support children and young people with reporting bullying including racist bullying.

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

Declaration of Interest

Councillor Dickie declared a non-financial interest in the above item as an Ambassador for Intercultural Youth Scotland.

10. The Edinburgh Children's Partnership – Annual Report 2018-19 for the Children's Services Plan 2017–2020

The second Annual Report on the Edinburgh Children's Services Plan 2017-2020 was presented. The report set out information on progress made in the first two years against each of the five strategic outcomes together with some of the key challenges being faced. A summary was also submitted of the key priorities for the year ahead emerging from the ongoing work within the Plan as well as from the various self-evaluation and engagement activities undertaken by partners.

Decision

To approve the Annual Report for 2018-19 for the Edinburgh Children's Services Plan 2017-2020.

(References – Education, Children and Families Committee 15 August 2017 (item 6); report by the Executive Director for Communities and Families, submitted).

11. Award of Contracts to the Open Framework for Support Services under Options 2, 3 & 4 of The Social Care (Self-Directed Support) (Scotland) Act 2013

Approval was sought for the award of 18 providers to the open Framework who would provide care and support to Edinburgh's children and young people with disabilities and their families in line with Options 2, 3 & 4 of the Social Care (Self-Directed Support) (Scotland) Act 2013.

Decision

- 1) To agree to appoint 18 providers to the Open Framework for Support Services under Options 2,3 & 4 of The Social Care (Self-Directed Support) (Scotland) Act 2013.
- 2) To note that the report would be submitted to the Finance and Resources Committee on 10 October 2019 for final approval.
- 3) To note that the Framework duration would be for 48 months starting from 1 November 2019.
- 4) To note that the total estimated maximum value of call off contracts to the Council was £4,000,000 and that this would be dependent on the mix of direct payments and Options 2, 3 and 4 services agreed with the service user.

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

12. Statutory Consultations – Kirkliston and Queensferry

Following informal consultation, the proposed scope of the consultations to address the future of primary and secondary provision in Kirkliston and the establishment of a new primary school as part of the Builyon Road development in Queensferry had changed.

Approval was sought in both cases to progress with a first phase of consultation work. Draft consultation papers for both proposals were submitted and approval was also sought to finalise these papers ahead of publication and the commencement of statutory consultation processes.

Decision

- 1) To delegate authority to the Executive Director for Communities and Families to finalise and publish the draft statutory consultation paper set out in Appendix 1 of the report proposing the establishment of an annex to Kirkliston Primary School incorporating any changes agreed by this Committee.

- 2) To delegate authority to the Executive Director for Communities and Families to finalise and publish the draft statutory consultation paper set out in Appendix 2 of the report proposing to realign the catchment areas of Queensferry Primary School and Echline Primary School incorporating any changes agreed by this Committee.
- 3) To note that the statutory consultation to allow the establishment of a new primary school at Builyeon Road in Queensferry would be brought forward once a masterplan for the development has been agreed.

(References – Education, Children and Families Committee 21 May 2019 (item 7); report by the Executive Director for Communities and Families, submitted).

Declaration of Interest

Councillor Young declared a non-financial interest in the above item as the parent of a child attending one of the affected schools.

13. Early Years 1140 Expansion Progress and Risk Update

An update was submitted on progress being made towards achieving the targeted 1140 hours of early years provision by August 2020, together with the associated infrastructure programme.

The main risks associated with the project related to the commitments made by the Council and the Scottish Government to deliver 1140 hours of funded ELC and to ensure that the new provision made was accessible and flexible to meet the needs of Edinburgh's families.

Decision

- 1) To note the report.
- 2) To note the intention to return a report on the revised Early Years Admissions policy to Education, Children and Families Committee in March 2020.
- 3) To approve the continued distribution of funded ELC places 65% local authority provision and 35% partner provider provision
- 4) To commend the staff for their efforts and commitment towards ensuring that the project was delivered on time.

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

14. Education Improvement Plan

The Education Authority Improvement Plan set out the actions at authority and school level to meet local and national improvement objectives including those for the National Improvement Framework.

This was the third iteration of a three-year plan and most actions were now at the 'embedding' stage.

Progress across each theme was reported in the relevant Edinburgh Learns Annual Report. An additional We Said We Would Report showed examples of progress.

Decision

To approve the updated Education Improvement Plan.

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

15. Standards and Quality Reports – Edinburgh Learns

The Edinburgh Learns Annual Reports were presented setting out examples of stakeholder engagement as well as analysis of data including external scrutiny from HMI.

Overall performance, taking all National Improvement Framework objectives and drivers into consideration, was assessed as good, with a strong level of confidence. Key priorities continued to be closing the poverty-related attainment gap building on the strengths which were emerging in the broad general education.

Decision

- 1) To note the substantial work undertaken across schools and Early Learning and Childcare settings detailed in each Edinburgh Learns annual report.
- 2) To note the specific examples contained within the We Said We Would magazine.
- 3) To approve the strengths and areas for development contained in each report.
- 4) To continue to support and promote the empowered work which is driving improvement.

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

16. Educational Attainment in the Broad General Education 2018-19

An update was provided of improvements and areas of development in the educational attainment of children and young people from P1 to S3.

Details were also provided of the wide range of strategies deployed to raise attainment and proposed additional strategies for session 2019-20.

Decision

- 1) To note the areas of improvement in educational attainment in Edinburgh schools within the Broad General Education.
- 2) To note the wide range of strategies that were deployed to raise attainment and the proposed additional strategies for session 2019-20.
- 3) To agree to receive further annual reports on attainment and improvements in performance.

- 4) To note the continued hard work of pupils, staff and parents to support the successful delivery of the Broad General Education as part of the Curriculum for Excellence.

(References – Education, Children and Families Committee 22 May 2018 (item ...); report by the Executive Director for Communities and Families, submitted)

17. Internal Audit – Communities and Families Historic Audit Actions – referral from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee had referred two overdue historic actions relating to the Foster and Kinship Care Vetting, Approval and Agreements and Use of Unsupported Technology Devices in Schools to Committee for review and scrutiny.

Decision

To note the management updates and actions being taken to address the outstanding audit actions.

(References – referral from the Governance, Risk and Best Value Committee 13 August 2019, submitted)

18. Edinburgh Learns Inclusion Annual Report

A summary was provided of the work of the Edinburgh Learns Framework Board during 2019-20 together with information on local data to support the local authority's inclusive practice.

During this period, the Edinburgh Learns Inclusion Framework had been consulted on, finalised and issues to all schools. The Framework ensured the multi-disciplinary shared approach to inclusive practice strategy sat within the citywide strategy for school improvement and planning.

Decision

- 1) To note completion of a clear framework and vision for inclusion including consultation with children and young people as outlined in the Edinburgh Learns Inclusion Framework.
- 2) To note the reduction in exclusions and school days lost through exclusion.
- 3) To note that most pupils put forward for pathway 4 special school provision received a placement offer.
- 4) To note that engagement work would be taken forward with young people who had experienced exclusions and flexible timetables, especially those who were care experienced, to gather their views on their educational experience and the forward change that would help get it right for them.
- 5) To agree to receive further annual reports on inclusion.

- 6) To agree that the Board would identify strategic tasks in relation to inclusion and liaise with senior managers to request the establishment of working groups to progress them.
- 7) To note the continued hard work of pupils, staff, parents and partners to develop positive and inclusive learning communities.

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

19. Edinburgh Champions Board Progress Update

Progress was reported on the development of the Edinburgh Champions Board. Since its inception in the summer of 2018, the Board had grown and broadened its membership to involve young people who had experienced a range of care provision.

In June 2019, further Life Changes Trust funding had been awarded to expand and extend the work of the Champions Board and associated corporate parenting initiatives for a further two years. A summary of the full three year funding award and the associated match funding from the Council was set out in the appendix to the report.

Decision

To note the progress on corporate parenting actions, the work of the Champions Board, and endorse the future programme of work.

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

20. Lifelong Learning Service Plan

An update was provided on progress being made to develop the Lifelong Learning Service Plan during the period 1 July 2018 to 30 June 2019.

In developing the Plan, five priorities had been identified with outcomes relating to learners of all ages. The priorities linked to the National Improvement Framework to ensure a strong alignment with research and evidence about what improves outcomes for learners whether formal or informal, in school or in the community.

Decision

- 1) To note the update on the Lifelong Learning Service Plan.
- 2) To agree to receive a further update in October 2020.

(References – Education, Children and Families Committee 9 October 2018 (item 9); report by the Executive Director for Communities and Families, submitted)

21. Motion by Councillor Mary Campbell – Overseas Travel Excursions Policy

The following motion was submitted by Councillor Mary Campbell in terms of Standing Order 16.1:

“Committee:

Notes that Edinburgh Council Excursions Policy on travel overseas does not cover consideration of the Council's 1 in 5: Raising Awareness of Child Poverty Strategy or the Council target to be carbon neutral by 2030.

Requests officers consult with young people and draft a reviewed section on travel overseas that will be in line with the 1 in 5: Raising Awareness of Child Poverty Strategy and the carbon neutral target of 2030 and bring it to Committee in 1 cycle.”

- moved by Councillor Burgess, seconded by Councillor Corbett

Decision

To approve the motion.

Work Programme

Education, Children and Families Committee

10 December 2019

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	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Energy in Schools	Annual Report		Resources	Annual	December 2019
2	South East Improvement Collaborative	Annual Report		Communities and Families	Annual	December 2019
3	Revenue Monitoring	Quarterly Report	Brendan O'Hara	Communities and Families	Quarterly	December 2019 March 2020 August 2020
4	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Andy Gray Bernadette Oxley Crawford McGhie	Communities and Families	Six Monthly	March 2020
5	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report		Communities and Families	Annual	March 2020
6	Senior Phase Attainment 2017-18	Annual Report	Lorna Sweeney	Communities and Families	Annual	May 2020

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
7	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2019/2020	Annual Report	Lesley Birrell	Chief Executive	Annual	May 2020
8	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Communities and Families	Annual	October 2020
9	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
10	Educational Attainment in Broad General Education	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
11	Senior Phase Attainment	Annual Report	Lorna Sweeney	Communities and Families	Annual	May 2020
12	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
13	Edinburgh Learns Equity	Annual Report	Lorna Sweeney	Communities and Families	6 monthly update Annual	December 2019 May 2020

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
14	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna Sweeney	Communities and Families	Annual	May 2020
15	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna Sweeney	Communities and Families	Annual	August 2020
16	Lifelong Learning Plan	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
17	Reducing Child Poverty	Six Monthly		Communities and Families	Six Monthly	March 2020

Education, Children and Families Committee Upcoming Reports

Appendix

Report Title	Directorate	Lead Officer
MARCH 2020		
Education Improvement Plan	Communities and Families	
Improving Attainment – Care Experienced Children and Young People Fund	Communities and Families	
Promoting Equality	Communities and Families	
Children and Young People’s Participation – Progress on Top Priorities (to be presented by children and young people)	Communities and Families	
Choose Youth Work	Communities and Families	
Edinburgh Community Learning and Development Partnership Plan 2018-2021		
2020-2023 Communities and Families Grants to Third Parties Programme	Communities and Families	
Early Years 1140 Expansion – Progress and Risk Update	Communities and Families	
Reducing Child Poverty including actions from Motion by Councillor Arthur – Reducing Child Poverty and Hunger	Communities and Families	

Transfer of Management of Secondary School Sports Facilities to Edinburgh Leisure	Communities and Families	David Bruce
MAY 2020		
Respect for All – Bullying and Prejudice	Communities and Families	
Edinburgh Learns – Equity	Communities and Families	Michelle Moore
Schools and Early Years – Playground Development	Communities and Families	Robbie Crockatt
Digital Learning in Schools Update	Communities and Families	Lorna Sweeney
Response to Incident Survey	Communities and Families	Lorna Sweeney
Care Experience Fund	Communities and Families	Martin Gemmell
Assessment and Moderation	Communities and Families	Lorna Sweeney
Supporting Children and Young People’s Mental Health and Wellbeing in School	Communities and Families	Pattie Santilices
Educational Attainment in Primary and Secondary Schools Senior Phase Annual Report	Communities and Families	Lorna Sweeney

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Rolling Actions Log

Education, Children and Families Committee

10 December 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	07-03-17	Communities and Families Policy and Guidance on Sponsorship	To review the policy in March 2018.	Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.8)
2	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 Executive Director of Place	October 2019	October 2019	Recommended for closure. Report no longer applicable, groups will be briefed on staffing changes and activity hours offered to this point.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3	12-12-17	<u>Transfer of the Management of Secondary School Sports Facilities to Edinburgh Leisure</u>	<p>To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools.</p> <p>To request the Culture and Communities Committee ask for a report from Edinburgh Leisure on how they, as a partner, are helping to reduce child poverty and the cost of living for families in the city through:</p> <ul style="list-style-type: none"> • An increased range of free and affordable activities for children and families experiencing poverty. • Equitable access to activities and opportunities in high SIMD areas • Ensuring that the priority in the use of school premises is given to local community 	Executive Director for Communities and Families	March 2020		<p>Decision relating to Action 30 below will also be included in this report.</p> <p>Edinburgh Leisure to take this to Culture and Communities in January 2020 and then to Education Children and Families in March 2020.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>groups working with local children and families.</p> <p>To request that this report is referred to the Education, Children and Families Committee and Child Poverty Action Unit for information.</p>				
4	06-03-18	Anti-Bullying	<p>1) To ask for a subsequent report in six months once the current policy and procedures had been reviewed.</p> <p>2) 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>	Executive Director for Communities and Families	October 2019	October 2019	<p>Recommended for closure.</p> <p>A report was submitted to Committee on 8 October 2019.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	14-08-18	Appointments to Sub-Committees, Etc Wester Hailes Working Group	To submit a progress review and update to the Education, Children and Families Committee in six months.	Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.6)
6	14-08-18	Sport and Outdoor Learning	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018/19.	Executive Director for Communities and Families	October 2019		<u>October 2019</u> An update was provided to Committee in the Business Bulletin on 8 October 2019.
7	14-08-18	Edinburgh Community Learning and Development Partnership Plan 2018-21	That Committee notes the Edinburgh Community Learning and Development Plan 2018-2021 and will receive annual updates on progress.	Executive Director for Communities and Families	March 2020		This report should go to the Edinburgh Partnership first for approval in December and then come to E, C&F in March 2020 for noting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	09-10-18	Towerbank Primary School – On-Site Cooking of School Meals	<p>1. To ask that additional detail be provided to the next sitting of the Committee to include:</p> <p>(a)- Details on why six deliveries per day are still required and if this could be reduced.</p> <p>(b) Details of when and why the access point covered by point 3.6 was removed from planned works; and if such works should be considered even if no changes are made to catering in light of the current requirement for vehicles to access the servery via the playground.</p> <p>(c)- Further exploration into the</p>	Executive Director of Resources	December 2019		Report on agenda for this meeting (item 7.1)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>alternative/hybrid models, for example Rieber micro kitchens, including a break-down on requirements based on component parts of the existing menu.</p> <p>(d) Quotations for options explored from a range of contractors with costings available for review by committee members.</p>				
			<p>2. To agree to set up a working group, comprising a representative from each political group, or ward member, with officers and interested parties from Towerbank to explore further</p>	Executive Director of Resources			Political Groups have been contacted to nominate members for the Working Group.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an</p> <p>examination of the foods best prepared on site, and if there are any intermediate steps that could be put in place as part of a journey to a production kitchen</p> <p>3. A report covering the options explored by the Working Group should be presented to Committee when the work is complete.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
9	09-10-18	Lifelong Learning Plan	To agree to receive an annual progress update report.	Executive Director for Communities and Families	October 2020		October 2019 An update was provided to Committee on 8 October 2019 as part of the report on Lifelong Service Plan/Arts and Creative Learning Update.
10	09-10-18	Arts and Creative Learning Update	To agree to receive a further report in October 2019.	Executive Director for Communities and Families	October 2019	October 2019	Recommended for closure. An update was provided to Committee on 8 October 2019 as part of the report on Lifelong Service Plan/Arts and Creative Learning Update.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
11	09-10-18	Raising Attainment: Frameworks for Learning: Teaching and Learning	To ensure impact of this framework by requesting an annual update on the quality of Teaching and Learning.	Executive Director for Communities and Families	October 2020		October 2019 An update was provided to Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.
12	09-10-18	Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	October 2020		October 2019 An update was provided to Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.
13	09-10-18 B Agenda Item	Delivery of the New Boroughmuir High School – Post Project Review	To request that a follow-up report is submitted to the Education, Children and Families Committee in May 2019 so that progress on implementing all the	Executive Director for Communities and Families	Date to be confirmed		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			recommendations included in the Post Project Review can be considered.				
15	11-12-18	Energy in Schools Annual Report	<p>1) To note that an annual progress report will be submitted to Committee in 2019 on Energy in Schools.</p> <p>2) To note the urgency of meeting statutory obligations outlined in 3.9 and therefore requests that the 2019 report set out a clear pathway, with quantifiable targets by activity and indicative costs, by which those statutory obligations can be met.</p>	Executive Director of Resources	December 2019		Report on agenda for this meeting (item 7.2)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
16	11-12-18	<u>Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges</u>	To request that officers work in partnership with clubs to create a strategy which supports the wider inclusion agenda which would enable access to Council facilities without additional charges being imposed and return with a report in two cycles outlining how this will be managed.	Executive Director for Communities and Families	Date to be confirmed		
17	11-12-18	<u>Update on South East Improvement Collaborative</u>	Request a further annual update.	Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.15)
18	11-12-18	<u>Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement</u>	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Executive Director for Communities and Families	August 2020		Report on agenda for this meeting (item 7.12)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	11-12-18	<u>Primary and Special Schools Letting Update</u>	To request a further report on any future changes to the letting service to ensure continuous improvement and consistent service comes to Education, Children and Families Committee in two cycles.	Executive Director for Communities and Families	December 2019 October 2019		Report on agenda for this meeting (item 7.17) An update was provided to Committee on 8 October 2019 and a further update is provided for this Committee as requested by Committee in October.
20	11-12-18	<u>Early Years 1140 Expansion: Progress and Risk Update</u>	Request an Admissions and Appeals update report in December 2019.	Executive Director for Communities and Families	March 2020		An update on early years expansion was provided to Committee on 8 October 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	05-03-19	Promoting Children's Rights, Equalities and Inclusion in Schools and Services	Detailed information on attendance figures and part-time timetables to be included in the next report to Committee.	Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.12)
22	05-03-19	Motion by Councillor Laidlaw - Adjustment of Christmas Holiday 2020/21 School Year	Agrees to consult with head teachers on the proposition that the term ends on Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles.	Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.13)
23	21-05-19	What Kind of Edinburgh? Outcomes and Next Steps	To request a further report on how the various youth engagement activities (i.e. What Kind of Edinburgh, Youth Talk, Young Edinburgh Action and Scottish Youth Parliament, Making a Difference) can work together in a more consistent and coherent way including the possibility	Executive Director for Communities and Families	December 2019		A progress update on Children and Young People's Participation is included in the Business Bulletin on the agenda for this meeting (item 6.1)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			of a mechanism that would allow young people to input thoughts to Committee Members.				
24	21-05-19	Future Statutory Consultation Requirements	To approve that draft statutory consultation papers are brought forward to future Committee meetings for consideration before publication after informal consultation with affected communities.	Executive Director for Communities and Families	Ongoing		
25	21-05-19	Primary and Special School Lets Update	<p>1) To request that an update report is brought to the next committee when the activity during the summer will be known and able to be compared with 2018/19.</p> <p>2) To request a further report in October 2019 on the numbers of lets applies and any issues.</p>	Executive Director for Communities and Families	October 2019	October 2019	<p>Recommended for closure.</p> <p>An update was provided in the report on the 8 October 2019 on Primary and Special School Lets Update: Impact of the Asset Management Works</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Programme on Summer Holiday bookings.
26	21-05-19	<u>Improving Attainment – Care Experienced Children and Young People Fund</u>	To ask for a follow-up report to this Committee in early 2020 setting out progress on the implementation of current proposals and the outcomes of participation work with Care Experienced Young People and how that work will impact on Fund spend next year and beyond.	Executive Director for Communities and Families	March 2020		
27	21-05-19	<u>Choose Youth Work</u>	To note that a further report detailing awards in North West locality will be reported to Committee at a later date.	Executive Director for Communities and Families	March 2020		
28	21-05-19	<u>Senior Phase Attainment 2017-18</u>	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Executive Director for Communities and Families	May 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	21-05-19	Response to Incident Survey	<p>Ensure that any future report includes details on:</p> <ul style="list-style-type: none"> • Quality assurance to ensure that incidents are reported correctly and consistently. • Actions that are taken when incidents are being reported. • Work with the Unions to ensure there are no gaps in the reporting data. • Actions that are being taken to support teachers and PSAs who experience a violent incident. 	Executive Director for Communities and Families	Date to be confirmed		
30	21-05-19	Edinburgh Learns: Equity – Actions to Improve Outcomes for Children in Poverty	To agree to receive further annual reports on Edinburgh Learns: Equity.	Executive Director for Communities and Families	December 2019		Update is included in the report on Lifelong Learning referred to in item 2 above.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
31	21-05-19	Edinburgh Learns: Framework for Digital Learning	To request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required as identified by the officer working group including cluster technicians, school budgets and the affordability of hardware, and wifi access at home.	Executive Director for Communities and Families	March 2020		
32	21-05-19	Edinburgh Learns: Health and Wellbeing	To agree to receive further annual reports on Health and Wellbeing in Edinburgh schools.	Executive Director for Communities and Families	May 2020		
33	30-05-19 (Council)	Motion by Councillor Laidlaw – Subject Choice in Schools	To request a report within two cycles to the Education, Children and Families Committee. This should cover the whole school experience, including	Executive Director for Communities and Families	December 2019		This is included in the Edinburgh Learns Pathway Framework

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			subject choice, methods for gaining qualifications, including National Qualifications, Skills for Work, Vocational Qualifications, and opportunities for wider achievement. The report should detail any changes suggested by the Scottish Government after their review of the implementation of the Curriculum for Excellence and the potential impact on Edinburgh Council Schools. This will include information in relation to points 1 to 5 as identified in the final part of the motion.				Report on agenda for this meeting (item 7.11)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
34	16-08-19	Reducing Child Poverty	To agree to receive six monthly report to Committee from the Child Poverty Action Unit to effectively scrutinise progress and actions to mitigate/reduce child poverty.	Executive Director for Communities and Families	March 2020		
35	16-08-19	2020/23 Communities and Families Grants to Third Parties Programme	To request a report in March 2020 which details the process and outcome of the funding programme and makes recommendations for awards.	Executive Director for Communities and Families	March 2020		
36	16-08-19	Revenue Monitoring 2019/20	To note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on 6 December 2019 and to the meeting of this Committee on 10 December 2019.	Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.16) Report also on agenda for the Finance and Resources Committee on 6 December 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
37	08-10-19	Promoting Equality	<p>1) Update to be provided in the Business Bulletin for the December Committee to include:</p> <ul style="list-style-type: none"> • Information on communications which have taken place with young people in the deputation and across the city to explain in a user-friendly way the actions being taken forward by the Council together with proposed next steps to promote equality across the city. • Information on what engagement has taken place with young people across the city in terms of 	Executive Director for Communities and Families	December 2019		Update included in the Business Bulletin for this meeting (item 6.1)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>leading change on promoting equality.</p> <ul style="list-style-type: none"> information on ways in which a better understanding of black history in Edinburgh and Scotland could be included in the school curriculum. <p>2) To agree that report is presented in March 2020 to provide sufficient time for the impact of proposed actions at section 5 to be evaluated.</p>		March 2020		
38	08-10-19	<u>Primary and Special School Lets Update: Impact of the Asset Management Works Programme on</u>	1) To note the unprecedented access pressures on the Primary and Special School estate where 51 schools were part of the Asset Management Works (AMW) Programme.	Executive Director for Communities and Families	December 2019		Customer satisfaction data is included in report on the agenda for this meeting (item 7.17)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Summer Holiday Bookings	<p>2) To note the work done by Facilities Management, AMW and the School Lets Team to support each other to minimise the impact on the let holders.</p> <p>3) To request an impact report of the AMW Programme on Term Time bookings academic year 2019/20 for the next Committee meeting, the report to include customer satisfaction data.</p>				Note: Key performance indicators relating to let request response times to be provided to members
39	08-10-19	Children and Young People's Participation	<p>1) To provide a progress update in the Business Bulletin for the December Committee.</p> <p>2) Request a further report on participation and progress relating to the top priorities in six months, to be</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	<p>December 2019</p> <p>March 2020</p>		Update is included in the Business Bulletin for this meeting (item 6.1)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			delivered by children and young people.				
40	08-10-19	<u>Preventing and Responding to Bullying and Prejudice Amongst Children and Young People</u> –	To provide an update in the Business Bulletin for the December Committee giving details on the level of additional resource that would be required to establish a service to support children and young people with reporting bullying including racist bullying.	Executive Director for Communities and Families	December 2019		Update is included in the Business Bulletin for this meeting (item 6.1)
41	08-10-19	<u>Education Improvement Plan</u>	To note the intention to return a report on the revised Early Years Admissions policy to Education, Children and Families Committee in March 2020.	Executive Director for Communities and Families	March 2020		
42	08-10-19	<u>Edinburgh Learns Inclusion Annual Report</u>	To agree to receive further annual reports on inclusion. To agree that the board will identify strategic tasks in	Executive Director for Communities and Families	October 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			relation to inclusion and liaise with senior managers to request the establishment of working groups to progress them.				
43	08-10-19	Edinburgh Learns Pathway Framework		Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.11) Action 33 above refers also.
43	08-10-19	Breakfast Clubs: St Francis RC, Niddrie Mill and Ferryhill Primary Schools	To agree to receive a further update in two committee cycles.	Executive Director for Communities and Families	December 2019		Report on agenda for this meeting (item 7.18)
44	08-10-19	Motion by Councillor Arthur – Reducing Child Poverty and Hunger (see agenda)	1) To note the next Reducing Child Poverty report will come to the Education, Children and Families Committee in March 2020 which will include an update on the work ongoing to reduce	Executive Director for Communities and Families	March 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>child poverty and holiday hunger.</p> <p>2) To request that this report also includes information on the feasibility of the Council doing more to tackle holiday hunger either alone or via increased partnership working in this area.</p>				

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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 10 December 2019

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 Joan Griffiths Councillor Steve Burgess Councillor Callum Laidlaw Councillor David Key Councillor Jason Rust Councillor Susan Webber Councillor Louise Young</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Monsignor Anthony Duffy Mrs Fiona Beveridge Rabbi David Rose</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>

Broughton Walking Netball

Since September this year a new walking netball session has been running at Broughton Community Sports Hub, in partnership with Netball Scotland and through the SportsScotland GO LIVE! Get Active programme. Walking Netball is a great way to get more physically active, it is just like regular netball but played a little slower! The game is easy to play, even for people who have never played netball before. Feedback from the sessions has been that it is great fun and a very sociable way to improve your fitness. For more information about Walking Netball please contact Jayne at Jayne.smith@ea.edin.sch.uk



Duke of Edinburgh Gold Expedition

Broughton High School Duke of Edinburgh Gold group completed their practice canoeing expedition in Northern Ireland on Lough Erne. The group consists of nine girls/young women and a non-binary member which is helping to address the under representation of these groups in outdoor learning opportunities.

A partnership consisting of City of Edinburgh Council, Glenmore Lodge and Bridge8 Hub is facilitating the project, and the group is busy fundraising in order to do their final expedition in Canada next year.



SPORTSCOTLAND AND SAMH LAUNCH PARTNERSHIP

Tynecastle High School hosted the launch of a new partnership between Sportscotland and SAMH (Scottish Association for Mental Health) on Mental Health Awareness day, Thursday 10 October. Sportscotland is the national agency for sport and SAMH is tackling the barriers that prevent people with mental health problems from improving their physical fitness. The partnership aims to further their combined work to promote good mental health through sport and physical activity. Sir Chris Hoy is the leading Ambassador for SAMH and he posed for photographs, interacted with pupils and was interviewed by the BBC. Our thank go to Tynecastle High School for hosting and to Active Schools Co-ordinator Ricky Karoyan for organising the event.



Active Girls Day

Active Girls Day was on Friday 4 October. 170 girls from S1 at Forrester High School and P7 at Broomhouse, Carrick Knowe, Gylemuir and Murrayburn Primaries took part in Kin-ball, netball, football, judo, cheerleading, gymnastics and glow stick aerobics. The activities were run by Community Sport Hub clubs, Forrester HS Girls Ambassadors and PE staff. One P7 teacher said 'It's great to see girls who don't normally enjoy sports, taking part, having fun, and enjoying the activities'. The girls received information on how they can get more active locally and several have already taken up these opportunities. For Active Girls Day our sports ambassadors in primary and high school as well as some of our female coaches stated why they want more girls to get involved in sport and physical activity and its benefits.

The link to this video is <https://video214.com/play/MhUrLnhEWkaTU49Boy85pA/s/dark>

Sports Academy Success

Qing Yang won the U11 National ladies singles badminton title on Sunday 6 October 2019 at Scotstoun Sports Centre in Glasgow. She follows Julie MacPherson who was the first City of Edinburgh Council Sports Academy player to win this title. Qing is a member of the development squad and she played outstanding to win! A former Academy player, Ingrid Wang, won the ladies doubles with Qing as well!! Congratulations to Qing and Ingrid!



Link below of winners:

<http://www.badmintonscotland.org.uk/news/2019/october/u11-national-champions-are-crowned/>

Active Girls Day – Tennis Skillz Programme

On Friday 4 October 2019, we celebrated ACTIVE GIRLS DAY!

Activities took place across Scotland at various venues, clubs, schools and sports hubs - celebrating the amazing work going into girls' sport, the progress around girls' participation, and the incredible role models making it happen. Within our Sports Development Team we have a Racquets Development Officer who currently works with a group of P4 girls within the Tennis Skillz programme. The girls received Tennis Skillz taster sessions within their schools last year and then were invited to attend the Pre-Development Squad as the first stage in their development pathway. The programme is delivered in partnership with Tennis Scotland.

Libraries Week – Celebrating Libraries in a Digital World

This year Libraries Week, 7-12 October celebrated libraries in a digital world. Public and school libraries joined in this nationwide celebration of Libraries with events and activities offered to get library users participating in a digital world, showcasing the amazing range of digital resources our customers have access to at <https://yourlibrary.edinburgh.gov.uk/web/arena/a-z-eresources>. A computer was not always necessary as some of our younger users learnt the basics of coding by making binary bead bracelets. There was also the opportunity for Bee-Bot Robot fun, programming bees to guide them along paths and mazes and introductions to Micro-bits using pocket-sized computers to create simple games. Participants also had the opportunity to try stop motion animation, game programming and experience VR courtesy of the BBC's innovative Virtual Reality programme. In addition to all the events for children and young people there were lots of opportunities for customers to learn about all the great services for downloading the latest magazines, newspapers, books and audiobooks to their own phone or tablet. The Week was a great opportunity for Libraries to highlight the range of activities and services offered to customers all year round.

The Pentlands Book Festival – 13 October – 30 November 2019

Now in its 5th year, the Pentlands Book Festival is organised by and for the Pentland community in conjunction with the library service. The festival brings an eclectic mix of events with something for everybody - from the acclaimed Scots Makar Jackie Kay to the comedy and murderous thoughts of Denzil Meyrick and Craig Robertson. The popular scientific supper and Local Author's event are back, and there are visits to the School of Scottish Studies celebrating Hamish Henderson's centenary and an historical walk along the Balerno Branch line with model railway display and exhibition. There are also two free workshops – one on writing and one on book illustration. Further information about what is happening at the Festival can be found [here](#).

Libraries Week – Deputy First Minister visits school library mental health project

Deputy First Minister John Swinney visited The Royal High on Thursday 10 October to learn about an innovative school library project aimed at tackling mental health issues and promoting positive mental wellbeing among teenagers. The visit coincided with Libraries Week (7- 12 October) and provided the Cabinet Secretary for Education and Skills with the opportunity to see the impact of how the School Library Improvement Fund (SLIF) has been invested. Mr Swinney met with school library staff and pupils from four Edinburgh schools involved in Escape, Connect, Relate, which aims to improve the wellbeing of young people through bibliotherapy, a therapeutic approach that uses literature to promote positive mental health.

The project received £18,100 from the SLIF in 2018 following a joint bid from The Royal High, Craigroyston, Liberton and Gracemount secondary schools. Funding allowed school librarians and pupils to create a toolkit on how to support pupils with bibliotherapy, including links to resources. A bibliotherapist worked with the schools to develop story cafes, reading dogs and 'readaxation' sessions. The next round of successful SLIF bids will be announced in the coming weeks.

Libraries Week

This year's Libraries Week celebrated the role of libraries in the digital world and, during his visit, Mr Swinney also launched the school libraries Professional Learning Community (PLC) on Education Scotland's online platform Glow, the national intranet for Scotland's schools. The PLC provides school librarians with a digital networking forum to share ideas and information, which is particularly important for the school librarian community as many of them are lone workers. Both initiatives have been driven by and meet the strategic aims of the national school library strategy, Thriving Libraries, Vibrant Schools. A total of £550,000 has so far been awarded from the £1 million SLIF to improve the school library sector. It was launched in 2017 and is administered by the Scottish Library and Information Council (SLIC) on behalf of the Scottish Government.



Tabletop Games Club

Muirhouse library run a weekly Tabletop Games Club in conjunction with Craigroyston High School library for S1/2 students. Each Thursday a session is run in the school library at lunchtime, playing small scale games and model painting. The schools session sees 15 kids, both boys and girls, taking part which is the maximum for the session. A two hour session is also run in Muirhouse library on Friday afternoons, where kids can play larger games or take more time to paint models. There is a core group of six kids who attend

every week with several other joining in occasionally. The kids being attracted by this are generally those who have been recognised by their school as those struggling to make friends, have issues with social situations or are in supported learning classes because they have additional needs. Having this outlet where they can engage with others has been a great benefit to them. From the libraries point of view, this has given the service a way to engage kids we wouldn't normally see and continue to broaden the use groups.

Baby STEM at Muirhouse

Muirhouse Library have been running a Baby STEM (Science, Technology, Engineering and Maths) event after their weekly Bookbug session. After a one-off event received great feedback, they decided to make this a regular part of their programme. Not only have we noticed that Baby STEM builds on the skills we encourage in Bookbug, but also it builds on some other skills too such as:

- Hand eye coordination
- Shape and Colour recognition
- Matching and Counting
- Taking Turns
- Social development with other children
- Adult-children interaction

From Baby STEM, we have seen children develop from struggling to find the right part when prompted and having difficulty with the fine motor control needed to put the blocks together to being able to follow the flash cards and build everything themselves!

The Children and Young People Participation Group

The Children and Young People Participation Group has met four times to date and begun to develop a more coherent approach to participation and to share key messages coming from children and young people.

An important focus over the coming period will be to engage with children and young people on the forthcoming Children's Services Plan 2020-2023. Based on the key messages from What kind of Edinburgh?, we will ask young people to prioritise the actions they consider most important in relation to each of the plan's three themes: best start in life; bridging the gap; and being everything you can be.

Through existing networks such as youth agencies, schools and community groups, children and young people will be invited to choose which of the What kind of Edinburgh? priorities would really make a difference to their lives and which therefore should be central to the plan. Using social media, we will also invite a wider community of young people to give us their views about this.

The key messages identified by children and young people through What kind of Edinburgh? in relation to the new plan's priorities are:

Best start in life:

- Every child should have love, care and support
- Parents and carers need to be able to recognise the needs of their children and they will need support with this
- Every family needs to be taught how important early years development is
- A positive community environment is really important because families need healthy outdoor spaces
- Well-being needs kindness, respect and happiness
- Adults should be kind, friendly and not shout at children and young people
- All children and young people should know about services that can help them

Bridging the gap:

- Poverty shouldn't hold us back; every family should have enough money to live on
- Funding needs to be distributed in a fairer way because it seems like it doesn't reach the people who need it
- Outdoor places need to be made safer, more suited for children and young people and be looked after properly – no matter where we live
- Services should meet children and young people's needs fully: for example, expand the variety of sports, especially in the evenings, and make clubs more affordable.
- We do not want a negative reputation depending on where we live
- Opportunities within education should be fair across the city

Being all you can be:

- Relationships between children and young people and teachers should be improved by getting to know each other
- Build positive relationships
- Bullying is still a problem in schools. We need to do something to sort it out properly
- Don't judge people for their ideas
- Make sure everyone is heard and has the opportunity to share ideas. Really listen to children and young people!
- Be equal and help each other
- Have good people to support you
- Include us from start to end
- Be prepared to open up to new learning
- All children and young people should have access to a safe space and someone they can talk to

This activity will take place between November and January in time for the plan to be finalised in March 2020.

Health and Wellbeing Team Update

- The final Top Tips for Staff Mental Health & Wellbeing and Building Staff Resilience training has been launched and shared at Primary Heads Wellbeing EPTHA Session in September
- Our 6 city-wide parenting programmes (Peep, Triple P, Incredible Years, Raising Children With Confidence (RCWC), Raising Teens With Confidence, Teen Triple P) benefited over 1500 parents/carers last year alone. Incredible Years/Triple P celebrated their 100th group in October and the updated Raising Children With Confidence primary parental engagement programme has been launched and train the trainers are running across Edinburgh and the Lothians. Our delivery of parenting programmes were highlighted as good practice in the recent Children Services Inspection Report.
- Our Turn Your Life Around project where local volunteers are supported to share their story and raise awareness of childhood adversity and resilience amongst pupils, staff and families won Education Initiative of The Year at The Herald Society Awards in November
- 1 in 5 Raising Awareness of Child Poverty training to be rolled out to social work teams
- Building Resilience, 1 in 5 Child Poverty and recent Mental Health Consultation with 450 children and young people asked to be showcased at SEIC events and Mental Health & Wellbeing in Scotland's Schools conference.
- The Top Tips for Schools on how to best support children and young people (from the MH consultation) shared again at presentations at Primary & Secondary Headteacher events on 12th & 13th November.

Child Poverty in Schools

- NHS Health Scotland with Child Poverty Action Group Scotland launched a video exploring different approaches to tackling the Cost of The School Day. This includes information on City of Edinburgh 1 in 5 Project from a strategic and school perspective. Other short videos were produced following this initial one which look in more detail at specific interventions from across the country. This includes a film detailing the income maximisation work taking place in Edinburgh, showcased by Sylvia Baikie, Public Health Practitioner. All videos can be seen by going to <https://www.youtube.com/playlist?list=PLdtTilZi8S7-2rwi9LMw4JS0-3rALa7jW>
- Further 1 in 5 resources to help mitigate the impact of child poverty and presentations from 1 in 5 conferences can be found at www.edinburgh.gov.uk/child-poverty

Promoting Equality

We have established a Communities and Families Equalities Steering Group (ESG), with representation from organisations representing all protected characteristics. This group has agreed terms of reference which encompass all protected characteristics and other relevant characteristics which are not covered by the Equality Act. We will invite young people to engage with the group, to represent the voice of their peers and to inform decisions. A number of subgroups have been convened to take forward work on a thematic basis: anti-bullying; youth work; and inclusive curriculum. A further subgroup will take forward work on increasing diversity in the Education and Youth work workforce.

We have begun the process of working with Locality Parent Council groups and schools to set up school-based Equalities Steering Groups involving pupils, parents and staff. Pupils, parents and staff will together determine the best model for promoting Equality in their school. The aim of these steering groups is to support sustainable change on promoting Equality at the school level. The initial focus of the school-based Equalities steering groups will be to raise awareness of Equalities in their learning communities and to support implementation of the revised 'Preventing and Responding to Bullying and Prejudice Amongst Children and Young People' procedure.

Anti-bullying and Prejudice

The subgroup (of the ESG) tasked with supporting implementation of the procedure includes partners. The group will encourage appropriate representation from young people and families by providing guidance for schools on convening the school-based Equalities groups. Head Teachers will decide on the appropriate member of staff to work with these groups. The ESG will consider how partners could be involved in mentoring or otherwise supporting the young people. Our national partner, *respectme*, is delivering anti-bullying training for school Equalities Co-ordinators throughout this school session. We have also signposted schools to high-quality national resources on effectively challenging different types of bullying and prejudice.

Inclusive Curriculum

A sub-group (of the ESG) has started to consider the theme of an inclusive curriculum (inclusive of all protected characteristics), with an initial focus on Black History. Any changes to the curriculum require to be scoped out and planned, so that schools can factor this into teacher Working Time Agreements and school Improvement Plans, to ensure that teachers are fully supported to introduce sustainable change. Black History is one aspect of a culturally inclusive curriculum which should also reflect the histories of other minority ethnic communities in Edinburgh and Scotland. The histories, positive contribution and achievement of these communities can be included across many areas of the curriculum – it is important that this is not limited to Social Studies.

An initial snapshot of the teaching of Black History found that relevant topics are

taught in S1 – S3 History and Modern Studies, and also in the Senior Phase (S4-6) History and Modern Studies curriculum. A number of topics commonly taught in primary schools feature aspects of Black History. Ongoing work includes: decolonisation of the curriculum discussed at a recent secondary Social Studies Leaders' meeting; some schools work with Lisa Williams, Honorary Fellow of the School of History, Classics and Archaeology at The University of Edinburgh and founder/director of the Edinburgh Caribbean Association who runs Black History walking tours of Edinburgh and workshops; 5 secondary schools are engaged in a project with University of Edinburgh where History students work with schools. There is a provisional plan for the next stage of the project (from January 2020) to focus on co-producing resources for teaching Black History.

Possible further ways in which a better understanding of Black History can be promoted and included in the curriculum: work with one or two school clusters to map out how Black History in Edinburgh and Scotland is covered through the BGE (Broad General Education) and Senior Phase and share good practice; make high-quality resources available.

A final report with recommendations for schools will be produced by the end of the current school session (June 2020). In the interim, we will continue to offer whole-school training on developing a culturally inclusive curriculum and signposting to resources.

Youth Work

A third subgroup is auditing youth work provision with the purpose of identifying any gaps and planning to address these. There are four strands to this work: BAME participation in universal youth work provision; targeted BAME provision available; BAME staff in universal and targeted provision; Equalities training for youth workers. As part of this work, there was an initial meeting with a reference group of BAME youth work organisations in November. A second meeting is planned for January 2020.

BAME representation in the education and youth work workforce

The issue of increasing BAME representation in the education and youthwork workforce is also being considered by the Equalities Steering Group. Following an initial conversation with Human Resources, this work will be taken forward by an Education/Youth work-specific group, with representation from the co-author of the 'Teaching in a Diverse Scotland' report, BAME Education and youth work staff. This group will meet before the end of January 2020.

We have communicated the Equalities work being taken forward to the young people and the director of Intercultural Youth Scotland (IYS) via email. In addition, we are in the process of producing an information poster to share with children and young people across the city via Social Media. IYS was invited to be part of the Communities and Families Equalities Steering Group. IYS representatives, including

Young Ambassadors, attended the youth work reference group meeting and have been invited to join the Anti-bullying subgroup. The IYS/EDI 'In Sight' report which was introduced by an IYS deputation at the October ECF Committee was launched on 6 November 2019. The report has been placed on the agenda for the December meeting of the ESG and IYS have been invited to present the report then.

A further report will be presented to the Education, Children and Families Committee in March 2020.

Education, Children and Families Committee

10.00am, Tuesday, 10 December 2019

Towerbank Primary School – Catering Provision

Executive/routine Wards Council Commitments	Executive Ward 17, Portobello/Craigmillar
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1. Recommendations

- 1.1 That Committee notes the changed location of the current production kitchen for Towerbank Primary School from Portobello High School to St John's Primary School; and
- 1.2 That members consider funding a pilot hybrid kitchen model at Towerbank Primary School as part of the budget setting exercise for 2020/21.

Stephen S. Moir

Executive Director of Resources

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Towerbank Primary School – Catering Provision

2. Executive Summary

- 2.1 On 9 October 2018, Committee approved a motion relating to a number of actions at Towerbank Primary School and its current status as a dining centre. This report addresses the motion and highlights the changes made and/or proposed within available budgets. It proposes that if any further changes are made, that political groups should consider making provision for the cost as part of the 2020/21 budget setting exercise.

3. Background

- 3.1 On 14 August 2018, the Education, Children and Families Committee approved a motion that stated “Committee notes Towerbank Primary school is one of the largest primary schools in the City of Edinburgh’s school estate, with a roll of over 600. Situated on a very limited site, it recently had a large extension added which allowed more pupils to eat school lunches at once but did not include an on-site kitchen/preparation function.
- 3.2 Committee notes that Towerbank Parent Council have been working with council staff to improve the quality of school meals. They are concerned about the deterioration of the quality of food when cooked elsewhere and transported for service. They therefore request a pilot scheme to cook some food on site at Towerbank.

Committee called for a report in one cycle looking at the feasibility of a hybrid model of food production at Towerbank, whereby dishes are still largely prepared off site but are cooked/assembled on site to improve quality and uptake of school meals.

The report should cover

- Physical resource requirements (an examination of different models/methods e.g. oven, grills, microwave);
- Staff resource requirements to include training requirements for current employees;
- Costs; and

- Potential timescales for implementation.”
- 3.3 A report which detailed the physical and financial challenges of implementing a production kitchen within Towerbank was tabled to Committee on 9 October 2018. Following this report, a further motion was passed that stated: “Asks that additional detail be provided to the next sitting of the Committee to include:
- Details on why six deliveries per day are still required and if this could be reduced;
 - Details of when and why the access point covered by point 3.6 was removed from planned works; and if such works should be considered even if no changes are made to catering in light of the current requirement for vehicles to access the servery via the playground;
 - Further exploration into the alternative/hybrid models, for example Rieber micro kitchens, including a break-down on requirements based on component parts of the existing menu; and
 - Quotations for options explored from a range of contractors with costings available for review by committee members”
- 3.4 In addition, a further motion was passed stating “Agrees to set up a working group with officers and interested parties from Towerbank to explore further options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an examination of the foods best prepared on site, and if there are any intermediate steps that could be put in place as part of a journey to a production kitchen. A report covering the options explored by the working group should be presented to Committee when the work is complete.”
- 3.5 The purpose of this report is to address the above motions by proposing changes that can be delivered within existing budgets and those which would require an additional investment to be approved.

4. Main report

- 4.1 Towerbank Primary School has a current roll of 630 pupils, one of the largest in the school estate. It is currently a dining centre with meals produced off site and transported in daily, a model widely used across other local authorities. The school has received considerable investment in dining facilities to accommodate the increase in uptake of meals as a result of the free 1-3's and currently caters for a daily average of 300 pupils (Monday – Thursday).
- 4.2 The catering services' principal objective is to deliver high quality, hot meals to the 97 schools under its responsibility, which is typically 18,500 meals per day Monday to Thursday. The volume is expected to increase to close to 30,000 once the 1140 programme is fully implemented. Many production units in schools were closed several years ago mainly as part of a budget saving exercise. Therefore, the current service is delivered from 54 production kitchens across the school estate with kitchen staff playing a significant role in preparing and transporting hot and cold food to the other 69 establishments (41 primary schools and 28 nurseries), which don't have cooking facilities.

Working Group

- 4.3 As part of the approved motion a working group was set up and has principally been attended by Council officers.

Deliveries

- 4.4 As the school is a dining centre only, there are currently two catering related deliveries per day, i.e., the delivery and pick up of the reiber boxes. Any change to the catering model would see an increase due to food deliveries, for example, productions kitchens receive, on a daily basis:

1. A fresh fruit and vegetable delivery from a local supplier;
2. Fresh milk from a Scottish dairy;
3. Fresh meat from an Edinburgh butcher; and
4. Fresh bread and eggs (if on the menu).

On top of the above, schools will typically receive deliveries from the below suppliers once or twice a week:

1. Frozen and Dry goods; and,
2. Cleaning Materials and Disposable Products.
3. However, as a full production kitchen has been discounted (see paragraph 4.6) and a hybrid model is being considered the current 2 deliveries per day is envisaged.

Access for deliveries

- 4.5 Proposals for a ramp were previously considered however the main issue is budget and that transportation will not allow the main roads around the school to be blocked. Following discussions with the Parent Council, it is understood that non-food deliveries to site do on occasion block the road. The Parent Council are keen that the ramp access to the rear of the school originally proposed is still pursued as this would allow for less disruption to the use of the playground and a safer access point for all deliveries, not just those related to catering.

Production Kitchen/Hybrid

- 4.6 A full production kitchen model was considered. However, notwithstanding the cost, any proposal would require to be built within the existing playground area thereby reducing valuable recreation space. For information, the costs would be in the region of £250k (capital) and £35k (revenue). For these reasons the Group discounted this option.
- 4.7 Two suppliers provided costs for a hybrid model. The service has spoken with the main kitchen suppliers who have advised the models proposed are the most realistic option. The service accepts that the Parent Council's preferred approach is a hybrid service, yet no budget currently exists to deliver this.
- 4.8 A hybrid system at Towerbank can be delivered with a capital budget of circa £50k and an ongoing revenue cost of £15,000 pa to cover additional staffing costs.

- 4.9 As this model has never before been adopted by the service, it is envisaged that a significant amount of management time would be required to set up associated processes and systems. As an aside, the Towerbank Parent Group have offered their assistance as part of the working group.
- 4.10 A hybrid kitchen will assist in meeting future increased demand created by the 1140 programme. However, although this is a pilot testing a new model, there is a risk that delivering it will increase the pressure to replicate the model for the other 10 dining centres which have a similar amount of transported meals.
- 4.11 In acknowledgement that there are no current budgets to meet the costs, members are asked to consider identifying a budget within 2020/21 budget setting exercise.

Other matters

Production Kitchen

- 4.12 In recognition of the current drive to improve food quality at the school, the catering service has proposed a change of production kitchen for Towerbank from Portobello High School to St John's Primary School. There are two principal reasons for this: firstly, St John's is closer to Towerbank thereby cutting down the transportation time and, secondly, Portobello HS currently prepares the meals for the High School and the separate primary school menu for Towerbank. St John's will be able to focus solely on the primary school meals as part of that service within the newly built school.

Future Menu Design

- 4.13 The Scottish Government are due to publish a final draft on the amendments to the nutritional requirements for Food and Drink in Schools (Scotland) Regulations 2008, in spring 2020. The Council's menu currently complies with the 2008 regulations and the menu for 2019/20 was written with a focus on that compliance. A summary of the key changes are noted below;
- A reduction in sugar in primary and high school menus and a change to the way nutritional analysis is completed;
 - Increase in fruit and vegetables;
 - A reduction in red and processed red meat;
 - Reduction in sweetened or baked products to 3 times per week;
 - Pastry and pastry products to be reduced; and
 - Ensure all bread served is high fibre.
- 4.14 The focus for the new 2020 menu will be on ensuring compliance to the enhanced nutritional analysis and working with suppliers to minimise added sugar in products and increase "hidden fruit and veg" in any pre-prepared sauces the service currently procures. The service's focus will be to review all core products and ensure they are compliant with the 2020 standards.
- 4.15 In preparation for the design of the 2020 menu, the catering service has offered to seek the views of Towerbank Parent Council. While the menu must be designed for mass production and nutritional requirements, as with any local authority, views on impact of travel will also be a material consideration. It is likely that a draft menu

will be ready for publishing early January and will be sent to the Parent Council for comment soon after.

Food waste

- 4.16 As part of the discussions, the catering team has asked Place Management to complete a full audit of current facilities for recycling. Any actions from this audit will be implemented.
- 4.17 In terms of reducing food waste, Communities and Families are undertaking a pilot project in partnership with Zero Waste Scotland to monitor and measure food waste in selected areas across the estate. This will take place at Waverley Court in the first instance and the school aspect will follow in August 2020 in line with the academic year. Ten schools have been selected for inclusion, including Towerbank. Stage one will look at mapping food waste flows, monitoring and measuring.
- 4.18 In order to help build a whole school approach to food, the Development officer for Food and Health has offered support in developing food education within the school curriculum. Using [Better eating, better learning](#) as a framework and evaluation tool could help make links to the meals provided in school, an understanding of the standards adhered to, animal welfare and food production.

Summary

- 4.19 The clear aspiration of the Parent Council remains the quality of school lunches through the delivery of a hybrid kitchen. This report sets out the cost of doing so., the service has relocated the production kitchen to St John's as a measure for improvement.

In addition, it has been agreed that the creation of ramp access for deliveries will remain 'live'.

5. Next Steps

- 5.1 Following the relocation of the production kitchen from Portobello High School to St John's Primary School in November, meal quality at both Towerbank and St John's will be monitored.
- 5.2 If a budget allocation is made, a more detailed proposal for how a hybrid system would work will be produced.
- 5.3 The Property and Facilities Management Division within Resources will continue to work with the school, parents and Communities and Families over the provision of a ramp access.
- 5.4 The Division is currently carryout a strategic review of meal provision across the city to address future demand, provide efficiencies and manage costs moving forward.

6. Financial impact

- 6.1 The proposals of addressing food waste and the relocation of the production kitchen contained within this report can be contained within service budgets.

- 6.2 There is no funding available within the existing Property and Facilities Management budgets to support this in either current or future financial years. Consequently, any proposal for a hybrid kitchen would require new investment in the Property and Facilities Management Division budget as a formal growth bid through the Council budget planning process.

7. Stakeholder/Community Impact

N/A

8. Background reading/external references

- 8.1 Motion to Education Children and Families committee dated 14 August 2018 - https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20180814/Agenda/motions_and_amendments_-_education_children_and_families_committee_-_14_august_2018pdf.pdf
- 8.2 Report to Education, Children and Families committee dated 9 October 2019 - https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20181009/Agenda/item_72_-_towerbank_primary_school_-_on-site_cooking_of_school_meals.pdf

9. Appendices

- 9.1 None

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Education, Children and Families Committee

10.00am, Tuesday, 10 December 2019

Energy in Schools Annual Report

Executive/routine Wards Council Commitments	Routine All
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1. Recommendations

- 1.1 That Committee notes the content of this report and the positive steps underway to improve energy efficiency and reduce carbon emissions across the Council's school estate.

Stephen S. Moir

Executive Director of Resources

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Energy in Schools Annual Report

2. Executive Summary

- 2.1 This report presents an overview of 2018/19 energy use, associated carbon emissions and energy expenditure across the Council's School Estate. The report follows on from the Energy in Schools Report ([Item 7.3](#)) in December 2018. The report provides detail on active projects and initiatives to improve energy management and reduce energy and carbon emissions across the school estate.

3. Background

- 3.1 The Council spent over £9m on energy across operational buildings in 2018/19, an increase of under 3% on 2017/18 costs.
- 3.2 Electricity and gas prices increased by over 10% between 2017/18 and 2018/19 placing further pressure on energy budgets and emphasising the continuing importance of appropriate management of energy.
- 3.3 In August 2019, Policy and Sustainability Committee approved a new [Energy Management Policy](#) for operational buildings. This aligned the Energy Management Policy with wider documentation being prepared as part of Property and Facilities Management's pursuit of [BS EN ISO50001](#) accreditation.
- 3.4 The Council has approved a new [Sustainability Approach](#) which sets a net zero carbon target for Edinburgh by 2030. Under the Sustainability Approach, the Council has commissioned independent research to inform a roadmap for meeting the 2030 targets.

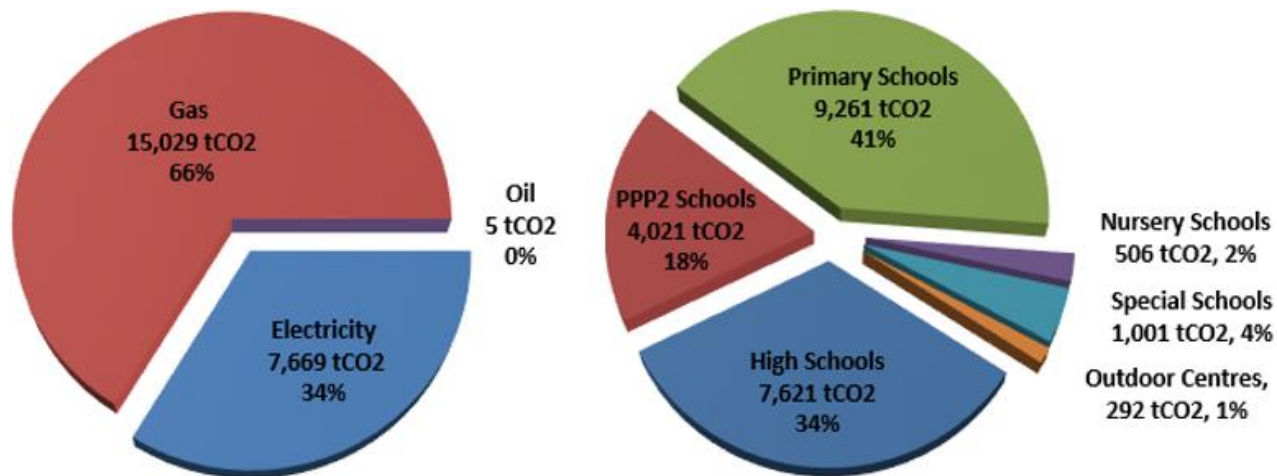
4. Main report

Consumption Monitoring

- 4.1 This section of the report gives an overview of energy consumption, and associated carbon emissions across the school estate in 2018/19. 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.

4.2 Further detail on energy consumption across the school estate can be found in Appendix 1.

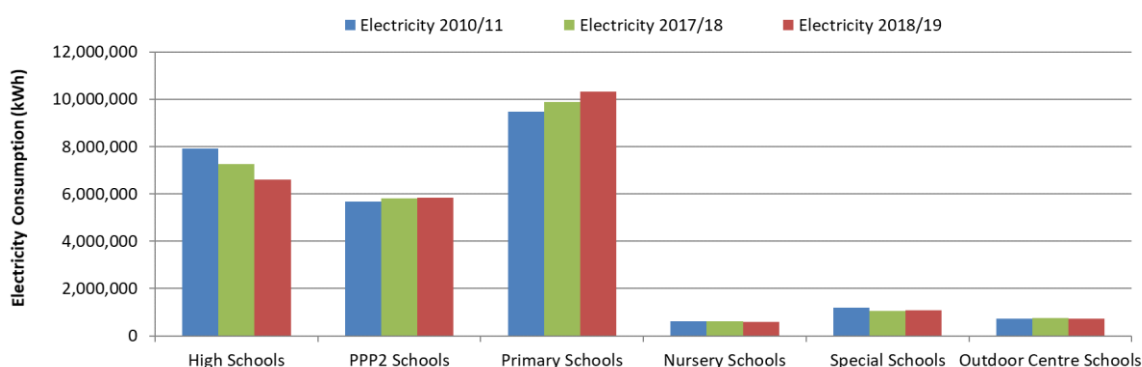
Graph 1: 2018/19 Carbon Emissions by Fuel and Property Type



4.3 The charts above provide a breakdown of energy related carbon emissions across the Council's school estate. In total, energy consumption in the school estate accounts for 22,703 tonnes of CO2 equivalent (CO2e). This is a decrease of 3,066 tonnes or just under 12% on 2017/18 emissions. The carbon emission factor for grid electricity has reduced by around 20%, leading to a significant drop in emissions relating to electricity use. The carbon emissions associated with gas use have reduced by 6% compared to 2017/18.

4.4 Schools accounted for £5.3m of energy spend in 2018/19. This is an increase of over 6% on 2017/18 costs. An additional £0.39m was spent on the purchase of carbon allowances under the [Carbon Reduction Commitment Energy Efficiency Scheme](#).

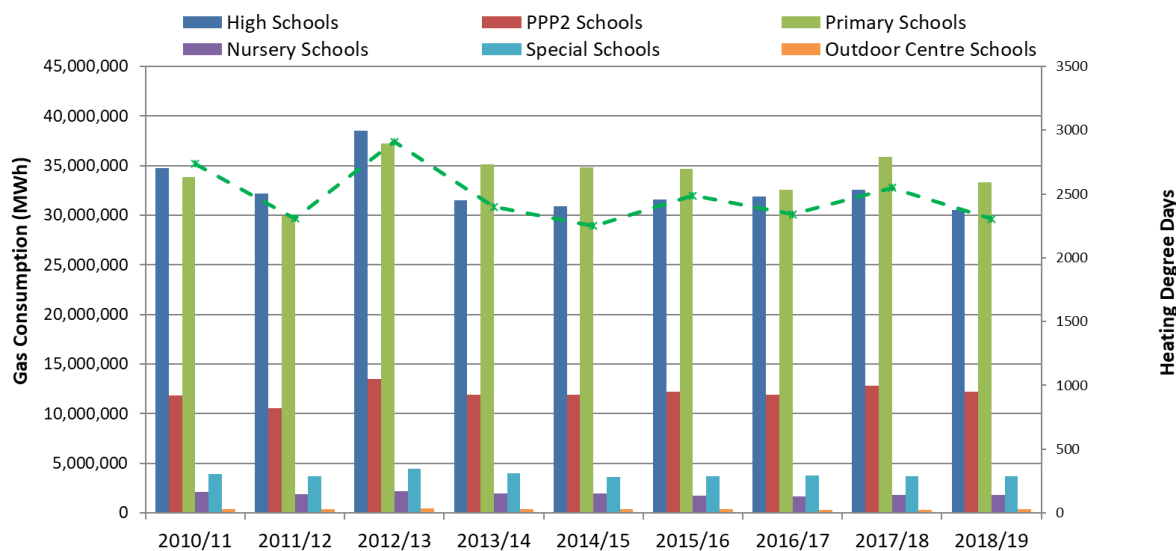
Graph 2: 2018/19 Grid Electricity Consumption against 2017/18 & 2010/11 Baseline



4.5 The graph above compares 2018/19 grid electricity consumption against both the 2010/11 baseline and 2017/18 consumption. There has been a significant reduction in grid electricity use across High School Properties in 2018/19. This can principally be attributed to on site generation through combined heat and power engines and targeted efficiency works. There has been an overall increased to electricity use across the primary school estate. This is predominantly due to the increased

footprint of the school estate and the continued increase in the use of electricity to meeting thermal demand.

Graph 3: 2010/11 to 2018/19 Gas Consumption correlated against Heating Degree Days



4.6 The graph above details 2018/19 gas use against recent years and the 2010/11 baseline year. 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. On average 2017/18 was 6% colder than 2018/19 which accounts for the majority of the reduction to 2018/19 gas use. Property investment, and specifically boiler and controls upgrades have contributed to substantial reduction to gas use on targeted sites.

ISO50001 – Energy Management System Accreditation

4.7 Property and Facilities Management have implemented an energy management system in line with [BS EN ISO 50001](#), an international standard for energy management systems. The system is currently going through a series of external audits, conducted by [BSI](#), with the aim of receiving ISO certification. The implementation of the energy management system will help drive the continued improvement in energy management across the Council estate including schools and also demonstrates the Council’s commitment to best practice and establishes the Council as a sector leader and exemplar within local authorities in Scotland.

Passivhaus and the Schools Estate

4.8 Property and Facilities Management have led on the identification of Certified [Passivhaus Classic](#) as the appropriate standard to reduce energy demand and carbon emissions in Council new builds. Passivhaus is a proven standard which addresses the recognised performance gap between projected new building energy consumption and actual, operational, energy consumption, an issue recognised at a national level. In October 2019, Finance and Resources Committee approved the [award of a contract](#) for the design of three new Certified Passivhaus Primary

Schools. Work is also underway on the feasibility of building a new Council High School to Passivhaus standards.

- 4.9 An action was raised by Policy and Sustainability Committee in August 2019 requesting that the Council explore the feasibility of undertaking a deep energy retrofit for Council buildings. A report has been prepared for December Finance and Resources Committee seeking approval of a budget to progress the feasibility study. A focus of the feasibility study will be to seek to establish the parameters under which a deep energy retrofit delivers best value across representative building archetypes. The subsequent outcomes would help inform future strategies for energy and carbon reduction across the school estate.

Solar Proposals

- 4.10 The Friends of Duddingston Primary School have submitted a proposal for the installation of 30kW of solar photovoltaic panels on the roof of Duddingston Primary School. A report has been prepared for December Finance and Resources Committee seeking approval to grant a licence for the scheme. The Friends of Duddingston Primary School are a charitable organisation with strong links to the school. If the project progresses, profits from the scheme would be used to advance the educational experience of children attending Duddingston Primary School.
- 4.11 Edinburgh Community Solar Co-operative, who already have 1.4MW of solar PV across 24 Council owned buildings (including 19 schools), have submitted a proposal for the expansion of this scheme for up to a further 11 Council owned buildings including the new St John's Primary School. Details on the proposal were presented to [Finance and Resources Committee](#) on 15 August 2019, with decision making delegated to the Executive Director of Resources in consultation with the Convenor and Vice-Convenor.

Property Investment

- 4.12 The Council is investing significantly in its schools estate through the asset management works programme. Whilst the primary focus of these works remains the improvement in the condition of the Council's buildings, there has been a consequential benefit on energy efficiency through works such as boiler replacements, controls upgrades, lighting replacements, window replacements and roof replacements.
- 4.13 From an energy management perspective, there is a continued focus on investment and management of the Council's Building Energy Management Systems. In addition to capital funding routes, Property and Facilities Management draws on both the inhouse [SALIX](#) fund and Council spend to save funding to support energy efficiency and renewables projects.

5. Next Steps

- 5.1 Progressing the design of new school buildings to Certified Passivhaus 'Classic' Standard is a critical step in the reduction of energy demand in the schools estate.

To meet the Council's carbon targets, it will be necessary to look at enhanced solutions for new builds with options including Passivhaus 'Plus' (producing onsite energy to balance consumption) and Passivhaus 'Premium' Standard (producing more energy than required on site).

- 5.2 Detailed review of the feasibility of deep energy retrofits will be essential in helping the Council determining the balance between targeted demand reduction and the decarbonisation of energy supply.
- 5.3 Property and Facilities Management will report annually to Policy and Sustainability Committee on progress on the implementation of the Energy Policy and the Energy Management System (BS EN ISO50001) including detail on any revisions to documentation to align with the Council's 2030 Roadmap for net zero carbon.
- 5.4 Work will continue to further the expansion of renewable energy and energy efficiency works across the Council's estate.

6. Financial impact

- 6.1 The wholesale cost of energy is continuing to increase. This is compounded by increases to non-energy costs relating to grid infrastructure and the decarbonisation of energy generation.
- 6.2 Whilst increasing costs will place a pressure on budgets, they will also impact positively on the payback period for investment in energy conservation. With the acceleration of energy targets, there is a possibility that carbon related tariffs will rise further.
- 6.3 Given the scale of carbon reduction targeted across the Council's estate, consideration will be increasing need to be given to projects that sit out with traditional payback periods.
- 6.4 Best Value is a clear focus of current energy management strategy. Robust energy management practices and a clear vision for energy reduction is essential for continual improvement. This is supported by the pursuit of ISO50001 accreditation.

7. Stakeholder/Community Impact

- 7.1 The Energy and Sustainability Team works closely with colleagues in both Property and Facilities Management and across the wider Council on energy projects. In addition, the team works with a wide range of stakeholders, suppliers and organisations to ensure that the Council's practices are focussed towards delivering best practice.
- 7.2 By leading on the investigation of innovative and rigorous best practice energy efficiency solutions the Council can demonstrate further opportunities for carbon reduction across its estate and set a positive example for organisations within Edinburgh and more widely.

8. Background reading/external references

- 8.1 [Education, Children and Families Committee, 11 December 2018, Energy in Schools Annual Report](#)
- 8.2 [Corporate Policy and Strategy Committee, Tuesday 14 May 2019, Sustainability Approach](#)
- 8.3 [Policy and Sustainability Committee, Tuesday 6 August 2019, Energy Management Policy for Operational Buildings](#)
- 8.4 [Finance and Resources Committee, Thursday 10 October 2019, Appointment of specialist design team to deliver three new primary schools to Certified Passivhaus standard](#)

9. Appendices

Appendix 1. Energy Consumption and Baseline Data

Appendix 1 – Energy Consumption and Baseline Data

Property Type	2018/19						Heating Degree Days	
	Electricity		Gas		Oil			
	MWh	% Change (Baseline)	kWh	% Change (Baseline)	MWh	% Change (Baseline)		
High School	6,600	-17%	30,545	-12%	0	0%	2010/11	2735
PPP2	5,840	3%	12,205	3%	0	0%		
Primary Schools	10,321	9%	33,303	-2%	0	-100%	2018/19	2304
Nursery Schools	594	-2%	1,770	-15%	0	0%		
Special Schools	1,077	-9%	3,666	-6%	0	0%	% Change	-16%
Outdoor Centres	727	0%	357	-12%	19	-53%		
TOTAL	25,159	-2%	81,847	-6%	19	-99%		

Education, Children and Families Committee

10.00am, Tuesday, 10 December 2019

Petition for Consideration: Review Cuts to English as an Additional Language for Dalry Primary School

Executive/routine	Executive
Wards	Sighthill/ Gorgie
Council Commitments	

1. Recommendations

- 1.1 To consider the terms of the petition 'Review Cuts to English as an Additional Language for Dalry Primary School' as set out in Appendix 1.

Andrew Kerr

Chief Executive

Contact: Samuel Ho, Acting Area Support Team Clerk

E-mail: samuel.ho@edinburgh.gov.uk | Tel: 0131 529 4210

Report

Review Cuts to English as an Additional Language for Dalry Primary School

2. Executive Summary

- 2.1 The Education, Children and Families Committee is asked to consider the terms of the petition.

3. Background

- 3.1 The City of Edinburgh Council at its meeting on 22 June 2017 agreed to discontinue the Petitions Committee and that petitions would be sent to the responsible Executive Committees for consideration.

4. Main report

- 4.1 A valid petition entitled 'Review Cuts to English as an Additional Language for Dalry Primary School' has been received. The petition received 208 signatures.

5. Next Steps

- 5.1 The Committee will determine next steps at this meeting.

6. Financial impact

- 6.1 Not applicable.

7. Stakeholder/Community Impact

- 7.1 There are no stakeholder/ community impacts arising from the consideration of the petition.

8. Background reading/external references

- 8.1 Minute of the City of Edinburgh Council 22 June 2017

9. Appendices

- 9.1 Appendix 1 – Petition – Review Cuts to English as an Additional Language for Dalry Primary School

Review Cuts to English as an Additional Language for Dalry Primary School

Date made available for signatures	Date closed for signatures	Petitions Title and Petitions Statement	Wards affected
21 October 2019	3 December 2019	<p>Review Cuts to English as an Additional Language for Dalry Primary School</p> <p>Dalry Primary School's "English as an Additional Language" (EAL) provision has been cut from 3 days 1 hour per week to 1 day per week. This cut was made without consultation from parents and with almost no notice.</p> <p>The parent council have asked for an equality assessment and were informed that an interim impact assessment has been carried out but it is not ready to be shared with parents.</p> <p>68% of Dalry Primary students depend on EAL to support their studies. The school also has a highly transient population: turnover in 2017-18 was 44% and 33% in 2018-19. Reductions would significantly impact the workload of teachers to the detriment of all children. Without the intervention from EAL it takes pupils joining the school with little or no English much longer to be able to take part in learning, which results in those children not being able to access education as is their human right. Cutting the EAL provision is indirect discrimination under the Equality Act because this cut will disproportionately disadvantage this population.</p>	Sighthill/ Gorgie

		<p>We demand that:</p> <ul style="list-style-type: none">• EAL service provision be restored to 3 days 1 hour until a proper consultation with parents and teachers has been undertaken.• An enquiry be launched into why the ASL department paid no attention to their statutory responsibilities to Education (Additional Support for Learning) (Scotland) Act 2004 and Equality Act 2010 Public Sector Equality Duties.• ASL team give assurance that any future service provision be done after proper consultation with proper notice.	
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Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

School Roll Projections and Rising School Rolls

Executive/routine	
Wards	All
Council Commitments	28

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the intention to progress the actions arising from School Roll projections in Appendices 1 and 2 of this report.
 - 1.1.2 Note the intention to return a report to Committee in March 2020 providing an update on the actions taken.
 - 1.1.3 Note the intention to report to Finance and Resources Committee in January 2020 the financial implications of 'live' Rising Rolls projects.

Alistair Gaw

Executive Director for Communities and Families

Contact: Robbie Crockatt, Learning Estate Planning Manager

E-mail: robbie.crockatt@edinburgh.gov.uk | Tel: 0131 469 3051

School Roll Projections and Rising School Rolls

2. Executive Summary

- 2.1 This report presents the latest School Roll Projections and identifies the actions that require to be taken for individual schools. An update report in March 2020 will outline the progress made in taking forward these actions and their implications.

3. Background

- 3.1 Background information can be found in the "[Future Statutory Consultation Requirements](#)" and "[The Growing City, School Roll Projections and Future Accommodation Requirements](#)" reports considered by the Education Children and Families Committee in May 2019 and December 2018 respectively.

4. Main report

School Roll Projections

- 4.1 The Council is committed to updating and publishing school roll projections every year in December. The projections are used to identify schools which will require future accommodation to be provided to address a rising school roll. They are also the basis for an annual update of the Education Infrastructure Appraisal associated with the Local Development Plan Action Programme which identifies the timescales for extensions and new schools required as a result of the growing city.
- 4.2 School Roll projections are therefore the starting point for further analysis by the Learning Estate Planning Team in relation to the future accommodation which is going to be required to be delivered through the Rising Rolls programme or in response to planned development. The projection methodology is published on the Council's website. In order to estimate future pupil numbers the projections take into account the latest birth data available for the NHS, the most recent new housing delivery estimates provided by planning colleagues and recent trends in every school.

- 4.3 The 2019 Roll Projections for Primary and Secondary are attached to this paper as Appendices 1 and 2 respectively.

Citywide Trend

- 4.4 The 2019 Primary School Roll Projections continue to show the same trend as reported last year: despite a falling birth rate, over the next ten years the overall primary school roll at city level is estimated to grow slightly while the secondary school roll is projected to rise sharply as the rising rolls move into that sector.

Analysing Individual Projections

- 4.5 Analysis continues to show that there are strong correlations between the birth rate across the city and the number of P1 pupils coming forward 5 years later.
- 4.6 The current school projection methodology has been in place since 2016. Analysis has been undertaken to investigate how effective the 2016 projections have been in predicting the 2019 rolls. This analysis shows that the citywide 2019 primary roll total was 1.6% lower than the predicted value in 2016. The citywide 2019 secondary total was 0.3% higher. This is a very high degree of accuracy for predictions.
- 4.7 At a more local level, the analysis shows that 55 of 88 (63%) primary schools and 17 of 25 (68%) secondary schools were within plus or minus 7.5% of their predicted values when using the 2016 projections. This again represents a very good level of predictive accuracy particularly given that at the local level there are year to year changes – e.g. parental choice to request out of catchment places – which can vary considerably and are more difficult to predict.
- 4.8 The projection methodology used by the Council is applied consistently across all schools. However, the strength of the correlation between births and P1 pupils and other factors will vary at individual school catchment level. Local issues such as changing catchment demographics, significant housing developments and catchment boundary change all present a challenge when considering projections at an individual school level.
- 4.9 Accordingly, rather than relying on projections to provide absolute figures, the approach taken by Learning Estate Planning Officers when assessing the roll projections is to treat them as an indicator of potential accommodation issues and, where a potential issue is identified progress one or more of the following actions:
- Monitoring* – Projections are based on rolling forward historic trends. This means that with the annual update they may adjust to better reflect changes caused by significant events such as a sudden demographic change, a significant housing development or a change in catchment area. Monitoring will be recommended where the magnitude of the accommodation pressure suggested by projections is not significant, is several years away or where an existing project is likely to address any issues.

Investigation – If a projection suggests accommodation pressures in the next few years of a magnitude that would cause significant concern and there are no mitigating measures already proposed; the detail of the projection will be investigated to determine whether the methodology used is appropriate for that particular school or there are circumstances not captured by the existing methodology that need to be considered. For example; a drop off rate between year groups may be skewed by a particularly high drop off in a single year; or a housing development has resulted in higher numbers of pupils than expected in its early phases and this needs to be reflected in later phases. There may also be a need to manually adjust some projections to better reflect the outcome of a catchment change.

The timeline from the completion of the work to produce projections (which is governed by the availability of school census data) and the publication of the projections each December does not allow this investigative work to take place prior to publication.

The investigation work also benefits from being undertaken after the publication of projections in December to allow consideration of how P1 and S1 registrations for the following August may affect the conclusions of the investigation.

Working Group – If projections indicate that accommodation pressures are likely to arise in the next couple of years and there are no existing projects in the pipeline (such as existing proposals for a catchment change or a new neighbouring school); and investigative work suggests that the projection is valid; then a Working Group consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the projections and potential solutions to the pressures they may suggest.

Actions to be Progressed in 2020

- 4.10 The Primary and Secondary projections in Appendices 1 and 2 also include a column indicating what the projections might mean in terms of the actions required for each school. Where investigative work or the establishment of a Working Group is required, a Rising Rolls update report will be provided to Committee in March 2020 outlining the conclusions reached and/or progress made.
- 4.11 In many cases the accommodation pressures suggested by projections may be addressed as part of a planned project such as a Local Development requirement. These may require a statutory consultation process. These projects will be presented to the Education, Children and Families Committee for approval at the appropriate time.
- 4.12 'Live' projects are those that have already been commissioned. This means that it may previously have been identified as a Rising Rolls project or circumstances, such as the condition of the building, have required swift action.

5. Next Steps

- 5.1 The actions outlined in this report and the appendices will be progressed.

6. Financial Impact

- 6.1 There are significant capital and revenue financial implications associated with delivery of projects which would result in new infrastructure. The Learning Estate Planning Team is therefore working with colleagues in Strategic Asset Management and Finance to ensure a full assessment of the financial implications of 'live' projects is presented to the Finance and Resources Committee in January 2020.
- 6.2 The report to the Finance and Resources Committee will therefore outline all the budget requirements which will require to be put forward in to the budget setting process in February 2020.
- 6.3 The update report to Education, Children and Families Committee in March 2020 will also highlight projects likely to have financial implications in future years.
- 6.4 Any new infrastructure project to be delivered requires a full business case to be prepared before being considered by the Council as part of an appropriate budget setting process. Any capital costs, their source of funding and future revenue implications for the Council would require to be fully outlined in the business case.
- 6.5 Where necessary Working Groups consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the right solution for the accommodation pressures the projections may suggest.
- 6.6 Any 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.

7. Stakeholder/Community Impact

- 7.1 Where necessary Working Groups consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the right solution for the accommodation pressures the projections may suggest.
- 7.2 Any 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.

8. Background reading/external references

- 8.1 [Education, Children and Families Committee, 18 December 2018: "The Growing City, School Roll Projections and Future Accommodation Requirements"](#)

- 8.2 Education, Children and Families Committee, 21 May 2019: "[Future Statutory Consultation Requirements](#)"

9. Appendices

- 9.1 Appendix 1 – Primary School Roll Projections 2019-2029
- 9.2 Appendix 2 – Secondary School Roll Projections 2019-2029

APPENDIX 1: Primary School Roll Projections 2019-2029

School	Capacity	Classes	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Action Required
Abbeyhill Primary School	231	9	162	159	160	160	161	161	157	154	153	154	148	No Action
Balgreen Primary School	420	14	356	337	330	318	312	302	288	285	283	283	285	No Action
Blackhall Primary School	504	18	448	421	412	410	375	355	334	324	313	317	308	No Action
Bonaly Primary School	462	16	429	425	437	433	442	440	437	446	449	448	459	No Action
Broomhouse Primary School	259	10	228	234	254	250	255	261	264	261	275	273	275	Monitor
Broughton Primary School	462	16	380	393	404	417	412	401	385	377	369	365	366	No Action
Brunstane Primary School	420	14	225	239	249	256	255	242	239	226	210	199	199	No Action
Bruntsfield Primary School	630	21	618	609	600	608	592	594	598	582	595	608	603	No Action
Buckstone Primary School	462	16	431	502	551	544	537	537	526	511	428	390	380	Investigate
Bun-sgoil Taobh na Pairece	462	16	424	448	456	481	500	497	509	504	506	509	509	Investigate
Canal View Primary School	420	14	358	337	324	329	330	321	333	319	344	344	344	No Action
Carrick Knowe Primary School	504	18	344	333	300	293	278	266	263	258	260	261	258	No Action
Castleview Primary School	434	15	325	399	445	464	465	481	514	517	524	499	496	Live Project - LDP (Extension)
Clermiston Primary School	476	17	468	474	485	474	452	443	433	442	439	430	438	No Action
Clovenstone Primary School	434	15	231	226	217	205	196	192	186	174	174	174	174	No Action
Colinton Primary School	315	12	168	164	159	142	128	119	114	112	114	113	116	No Action
Corstorphine Primary School	630	21	542	539	539	535	575	658	716	769	807	839	882	Live Project - LDP (Maybury PS)
Craigentinny Primary School	420	14	270	267	283	281	278	274	280	280	282	281	284	No Action
Craiglockhart Primary School	476	17	359	340	340	321	312	301	297	298	297	294	307	No Action
Craigton Park Primary School	560	20	513	508	519	516	520	513	516	492	491	498	521	No Action
Craigton Primary School	434	15	281	283	280	295	299	310	321	332	345	350	339	No Action
Cramond Primary School	476	17	425	424	444	457	483	477	489	505	506	501	504	Live Project - LDP (Maybury PS)
Currie Primary School	546	19	502	520	531	522	527	515	480	463	447	447	451	No Action
Dalmeir Primary School	112	5	85	83	85	91	90	95	90	93	95	95	94	No Action
Dalrymple Primary School	420	14	259	262	271	265	273	289	286	296	291	288	283	No Action
Davidson's Mains Primary School	630	21	561	550	533	503	510	504	497	479	472	474	480	No Action
Dean Park Primary School	476	17	469	488	495	508	506	507	515	503	494	501	502	Live Project - Rising Rolls/LDP (Extension)
Duddingston Primary School	434	15	377	371	375	386	376	370	362	362	362	362	351	No Action
East Craigs Primary School	476	17	429	423	408	413	415	429	431	422	422	433	423	No Action
Echline Primary School	315	12	303	306	312	319	326	339	371	383	400	419	442	Live Project - LDP (Builyleon Road PS)
Ferryhill Primary School	420	14	355	351	343	339	325	311	306	296	287	287	291	No Action
Flora Stevenson Primary School	630	21	581	586	569	563	548	532	514	500	497	500	503	No Action
Forthview Primary School	434	15	412	428	438	440	431	432	432	433	426	426	426	Investigate
Fox Covert ND Primary School	294	11	287	292	302	312	297	289	284	290	280	277	277	Live Project - Rising Rolls (Extension)
Fox Covert St Andrew's RC Primary School	217	8	155	150	155	154	170	186	202	209	214	221	228	Live Project - Rising Rolls/LDP (Extension)
Gilmerton Primary School	546	19	473	533	596	687	739	770	781	768	752	738	727	Live Project - LDP (Gilmerton Station Road)
Gracemount Primary School	560	20	513	537	570	607	630	617	634	630	657	666	681	Live Project - LDP (Broomhills PS)
Granton Primary School	560	20	482	501	529	560	535	546	599	621	634	635	638	Live Project - LDP (Waterfront PS)
Gylemuir Primary School	546	19	503	489	474	472	488	488	482	491	502	516	527	No Action
Hermitage Park Primary School	420	14	317	310	301	287	271	260	255	253	249	247	250	No Action
Hillwood Primary School	84	4	62	61	67	81	92	92	96	95	98	98	100	Live Project - LDP (Maybury PS)
Holy Cross RC Primary School	315	12	292	281	280	268	254	251	253	264	267	275	277	No Action
James Gillespie's Primary School	630	21	623	627	597	564	543	530	518	511	497	513	530	No Action
Juniper Green Primary School	434	15	412	405	398	404	417	431	453	460	469	479	470	Monitor
Kirkliston Primary School	560	20	625	696	751	835	886	930	965	1008	1019	1021	1019	Live Project - Rising Rolls (Extension)

Leith Primary School	476	17	356	353	342	333	354	357	368	385	402	421	437	No Action
Leith Walk Primary School	420	14	234	229	204	192	181	162	151	144	143	143	143	No Action
Liberton Primary School	476	17	467	470	473	459	442	448	448	448	448	448	448	No Action
Longstone Primary School	315	12	253	251	237	220	199	191	181	165	165	165	165	No Action
Lorne Primary School	259	10	228	216	210	198	187	179	160	150	149	149	149	No Action
Murrayburn Primary School	420	14	382	380	350	352	321	319	316	306	301	317	312	No Action
Nether Currie Primary School	210	7	175	178	179	204	221	235	250	268	285	297	294	Investigate
Newcraighall Primary School	210	7	183	211	214	221	252	284	329	373	407	448	490	Live Project - LDP (Replacement Newcraighall)
Niddrie Mill Primary School	434	15	301	321	331	330	333	339	339	324	325	317	310	No Action
Oxgangs Primary School	434	15	346	336	332	320	315	310	306	313	313	313	318	No Action
Parsons Green Primary School	420	14	324	302	290	283	268	261	262	261	276	276	277	No Action
Pentland Primary School	504	18	443	451	453	451	447	439	437	446	439	432	437	No Action
Pirniehall Primary School	329	13	279	256	242	227	215	215	208	219	249	276	302	No Action
Preston Street Primary School	315	12	292	282	260	242	242	223	206	199	193	192	197	No Action
Prestonfield Primary School	294	11	190	194	190	189	189	185	184	182	181	183	187	No Action
Queensferry Primary School	504	18	458	458	470	509	567	610	640	652	667	678	685	Live Project - LDP (Builyeon Road PS)
Ratho Primary School	294	11	271	310	318	336	350	359	366	369	370	374	378	Live Project - Rising Rolls
Roseburn Primary School	294	11	253	253	251	236	235	232	226	228	233	228	234	No Action
Royal Mile Primary School	210	7	141	139	130	128	131	126	121	121	122	121	123	No Action
Sciennes Primary School	630	21	652	625	627	614	586	558	544	524	528	513	514	No Action
Sighthelm Primary School	294	11	245	254	238	223	204	198	190	186	177	181	181	No Action
South Morningside Primary School	630	21	662	673	697	698	693	697	689	681	684	669	676	Live Project - Rising Rolls (Canaan Lane PS)
St Catherine's RC Primary School	210	7	215	228	241	248	257	261	270	277	282	284	291	Live Project - Replacement St Catherine's
St Columba's RC Primary School	210	7	200	194	195	193	193	194	194	194	198	201	202	No Action
St David's RC Primary School	329	13	315	325	342	355	357	357	368	370	369	374	377	Live Project - Rising Rolls/LDP (Extension)
St Francis's RC Primary School	315	12	264	269	294	318	329	326	336	354	359	359	356	Investigate
St John Vianney RC Primary School	259	10	259	257	270	299	319	339	341	335	339	344	348	Live Project - LDP (Nursery Classrooms Refurb.)
St John's RC Primary School	434	15	368	376	379	374	364	356	353	354	359	365	371	No Action
St Joseph's RC Primary School	329	13	310	314	324	320	311	295	292	294	297	299	299	No Action
St Margaret's RC Primary School	210	7	109	100	110	124	132	145	157	163	168	173	177	No Action
St Mark's RC Primary School	210	7	154	154	157	148	149	147	147	145	146	144	147	No Action
St Mary's RC Primary School (Edin.)	434	15	334	327	328	312	306	289	283	287	286	286	289	No Action
St Mary's RC Primary School (Leith)	420	14	346	339	336	335	329	326	329	323	328	333	338	No Action
St Ninian's RC Primary School	315	12	252	253	244	228	210	218	207	207	209	208	209	No Action
St Peter's RC Primary School	434	15	374	368	353	341	327	322	334	338	347	360	375	No Action
Stenhouse Primary School	420	14	346	346	345	349	344	332	323	321	321	326	327	No Action
Stockbridge Primary School	294	11	268	258	271	261	256	249	243	230	229	226	232	No Action
The Royal High Primary School	420	14	329	310	325	333	357	358	358	358	380	375	369	No Action
Tollcross Primary School	315	12	255	279	264	259	251	242	230	208	182	180	178	No Action
Towerbank Primary School	630	21	617	599	558	522	487	471	434	410	410	410	410	No Action
Trinity Primary School	630	21	570	574	553	553	532	517	490	465	458	465	460	No Action
Victoria Primary School	315	12	280	291	281	300	328	350	368	390	403	418	426	Live Project - LDP (New Victoria)
Wardie Primary School	560	20	516	504	505	482	456	438	421	406	394	389	395	No Action
Totals	36,435	1,280	30,878	31,118	31,281	31,384	31,333	31,318	31,405	31,372	31,516	31,709	31,997	

APPENDIX 2: Secondary School Roll Projections 2019-2029

School	Notional Capacity	2019 Roll	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Action Required
Balerno Community High School	850	752	804	834	853	892	929	958	1018	1056	1071	1091	Investigate
Boroughmuir High School	1,200	1310	1367	1414	1501	1553	1550	1575	1640	1717	1760	1766	Live Project - Rising Rolls/LDP (Extension) - Investigate Long Term
Broughton High School	1,200	1140	1154	1162	1177	1215	1241	1256	1276	1293	1304	1284	Monitor
Castlebrae Community High School	600	241	315	400	475	557	630	690	735	747	770	780	Live Project - Replacement Castlebrae
Craigmount High School	1,400	1192	1243	1242	1286	1339	1345	1371	1391	1426	1441	1451	Live Project - LDP (New West Ed HS or Extension)
Craigroyston Community High School	600	591	613	634	659	692	688	713	734	752	769	794	Working Group Required
Currie Community High School	900	719	735	747	768	761	770	783	793	815	816	842	No Action
Drummond Community High School	600	380	421	472	522	558	581	590	585	572	561	551	No Action
Firrhill High School	1,150	1220	1227	1235	1245	1245	1243	1227	1208	1192	1191	1151	Working Group Required
Forrester High School	900	733	764	809	841	836	852	866	870	856	849	856	No Action
Gracemount High School	650	552	593	628	659	708	774	811	831	827	830	803	Working Group Required
Holy Rood RC High School	1,200	1075	1117	1150	1170	1207	1241	1291	1303	1314	1333	1324	Monitor
James Gillespie's High School	1,300	1327	1431	1544	1630	1678	1803	1884	1945	1946	1927	1910	Live Project - LDP/GME (Darroch)
Leith Academy	950	950	952	975	993	992	996	993	981	968	966	965	No Action
Liberton High School	850	667	738	799	863	924	992	1067	1119	1176	1200	1186	Live Project - WAVE4
Portobello High School	1,400	1405	1418	1436	1446	1446	1446	1439	1444	1421	1421	1422	Live Project - WAVE3/Minor Classroom Reconfiguration
Queensferry Community High School	1,000	880	945	1009	1044	1113	1216	1324	1413	1515	1637	1750	Live Project - LDP (New West Ed HS)
St Augustine's RC High School	900	773	837	849	894	922	945	963	976	1014	1014	1021	Monitor
St Thomas of Aquin's RC High School	750	779	787	782	806	808	831	832	815	811	790	779	No Action
The Royal High School	1,200	1274	1314	1336	1392	1459	1533	1566	1549	1585	1567	1524	Live Project - Rising Rolls (Extension) & LDP (New West Ed HS)
Trinity Academy	950	854	873	913	933	959	978	993	997	998	1000	1000	Live Project - WAVE4
Tynecliffe High School	900	621	658	668	674	690	698	725	721	728	725	704	No Action
Wester Hailes Education Centre	750	337	366	405	418	430	437	430	426	409	394	383	No Action
TOTAL	22,200	19,772	20,672	21,443	22,249	22,984	23,719	24,347	24,770	25,138	25,336	25,337	

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Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

Update on Trinity Academy Wave 4 Project

Executive/routine

Wards

Forth; Leith; Leith Walk; Inverleith

Council Commitments

[28](#)

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

- 1.1.1 Approve the preferred option for Phase 2 of the Trinity Academy Wave 4 project as outlined in this report.
- 1.1.2 Note an update report will be submitted at the end of the feasibility stage.

Alistair Gaw

Executive Director for Communities and Families

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Update on Trinity Academy Wave 4 Project

2. Executive Summary

- 2.1 Trinity Academy is one of the six secondary schools in the Wave 4 programme. Phase 1 funding has already been allocated in the Council's Capital Investment Programme. Phase 1 provides new PE accommodation for the school.
- 2.2 The indicative [Capital Strategy 2020 -2030](#) outlines that funding for Phase 2 of the Trinity Academy Wave 4 project could be made available from 2021-2022. This report outlines a preferred option for Phase 2 investment and seeks Committee approval this option can progress should Phase 2 funding be confirmed in the budget setting process which culminates in February 2020.

3. Background

- 3.1 The Council's Wave 4 Programme focuses on the replacement and/or refurbishment of six secondary schools – Castlebrae High School, Currie High School, Trinity Academy, Wester Hailes Education Centre, Liberton High School and Balerno High School. Details of the programme have been provided in several reports to the Education, Children and Families Committee and the Finance and Resources Committee.
- 3.2 A [report](#) to the Education, Children and Families Committee on 21 June 2018 resulted in approval of the priority for replacement of these schools as funding becomes available. A [report](#) to the Finance and Resources Committee on 11 October 2018 included a detailed Wave 4 business case.
- 3.3 To date, funding has been allocated to replace Castlebrae High School and for Phase 1 replacement of Trinity Academy. The recent [Capital Budget Strategy 2020 – 2030](#) report to Finance and Resources Committee on 10 October 2019 provided an initial indication of funding availability for the remainder of the Wave 4 projects over the next 10 years. Any further funding allocations will be confirmed as part of the budget setting process which will culminate at the Council meeting in February 2020.
- 3.4 For the Trinity Wave 4 project, Phase 1 is the development of the school's PE facilities on the Bangholm site which is already used by the school for some of its PE activity. The project provides modern sporting facilities which were lacking in the

existing school and these will be used by the school and the wider community. The consultation and engagement concluded that a swimming pool was not a priority in terms of sports facilities in this area and this is not included in the final design for which a planning application will soon be submitted.

- 3.5 An update [report](#) on Wave 4 was presented to the Education, Children and Families Committee on 22 May and two [motions](#) were approved which agreed that the overall future investment strategy for Trinity Academy should be progressed. The [report](#) to Finance and Resources in October 2018 confirmed a masterplan would be prepared outlining how and where the remainder of the school would be replaced or refurbished as Phase 2 of the Wave 4 Project.
- 3.6 Detailed consultation and engagement with the school community, including all the cluster primary schools has taken place. This included a meeting with all the cluster Head Teachers and a Parent Council representative from each school (including representation from Holy Cross RC Primary School) followed by an open evening at the Academy to which all parents/carers from the schools were invited. During the event, the preferred Phase 2 option was presented and Council officers and members of the design team answered a number of questions on the details of the proposal.
- 3.7 The preferred option proposes Phase 2 is progressed on the existing Trinity Academy site with the specific redevelopment approach chosen to ensure disruption to the school community during construction is limited. The option of locating the entire new school at Bangholm is not being proposed because it does not align with planning policy, would generate significant opposition from local people which could indefinitely delay further investment and would result in the school having a more limited range of facilities in the longer term.

4. Main report

- 4.1 The current Trinity Academy consists of several buildings which have been constructed in different decades. There is a Victorian teaching block, a tower block constructed in the 1950s and further extensions added since then which provide assembly, dining, gym, technical and science accommodation. The masterplan was to consider whether any of these buildings could be disposed of as part of the Phase 2 redevelopment of Trinity Academy. The option detailed below does not include disposal of these buildings as it would result in the remaining site being too constrained for the future operational requirements of a 1200 secondary school roll.
- 4.2 The preferred option for Phase 2 of the Wave 4 investment project is therefore to refurbish the Victorian building and the tower block accommodation and then, once Phase 1 is complete, demolish some of the remainder of the school which is in the poorest condition. Following demolition, a new building would be provided in the space created and all future accommodation would end up being either new or refurbished.

- 4.3 The project will take several years to complete but will be delivered in a way to ensure the minimum disruption to the school community. Further details of the proposal and the estimated delivery timescales and project phasing are provided in the table below.

Estimated Timescale	Proposed works
Summer 2020	Demolish existing swimming pool block Prepare for improvement works in Victorian building and tower block
Summer 2021 – Summer 2022	Commence improvement works in Victorian building and tower block Install temporary dining accommodation and implement any other accommodation changes Demolition of existing sports/assembly/dining accommodation
Summer 2022 – Summer 2024	Construct new accommodation.
Summer 2024 - 2025	New accommodation operational Complete outdoor works

- 4.4 The timescales in the table above are initial estimates and a more accurate programme will be developed through detailed feasibility work which will commence once funding for Phase 2 has been confirmed. To minimise the impact on the school community during the construction period, the summer holidays each year will be utilised for major changes in relation to the phasing of works.
- 4.5 In particular, the detail of the improvement works to the Victorian building and tower block will be considered during the feasibility stage with a view to there being very limited disruptive works taking place during term time. A further update report will be submitted at the end of the feasibility stage highlighting any significant issues requiring an alteration to the preferred construction option for consideration by Committee.

5. Next Steps

- 5.1 The [Capital Strategy 2020 – 2030 report](#) indicated that capital funding for Phase 2 could be made available from 2021-2022 onwards. This timescale would align with the delivery of phase 1 and the next step is for allocation of this funding to be confirmed in the budget setting process which culminates in February 2020.
- 5.2 Subject to approval of this Phase 2 proposal and confirmation through the budget process that capital funding is available, detailed feasibility work will be carried out

to assess the delivery programme for the refurbishment required in the Victorian building and tower block and to confirm the accommodation schedule for the new build element of the phase 2 project.

6. Financial impact

Capital

- 6.1 The [Capital Budget Strategy 2020-2030](#) report considered by the Finance and Resources Committee on 10 October 2019 sets out a framework whereby the Council's capital priorities can be funded. This included an indication that funding could be made available for Phase 2 of the Trinity Academy Wave 4 project from 2021-22 onwards.

Revenue

- 6.2 A report to the Finance and Resources Committee on 23 May 2019 and referred to the Education Children and Families Committee on 16 August 2019 confirmed (in paragraph 6.3) that further property running cost funding has been included within the budget framework to reflect rising school rolls; Wave 4 school programme and additional or expanded facilities linked to the Local Development Plan.
- 6.3 The other main revenue costs which require to be accounted for in future budgets are the school staffing costs and the finance team are aware of the scale of investment over the next 10 years so that the staffing budget implications can be taken into account during future budget setting processes.

7. Stakeholder/Community Impact

- 7.1 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.

8. Background reading/external references

- 8.1 [Update on Wave 4 Education Infrastructure Investment](#), Report to Education, Children and Families Committee, 22 May 2018
- 8.2 [Wave 4 Education Infrastructure Prioritisation](#), Report to Education, Children and Families Committee, 21 June 2018.
- 8.3 [Wave 4 Infrastructure Investment Programme](#), Report to Finance and Resources Committee, 11 October 2018.

9. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 10th December 2019

Update on the Wester Hailes Education Centre Working Group

Executive
Ward - Pentland Hills
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the work ongoing by the working group to improve outcomes for pupils attending Wester Hailes Education Centre.
 - 1.1.2 note a further update will be provided following agreement of the Council Budget on 20th February 2020.

Alistair Gaw

Executive Director for Communities and Families

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Update on the Wester Hailes Education Centre Working Group

2. Executive Summary

- 2.1 The Wester Hailes Working Group have agreed actions aimed at improving educational and other opportunities for young people in the area.

3. Background

- 3.1 In looking at solutions to address rising rolls, informal consultation took place in the South-West of the City to examine options to amalgamate, rebuild and extend secondary schools.
- 3.2 In June 2018, following extensive consultation, the Education, Children and Families Committee took the decision to maintain the schools in their current communities.
- 3.3 During the consultation, staff and parents from the WHEC feeder primaries presented their views on the importance of maximising educational and other opportunities for young people in the area. In recognition of this, it was agreed to set up a working group tasked with developing a long-term plan for education in the Wester Hailes community, including but not limited to:
- research to understand the decisions parents and young people make about placing choices
 - dealing with reputation and communication issues
 - strengthening the curriculum offer
 - strengthening the partnership with feeder primaries and nearby high schools
 - consideration of options for a 're-brand' of WHEC in response to concerns raised by some of the parents at the feeder schools, and to explore the feasibility of introducing a specialism in its curriculum such as a focus on Digital & IT skills and/or vocational skills, encouraging placement requests to come in, for those wishing to develop these skills for employment or further education.

4. Main report

- 4.1 The group, consisting of parents and teachers from WHEC and its feeder primaries, as well as appropriate council officers and elected members, have met six times.
- 4.2 At the first meeting, it was agreed to undertake research into why parents in the WHEC catchment area choose to send their children to other schools. Based on the results, the group was able to examine any areas of concerns as well as build on existing strengths. The following has since been progressed;
- 4.3 The group agreed that the shared leisure and school sports facilities required upgrading. The design team have since prepared initial proposals and costs for a staged investment approach. This will initially focus on provision of an all-weather sports pitch and refurbishment and reorganisation of the PE and community building. Any investment will be subject to approval of funding in the Council Budget which will be agreed on 20th February 2020.
- 4.4 The school is currently in the process of being rebranded and renamed. With engagement in the community highlighting stigma surrounding the term “Education Centre”, new names were suggested and put to a community vote. The clear winner emerged as Wester Hailes High School to allow parity with other schools in the City but still retaining the link to the local area. The Cluster are working together to agree shared values to accompany the rebrand and design a new crest featuring each feeder school.
- 4.5 The group agreed that the area would benefit from strengthened community links through increased cluster activity. Collaboration between the schools such as joint events with pupil councils and sports days are planned to ease transition of pupils to WHEC. A Development Officer for Creative and Innovative Technologies has been appointed in WHEC. One of the workstreams will be to work alongside primary staff to increase capacity for digital learning across the cluster. Opportunities are being examined to tie a specialism to the school, such as IT, to link with the City Deal and provide the qualifications required for future employment opportunities.

5. Next Steps

- 5.1 Investment in the school and leisure facilities will progress subject to the approval of funding within the Council Budget which will be agreed in February 2020.
- 5.2 The group continue to meet, and the actions as described in section 4 will be progressed. An update will be provided to the Education, Children and Families Committee in March 2020.

6. Financial impact

- 6.1 Any investment in the school and leisure facilities will progress subject to the approval of funding within the Council Budget which will be agreed in February 2020.

7. Stakeholder/Community Impact

- 7.1 The working group consists of members of the parent councils from affected schools in Wester Hailes. The school communities were consulted on any improvements they would like, or strengths built upon before any actions were agreed.

8. Background reading/external references

- 8.1 [Report](#) submitted to the Education, Children and Families Committee on 14 August 2018 to agree the membership and remit of the group.

9. Appendices

None

Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

Communities and Families Excursions and Schools and Lifelong Learning Staff Travelling and Working Overseas Policies

Executive/routine	
Wards	
Council Commitments	18, 33

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 Note changes to the Overseas section of the Communities and Families Excursions Policy regarding a consideration of the Council's 1 in 5: Raising Awareness of Child Poverty strategy, and the Council's net zero carbon target for 2030.
 - 1.1.2 Note changes beyond the Overseas Section in the Communities and Families Excursions Policy and to the Schools and Lifelong Learning Staff Travelling and Working Overseas Policy regarding a consideration of the Council's 1 in 5: Raising Awareness of Child Poverty strategy, and the Council's net zero carbon target for 2030.
 - 1.1.3 Note recent and planned work via a new action plan (Appendix 9.1).
 - 1.1.4 Note the planned direct and meaningful consultation with young people, and creation of supplementary guidance and resources including an audit tool for establishments.
 - 1.1.5 It is recommended that the proposed updated Communities and Families Excursions Policy (9.6.1) and Schools and Lifelong Learning Staff Travelling and Working Overseas Policy (9.6.2) are approved.

Alistair Gaw

Executive Director for Communities and Families

Andrew Bradshaw, Principal Officer

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Communities and Families Excursions and Schools and Lifelong Learning Staff Travelling and Working Overseas Policies

2. Executive Summary

2.1 This report is a response to the motion by Councillor Mary Campbell.

‘Committee:

Notes that Edinburgh Council Excursions Policy on travel overseas does not cover consideration of the Council’s 1in 5: Raising Awareness of Child Poverty strategy, or the Council target to be carbon neutral by 2030. Requests officers consult with young people and draft a reviewed section on travel overseas that will be in line with the 1 in 5: Raising Awareness of Child Poverty Strategy and the carbon neutral target of 2030 and bring it to Committee in 1 cycle.’

The report details relevant draft changes to the Communities and Families Excursions Policy, including the Overseas section; draft changes to the Schools and Lifelong Learning Staff Travelling and Working Overseas Policy; and recent and planned actions linked to considering the 1 in 5: Raising Awareness of Child Poverty Strategy and the Council’s net zero carbon target for 2030.

3. Background

3.1 The Sport and Outdoor Learning Team has delegated responsibility for maintaining both policies; providing advice and support; registering proposed Category 3 and Category 4 visits / staff travel; and approval of visits. The primary aim of the policies is to provide a safety framework for both kinds of visits.

3.2 The Communities and Families Excursions Policy, which includes overseas excursions, was reviewed, updated and then approved by the Education, Children and Families Committee in December 2017 (8.2). It was implemented in 2018.

3.3 The Staff Travelling and Working Overseas Policy was a new policy approved by the Education, Children and Families Committee in December 2017 (8.7). It was implemented in 2018.

- 3.4 The Excursions Policy caters for excursions across Communities and Families, which includes schools and nurseries; The City of Edinburgh Council operated community/locality and Lifelong Learning provision including the Discover! programme and adult learning; and social care excursions involving families and young people.
- 3.5 The Scottish Government recognises the importance of purposeful excursions, including overseas visits. Example guidance includes Going Out There: Scottish Framework for Safe Practice in Offsite Visits (8.4) and Curriculum for Excellence Through Outdoor Learning (8.5).
- 3.6 The Sport and Outdoor Learning Team evaluates a significant number of Category 3 and Category 4 excursions, which includes overseas visits (Appendix 9.4). Information on Category 1 (local day visits) and Category 2 (extended day visits – beyond normal operating times and / or distance) is held locally. For more information on the type of category, see Section 3.4 of the Communities and Families Excursions Policy.
- 3.7 Policies are updated in response to feedback from staff, volunteers, young people, and families. This is via evaluation feedback from various sources; incident reports and feedback; enquiries by parents; and discussions in training, meetings and visits.

4. Main report

Communities and Families Excursions Policy

- 4.1 The policy has been reviewed and substantially updated to provide improved draft guidance regarding a consideration of the 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030. To provide continuity and a consistent approach across all excursions, this was completed for the entire Policy, which included the Overseas section. For example, updated guidance in the Overseas section (Policy Section 8.1) links directly to general considerations of reducing inequality and sustainable development (Policy Section – 3.2). This ensures the primary aim of maximising safety, is balanced with the other key considerations across the policy.
- 4.2 Appendix 9.2 summarises key changes to relevant parts of the policy in relation to reducing inequality and sustainable development. This includes updated key considerations; roles and responsibilities; practical actions and ideas for establishments and the Outdoor Learning Team; and updated / planned resources and guidance linked to accountability and the approval process.
- 4.3 There is a significant emphasis in the updated draft guidance to highlight the importance and requirement of local accountability and monitoring by Heads of Establishments and Excursions Coordinators; and the involvement of young people, families, volunteers and staff in auditing and shaping future excursions, including those overseas.

- 4.4 Appendix 9.1 provides an Action Plan with developmental steps for the Communities and Families Excursions Policy linked to the key considerations. This will include direct consultation with young people, families, volunteers and staff.
- 4.5 During November 2019, the Sport and Outdoor Learning Team and Lifelong Learning colleagues will start working with The City of Edinburgh's Members of the Scottish Youth Parliament (MSYPs). This links directly to their focus for the year; Pack it up, Pack it in (SYP's 2019/20 campaign on environmental protection, aims to empower young people to speak out and take action to reduce pollution levels in Scotland). It will enable a group of Edinburgh's young people to undertake meaningful and deep involvement in reviewing the current approach to excursions and related guidance, including overseas visits; consider how to engage and capture the views of other young people across the City and other stakeholders; engage other parties e.g. Lothian Buses and exploring subsidised excursion travel; and produce supplementary guidance and resources. This will provide substantial support for establishments and services in engaging their local young people, families, volunteers and staff in auditing current excursions, including overseas visits where applicable and reducing inequality, and helping to shape future excursion programmes via a city-wide framework.
- 4.6 Additional supplementary resources and guidance, produced in direct consultation with young people, are expected to be completed by March 2020. This may include further changes to Policy guidance and will be presented for recommendation at the next available Education, Children and Families Committee meeting.
- 4.7 The approach taken so far has been to provide an initial draft update. It is recommended in Section 1 to approve this and implement on the 1 January 2020 as an initial step to development. The draft contains other updates, including new links for the Orb.
- 4.8 As part of the new resources, an audit tool will be developed to assist establishments in reviewing, developing, and monitoring a planned and progressive excursions programme that requires an evaluation of performance linked to the 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030. This will support local accountability and action via a city-wide framework for evaluation.
- 4.9 The December 2019 Outdoor Learning Report (Section 8.1 of this report) details significant resources; training; direct delivery; and guidance designed to increase purposeful onsite and Category 1 (local) excursions, which are normally free or low cost and contribute to the Council's net zero carbon target.
- 4.10 The Sport and Outdoor Learning Team is currently exploring different ways to collect more information relating to the key considerations to support monitoring responsibilities. This includes reviewing a web-based recording and approval system called Evolve, which may make information more accessible and monitoring more manageable. This resource can include Category 1 and Category 2 visits, which may provide a useful approval system for establishments.

Schools and Lifelong Learning Staff Travelling and Working Overseas Policy

- 4.11 This policy has been reviewed and updated because it also required a more detailed consideration of the Council's net zero carbon target, and an updated approach to the proposal and approval stages to ensure appropriate and effective use of Council resources. This includes a new section (Policy Section 1.1) and Policy Appendix 2 (Appendix 9.5 of this report) with key questions to support and challenge employees and their line managers when considering travelling and working overseas. Responses are used by Schools and Lifelong Learning Senior Staff and the Sport and Outdoor Learning Team to evaluate proposals (Policy Appendix 4 – Proposal Form) and provide approval if appropriate. There is a clear and significant expectation for Council employees and their line managers to evaluate the appropriateness of traveling and working overseas.
- 4.12 Appendix 9.3 summarises relevant parts of the policy in relation to this report. This includes updated and new guidance relating to the Council's net zero carbon target and sustainable development; roles and responsibilities; updated resources; and guidance linked to accountability and the approval process.
- 4.13 Young people will also be directly consulted on this policy using a similar methodology detailed in 4.5.

5. Next Steps

- 5.1 If approved, the policies will be implemented on the 1 January 2020. As in the past, this will be communicated via update letters to relevant services, Head Teachers, School Business Managers; workshops at Head Teacher and Business Manager briefings; eUpdates to Excursions Coordinators; and through Group Leader and Excursion Coordinator training. There will be an expectation for this to be disseminated to all relevant staff. The MSYPs will be consulted on how to inform young people and families across Edinburgh.
- 5.2 Progress towards the action plan will be maintained, monitored and reviewed.
- 5.3 Progress towards the action plan, including any amendments, can be reported at future Education, Children and Families Committee meetings.

6. Financial impact

- 6.1 There is a potential financial risk if establishments do not comply with either policy. An example includes signing agreements and paying third parties some or all costs prior to formal approval.
- 6.2 Following policy guidance and delivering purposeful travel and visits may reduce costs. This includes utilising grants and increasing onsite and Category 1 (local) excursions via active travel and public transport.
- 6.3 A possible switch to Evolve, which is an online registering, monitoring and approval resource for excursions is being evaluated. This has an approximate annual cost of

£5k. It has the potential to reduce administration costs linked to the current system (see Appendix 9.1).

7. Stakeholder/Community Impact

- 7.1 General policy review and change involves staff, volunteers, young people, families, and partners. This is via evaluation feedback, for example, through our Benmore and Lagganlia Outdoor Centres, Discover! Programme feedback, and other excursion evaluation data; incident reports; parent enquiries; discussions during training; updates to Council procedures; and meetings with colleagues from across the Council.
- 7.2 The potential impact of failure to manage the health and safety of visits and other requirements such as insurance and application of other policies includes death, injury, ill health, legal liabilities, and reputational damage.
- 7.3 Both policies provide guidance on equality, for example, the Communities and Families Excursions Policy Sections 3.2.3, 7, and 8.4.6. This will minimise the risk of equalities issues arising from these policies.
- 7.4 Direct consultation with young people linked to the key considerations is planned to start in November 2019. Resources are being developed to support establishments in auditing excursions, including overseas visits, linked to the key considerations, resulting in the development of future excursions programmes.
- 7.5 Both policies have been updated to have a direct impact on supporting the Council's net zero carbon target. Planned actions identified in Appendix 9.1 will assist local and city-wide actions towards the key considerations.

8. Background reading/external references

Communities and Families Excursions Policy

- 8.1 Outdoor Learning report. Education, Children and Families Committee, Tuesday, 10 December 2019. [General link to meeting documents](#) .
- 8.2 Previous report – updated Communities and Families Excursions Policy. Education, Children and Families Committee, Tuesday, 12 December 2017. [General link to meeting documents](#) and [link to Communities and Families Excursions Policy report](#).
- 8.3 The City of Edinburgh Council Child Poverty Resources – [website](#).
- 8.4 [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.

8.5 Curriculum for Excellence Through Outdoor Learning – reference to a planned and progressive approach, which includes overseas experiences. [Curriculum for Excellence Through Outdoor Learning](#).

8.6 [The Scottish National Improvement Hub](#). Support for Professional Development in Outdoor Learning.

Schools and Lifelong Learning Staff Travelling and Working Overseas Policy

8.7 Previous report – Schools and Lifelong Learning Staff Travelling and Working Overseas Policy. Education, Children and Families Committee, Tuesday, 12 December 2017. [General link to meeting documents](#) and [link to Staff Travelling and Working Overseas Policy report](#).

Other

8.8 Road map for a net zero carbon Edinburgh by 2030 published [article](#).

8.9 Policy and Sustainability Committee, Friday, 25th October 2019. [General link to meeting documents](#) and [Achieving Net-Zero in the City of Edinburgh report](#).

8.10 [Learning for Sustainability – Education Scotland](#).

8.11 [The Scottish Youth Parliament](#).

8.12 Previous Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 12 December 2017. [General link to meeting documents](#) and [link to Outdoor Learning report](#).

8.13 Previous Committee report: [1 March 2016, Outdoor Centres and Outdoor Learning](#).

8.14 Previous Committee report: [11 September 2014, Sports and Outdoor Learning Unit](#).

8.15 Previous Committee report: [21 June 2011, Outdoor Learning Strategy 2011 – 2014](#).

9. Appendices

9.1 Action Plan – Developmental Steps for the Communities and Families Excursions Policy and Schools and Lifelong Learning Staff Travelling and Working Overseas Policy

9.2 Summary References – Excursions Policy

9.3 Summary References – Staff Working Overseas Policy

9.4 Excursions and Staff Travelling and Working Overseas Key Information

9.5 Is travel and work overseas appropriate (Appendix 2 of the Policy)?

9.6 Policies

9.6.1 Draft Communities and Families Excursions Policy

9.6.2 Draft Schools and Lifelong Learning Staff Travelling and Overseas Policy

Appendix 9.1 Action Plan Developmental Steps for the Communities and Families Excursions Policy and Schools and Lifelong Learning Staff Travelling and Working Overseas Policy

Aim	Activity	Target Date	Lead Staff Member(s)	Outcome / Deliverables	Progress Notes
<p>Review the Communities and Families Policy linked to a consideration of the 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030.</p>	<p>Improve and highlight expectation for considering 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030.</p> <p>Update links to CEC and external resources.</p> <p>Update roles and responsibilities.</p> <p>Provide actions and practical ideas.</p> <p>Include planned work from the Sport and Outdoor Learning Team.</p>	<p>31/10/2019</p>	<p>Andrew Bradshaw</p>	<p>Reviewed and additional guidance and expectations provided linked to 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030.</p> <p>Reviewed by the young people (MSYPs).</p> <p>Approved by the Education, Children and Families Committee.</p>	<p>First draft completed.</p> <p>Report completed for December Education, Children and Families Committee.</p> <p>Next steps: Review with MSYPs. Adjust text where necessary.</p>
<p>Review the Schools and Lifelong Learning Staff Policy linked to the Council's net zero carbon target for 2030.</p>	<p>Review and update.</p> <p>Update links to CEC and external resources.</p> <p>Update roles and responsibilities.</p>	<p>31/10/19</p>	<p>Andrew Bradshaw Andrew Bagnall</p>	<p>Reviewed and additional guidance and expectations provided linked to 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030.</p>	<p>First draft completed.</p> <p>Report completed for December Education, Children and Families Committee.</p> <p>Next steps:</p>

	Create a new resource (Appendix 2) to support appropriate decisions.			Reviewed by the young people (MSYPs). Approved by the Education, Children and Families Committee.	Review with MSYPs. Adjust text where necessary.
Start a direct consultation with MSYPs to create updated guidance and resources linked to the key considerations.	Set up an initial meeting to discuss need and agree on next steps.	30/11/2019	Andrew Bradshaw Emma Lee	New resources created, shared and used.	Initial correspondence with CEC staff, including Emma Lee. Start of consultation and direct work planned for November 2019.
	Work on reviewing text in the Policy, including the Overseas Section.	20/12/2019	Andrew Bradshaw Andrew Bagnall	Resources reviewed and updated based on feedback.	
	Create additional guidance resources, particularly linked to supporting young people and families being engaged locally to review and develop an appropriate excursions programme.	31/03/2020	Andrew Bradshaw Andrew Bagnall	Young people directly consulted, assist in creating resources, and views considered (Policy and local decision making).	
Create a new draft audit tool to support establishments in reviewing, monitoring and developing a planned and progressive excursions programme that requires an evaluation of performance linked to the 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030. This will support local accountability and action.	Consult staff, volunteers, young people and families. Trial with pilot schools.	31/01/2020	Andrew Bradshaw	New draft audit tool created, tested and released for use. Reviewed annually and updated based on feedback.	Due to be started in November 2019.

Review and change Excursions training to further highlight a consideration of the 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030.	Review Group Leader Theory and Excursions Coordinator Training. Liaise with 1 in 5 Project staff. Explore feasibility of specific training sessions linked to the Key Considerations.	01/12/2019	Andrew Bradshaw Cliff Smith	Training updated and delivered from January 2020.	Due to be started in November 2019.
Communicate the expected consideration of the 1 in 5: Raising Awareness of Child Poverty Strategy and the Council's net zero carbon target for 2030; and associated resources.	Communicate via Head Teacher and Business Manager Briefings. Highlight in training (see above). Via School and Service update letter. Highlight in eUpdates. Explore how to best communicate changes with young people and families.	January 2020 onwards January 2020 onwards January 2020 January 2020 onwards March 2020	Andrew Bradshaw	Heads of Establishments, Excursions Coordinators, Group Leader, and Supervisory Adults aware of expectation and implementing change. Young people and families aware of expectations.	To be started in November 2019.
Work on and deliver the commitments planned by the Sport and Outdoor Learning	Update new website with resources and case studies, demonstrating best practice.	November onwards.	Andrew Bradshaw Donna Reilly Andrew Bagnall	Website updated and resources / case studies used.	Case studies started. Letter sent to schools in September 2019 to offer

Team in the Communities and Families Excursions Policy 3.2.3 and 3.2.4.	Launch the new Outdoor Learning Map.	Complete initial drafts by July 2020		Outdoor Learning Map launched and used – Discover and Contribute.	sessions / meetings to support reduction in inequality. Outdoor Learning Map started and pilots with trial schools started.
Exploring different ways to collect more information relating to these considerations to support monitoring. Include reviewing a web-based recording and approval system called Evolve.	Review current systems and how to improve that is manageable and supports all stakeholders. Review Evolve. Create a Business Plan if appropriate to proceed and explore further.	March 2020	Andrew Bradshaw	Reviewed. Produced new resources relating to monitoring. Decision made regarding Evolve.	Due to start in November 2019.

Appendix 9.2 Summary References – Excursions Policy

Key Area	Notes	Section	Page
New and updated guidance and information.	Provides a summary to users.	Introductory section	3
Lessons Learnt.	New section to highlight lessons learnt from recent incidents and good practice.	Introductory section	4
Updated introductions.	Reaffirmed expectation of safe, purposeful, high-quality, inclusive/accessible and sustainable (working towards the Council's net zero carbon target) excursions.	Section 1 Introduction	13
Updated indicators.	Updated indicators of high quality, inclusive and sustainable excursions. Include references to sustainable development and being inclusive.	Section 1	14
Updated training guidance.	To highlight training at establishments to support sustainable development and making training more meaningful.	Section 1.5	22
Updated roles and responsibilities.	Updated to highlight the responsibilities of delivering safe, purposeful, high-quality, inclusive/accessible and sustainable (working towards the Council's net zero carbon target) excursions.	Section 2	22
Key Considerations for Heads of Establishments, Excursions Coordinators and Group leaders.	New and detailed section devoted to safety (3.2.1); purposeful excursions (3.2.2); reducing inequality and maximising affordable excursions (3.2.3); and the Council's Net Zero Carbon Target and sustainable excursions (3.2.4). 3.2.3 and 3.2.4 include detailed guidance on for establishments and commitments from the Outdoor Learning Team.	Sections 3.2.1, 3.2.2, 3.2.3, and 3.2.4.	32
Arrangements for monitoring key considerations (3.2.2 – 3.2.4).	Updated and more detailed guidance on monitoring 3.2.2 – 3.2.4.	Section 3.2.5	33
Scottish Outdoor Access Code	New section highlighting the importance of abiding by the Code and including this as part of the learning process.	Section 3.12	53
Transport	Updated to highlight the importance of active travel and public transport in supporting the Council's Net Zero Carbon Target. Includes new guidance on walking.	Section 4.2	54

Overseas	Detailed guidance on overseas visits.	Section 8	68
Important considerations for overseas travel.	Updated guidance to highlight the importance of the key considerations identified in 3.2.1 – 3.2.4, and monitoring procedures (3.2.5).	Section 8.1	68
Using a tour operator or specialist provider for overseas travel.	Updated guidance highlighting an expectation to make reasonable attempts work with providers to maximise sustainable development.	Section 8.4.2	70
Inclusion and reducing inequality for overseas travel.	Updated guidance.	Section 8.4.6	72
Overseas transport.	Updated guidance to highlight reasonable adjustments and actions to support sustainable development.	Section 8.10	75
Onsite Sleepovers.	Brought within-scope of the Policy. Purposeful onsite sleepovers as part of planned and progressive excursions programme can contribute to reducing inequality and provide a sustainable approach. New resources developed to assist this.	Section 18	96

Appendix 9.3 Summary References – Staff Working Overseas Policy

Key Area	Notes	Section	Page
New and updated guidance and information.	Provides a summary to users.	Introductory section.	3
Lessons Learnt.	New section to highlight lessons learnt from recent incidents and good practice.	Introductory section	3
Is it appropriate to travel overseas?	New section providing support and challenge to employees and their line managers when considering travel and work overseas.	Section 1.1	6
If proposing to travel and work overseas...some key points.	New section highlighting key points including deadlines and sustainable development.	Section 1.2	7
What should be sent to the Sport and Outdoor Learning Team.	New and updated resources and guidance. Includes Appendix 2, which comprises a set of questions to assist in determining if travel and work overseas is appropriate.	Section 7.1	12
Updated roles and responsibilities.	Updated to highlight the responsibilities associated with evaluating whether travel and work overseas is appropriate.	Section 8	13
Transport.	Updated to highlight the importance of making reasonable adjustments and actions towards sustainable development.	Section 14	19
Working in partnership with third parties.	New section to highlight key checks when working with third parties.	Section 19	24
Summary report.	New summary report template for completing after the overseas and travel. This will assist in sharing good practice and reducing the need for duplicated travel.	Appendices Appendix 8	27

Appendix 9.4 Excursions and Staff Travelling and Working Overseas Key Information

Communities and Families Excursions Policy

9.4.1 General Information

Categories 3 and 4 Excursions	1 August - 31 July				
	August 2014 – July 2015	August 2015 – July 2016	August 2016 – July 2017	August 2017 – July 2018	August 2018 – July 2019
Number of Individual Excursions				3323	3032
Number of EX forms submitted				782	764
Primary School Pupils	6680	6121	6830	8106	9817
Secondary School Pupils	11226	8175	11069	9648	12031
Special School Pupils	608	552	549	241	277
Community Centre Young Persons	675	1237	1492	803	621
Duke of Edinburgh's Award Young Persons	849	1068	1154	1072	810
Residential centres young persons	125	244	161	93	169
Other (including adult groups)	49	55	112	464	651
Total Participants*	20,212	17,452	21,367	20,427	24,376

*Some participants will attend more than one excursion i.e. these are not all separate participants.

9.4.2 Overseas Excursions

Measure	August - July		
	2016/17	2017/18	2018/19
Number of overseas excursions:	61	95	76
Number of participants involved in overseas excursions:	1522	2261	2124

Schools and Lifelong Learning Staff Travelling and Working Overseas

Measure	Since January 2018
Number of Schools and Lifelong Learning staff approved to travel and work overseas (since January 2018):	54
Number of total days:	299
Average duration:	5.6 days

Appendix 9.5 Is travel and work overseas appropriate (Appendix 2 of the Policy)?

All questions must be answered.

This resource must be reviewed as early as possible. Responses will assist the employee and line manager in determining if it is appropriate to travel and work overseas.

If after completing this form, employees and / or line managers are unsure that travel and work overseas is appropriate; they must contact appropriate Senior Schools and Lifelong Learning Staff for advice. This must be early in the planning process.

Responses will be assessed by Senior Schools and Lifelong Learning Staff and the Sports and Outdoor Learning Team.

Read Section 1.1 of the Policy before starting.

	Key questions	Comments from Schools and Lifelong Learning:	Response from Employee	Comments from Employee All N/A responses must be explained.
1	Is there (i) a significant purpose to the overseas travel and work linked to school, service, and/or Council priorities ; or (ii) an exceptional circumstance linked to an urgent and significant matter that cannot be resolved using technology (phone or Skype for example)?	If the answer is NO , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
2	As a result of travelling and working overseas, are there planned significant and sustained outcomes linked to school / service / Council priorities planned?	If the answer is NO , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
3	Is the travel and work overseas mostly funded by the Council (more than 50%)?	If the answer is YES , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
4	Have you travelled and worked overseas within the last 5 years to the same or similar	If the answer is YES , then this may indicate that	Choose an item.	

	venue and /or undertaking similar work? If YES (give details), then go to question 5. If NO, go to question 6 (leave Q5 blank).	travel and work overseas is not appropriate.		
5	Does the proposed visit provide significant progression / added value , and / or part of a programme and is NOT a repeat?	If the answer is NO , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
6	Has anyone else in the school / school cluster / service travelled and worked overseas to the proposed or similar places and / or undertaken similar work within the last 3 years? It is the responsibility of the employee to make reasonable checks.	If the answer is YES , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
7	Is anyone else from the Council travelling on the same visit? If yes, how many? It is the responsibility of the employee to make reasonable checks. We certainly expect you to know about others in the school / service or school cluster.	If more than one person from the Council, <u>you must explain why this is not duplication.</u> If more than one person is proposing to travel and work on the same visit, this may <u>indicate unnecessary duplication.</u>	Choose an item.	
8	Can similar outcomes be achieved through visits / discussions locally or within the UK? It is the responsibility of the employee to make reasonable checks.	If the answer is YES , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
9	Can similar outcomes be achieved using technology and thus avoiding the need to travel?	If the answer is YES , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
10	Have CEC staff or other persons within existing partnerships completed similar and recent travel and work overseas? Can they offer alternative support and development, thus avoiding the need to travel?	If the answer is YES , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	

	It is the responsibility of the employee to make reasonable checks.			
11	Is the activity overseas shorter than three days (excluding travel)?	If the answer is <u>YES</u> , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
12	If travel and work is approved, will the member of staff and establishment / service be able to provide clear evidence of significant and sustained outcomes, and complete a summary report (Appendix 8)?	If the answer is <u>NO</u> , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
13	If travel and work is approved, is the member of staff willing to share findings / best practice with others in the Council , thus possibly reducing the need for future travel?	If the answer is <u>NO</u> , then this may indicate that travel and work overseas is not appropriate.	Choose an item.	
14	Additional comments linked to the questions above:			

Excursions Policy

The City of Edinburgh Council: Communities and Families

Excursions Policy Guidance and Procedures for all Non-Residential Communities and Families Establishments and Staff

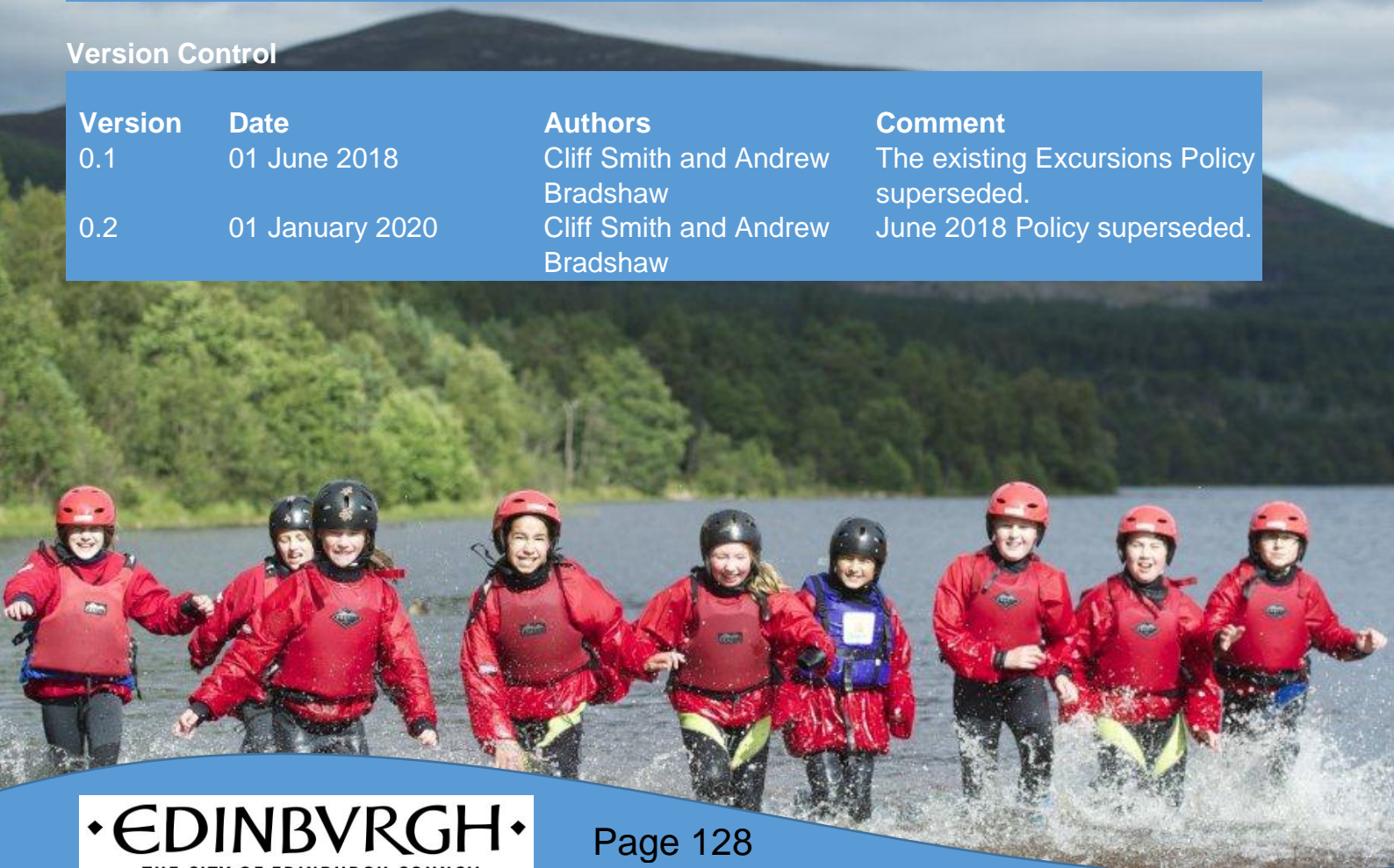
Latest Implementation Date: 01 January 2020 (Updated from June 2018)

Control Schedule

Senior Responsible Officer	Andrew Bradshaw
Authors	Cliff Smith and Andrew Bradshaw Sports and Outdoor Learning Team
Scheduled for Review	August 2020

Version Control

Version	Date	Authors	Comment
0.1	01 June 2018	Cliff Smith and Andrew Bradshaw	The existing Excursions Policy superseded.
0.2	01 January 2020	Cliff Smith and Andrew Bradshaw	June 2018 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.](#)

LINKS MAY ONLY WORK WITH THE CHROME BROWSER. IF THIS IS THE CASE, RIGHT-CLICK ON THE LINK, CHOOSE 'COPY LINK' AND THEN PASTE INTO THE CHROME BROWSER.

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.

The latest digital PDF version of this document is always available from the Orb and our own website:

Orb: [CLICK HERE](#)

experienceoutdoors.org.uk: [CLICK HERE](#)

If unable to locate the Policy, contact excursions@edinburgh.gov.uk

KEY CONTACTS AND INFORMATION

www.experienceoutdoors.org.uk	LINK
General excursion enquiries/submission of forms/Business Support	EMAIL or 0131 469 3953
CEC Adventurous Activities Approved Providers	LINK
UK Excursions and UK/Overseas Adventurous Activities (Cliff Smith)	EMAIL or 0131 551 4368 or 07748 703 515
International/Overseas Excursions (Andrew Bagnall)	EMAIL or 0131 551 4368 or 07718 668 558
International/Overseas Excursions – submission of forms.	EMAIL
Duke of Edinburgh's Award (Fraser Robertson)	Fraser - EMAIL or 07824 526 492. General phone number: 0131 551 4370
Excursions Coordinators' eUpdate Registration webpage	LINK
Bangholm Outdoor Centre (EH6 4RJ)	0131 551 4368
Benmore Outdoor Centre (PA23 8QX)	01369 706 337
Lagganlia Outdoor Centre (PH21 1NG)	01540 651 265
Principal Officer for Outdoor Learning (Andrew Bradshaw)	EMAIL or 07718 660 549


KEY AMMENDMENTS AND NEW INFORMATION

Must not be read and used in isolation. Use the links to locate each section.



These labels identify updated and new guidance throughout the Policy.

Key Amendments or New Information	Links
Updated: All Orb links checked and updated so they work on the new Orb (October 2019). Chrome browser works best.	N/A
NEW: Lessons Learnt Summary (useful updates based on recent reporting).	LINK
 FOR THE ATTENTION OF HEADS OF ESTABLISHMENTS: IMPORTANT UPDATED REQUIREMENT: Updated: Importance of ensuring safe; purposeful; reducing inequality / delivering affordable excursions; and working towards the Council's recently announced net zero carbon target / sustainability. Detailed in the Introduction , 3.2 (Key Considerations) , Transport and Overseas . Updated guidance on reporting of potential concerns to the Principal Officer (for further investigation) and Senior Leaders.	See text
Updated: Excursions training programme. Continued option of establishment-based training, which can be more meaningful and supports the 'net-zero' Council target i.e. one trainer goes to the establishment.	LINK
Updated: KIC Adult forms – two new versions created (Supervisory Adults and Adult Participants).	LINK
Updated: Approval of Categories 1 and 2 excursions.	LINK
 IMPORTANT NEW REQUIREMENT: Consumption of alcohol not permitted by supervisory adults and participants.	LINK
NEW: Council's continued commitment to the Scottish Outdoor Access Code.	LINK
 Updated: Transport Section updated linked to the Council's net zero carbon target and sustainability, Grey Fleet and other information.	LINK
 IMPORTANT UPDATED INFORMATION: Insurance. Heads of Establishments must ensure adequate insurance has been organised for excursions. See Insurance section.	LINK
NEW and updated: first aid and meeting healthcare needs.	LINK
NEW: OVERSEAS – importance of key considerations detailed in Section 3.2.	LINK
NEW: OVERSEAS - keeping up to date with BREXIT.	LINK
Updated: OVERSEAS – Inclusion and reducing inequality.	LINK
Updated: OVERSEAS – Food and drinking Water.	LINK

 IMPORTANT UPDATED REQUIREMENT: Water purification, especially linked to Duke of Edinburgh's Award expeditions. Expeditions will not be approved unless there is evidence of compliance with this requirement.	LINK
IMPORTANT UPDATE: Appendix 7 (Adventurous Activities is currently being updated). The current version still applies. Use the contacts page to ask specific questions.	See text
NEW: Onsite sleepovers are now within-scope of this Policy.	LINK
Updated: Appendices	LINK

LESSONS LEARNT



It is important to learn from incidents, near misses and other feedback. This section provides a useful summary to support Excursions Planning. Updated from **2018/19**.

Area	Description	Required Actions
'Free-time' – residential and day visits.	Incident reporting indicates a higher proportion of incidents when participants have 'free-time' away from direct activity.	Plan free-time and associated supervision carefully. Ensure there are high expectations for good behaviour and remote supervision is assessed with good controls (time and area boundaries plus minimum numbers). Regular/appropriate checks are essential.
Water Purification.	An incident has occurred regarding water purification.	All Duke of Edinburgh's Award or similar expeditions and any excursions considering water purification MUST comply with the guidance in Appendix 9b and use the model risk assessment (Appendix 9a). Technical Advisers will not approve an excursion unless these have been used.
Kelly Kettles or similar devices.	Incidents have occurred outwith of CEC. One incident: a Kelly Kettle exploded due to a build-up of pressure caused by the 'bung' being kept in.	Ensure during CEC self-led activity, CEC staff/volunteers are appropriately trained and are using manufacturer guidance. Activity must be risk assessed. For further advice, contact the Sport and Outdoor Learning Team .
Entering dormitories and sleeping accommodation.	Care must be taken when entering sleeping accommodation.	The Group Leader must ensure supervising sleeping accommodation is discussed and planned prior to an excursion. A clear procedure must be in place e.g. young people know that a supervisory adult will knock on the door first, announce who it is, ask to enter / or ask them to come outside (whichever is appropriate) and then await a response. In cases of urgent and significant incidents, entry maybe immediate.
Consumption of alcohol on excursions.	There is a significant likelihood that consumption of alcohol can impair judgement and responses.	The consumption of alcohol by supervisory adults on Communities and Families excursions is not permitted . See new section .
Submission of EX3 and EX4 forms.	Late submissions can increase risks.	The Sport and Outdoor Learning Team evaluate all submissions. They are here to offer guidance and support. Please avoid late

		<p>submissions. Exceptions to apply e.g. competitions involving short notice.</p> <p>Category 4 (UK) – submit before 3 weeks to departure.</p> <p>Category 4 (overseas) - submit before 3 months to departure.</p> <p>Category 3 – submit before 1 week to departure.</p> <p>There is a significant risk that late submissions will not be approved. Technical advisers will prioritise exceptional circumstances.</p>
Risk assessment (template)	A significant proportion lack information in the second column about HOW might they be harmed.	Inform staff and ensure this is checked by the Excursions Coordinator as part of the quality assurance process. Deliver self-led training or request training from the Outdoor Learning Team or Health and Safety Team.
Lyme Disease	Highlighted by external agencies for stakeholders in Scotland.	See this Section of the Policy .

REDUCED BUREACRACY

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 Team to assist establishments in choosing and using different providers. Checks are performed by the Sports and Outdoor Learning Team to remove duplication.</p>
<p>UPDATED FORMS 1: Allow for a continuous programme of excursions. LINK. Clearer codes and form 'names' to support Group Leaders – EX and Key Information and Consent (KIC) forms.</p>
<p>UPDATED FORMS 2: Key Information and Consent (KICcentres) form for Bangholm, Benmore and Lagganlia Outdoor Centres. No need to complete two sets of key information and consent forms. Duplication removed.</p>
<p>EVALUATION: Evaluation forms for Categories 3 and 4 excursions can be completed online. Visitors to Benmore and Lagganlia will be asked to complete a Centre-specific questionnaire. 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>TRAINING: An expanded 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 Team.		CLICK HERE*
Risk Assessment	✓ Use the CEC template (Orb link) or via our website .		✓ Approved Provider will complete for their activity . Complete for other parts of the excursion where necessary. Use the new CEC template or via our website .		CLICK HERE*
Consent Required	✓ <i>Recommended model:</i> Annual consent via KICannual form.		✓ Excursion specific consent via KICsingle or KICcentres forms.		CLICK HERE*
Medical Information	✓ <i>Recommended model:</i> annual update via KICannual and KICmed and/or KICbld .		✓ Excursion specific via KICsingle or KICcentres and KICmed and/or KICbld .		CLICK HERE*
Group Leader Training - Theory	<i>Not mandatory</i>	<i>Not mandatory</i>	✓ Required**	✓ Required**	CLICK HERE*
Forms and documents to be sent to the Sports and Outdoor Team/ deadlines. SEE NEXT PAGE.	<i>Approval managed internally/at the local level.</i> <i>Forms are not sent to the Sport and Outdoor Learning Team.</i>		EX3single or EX3multi + risk assessments for transport and activities not provided by the Approved Provider. Sent at least 1 week before departure.	UK based: EX4single or EX4multi + all risk assessments (unless an Approved Provider). Send at least 3 weeks before departure Overseas Travel: OverseasNotice form for advance notice (where required) - normally 12 months before departure. EX4single or EX3multi + all risk assessments + any other relevant documentation. Send at least 3 months before departure.	

*Only works with interactive PDF version. **At least one of the leaders, normally the Group Leader, accompanying the excursion (within the last 3 years).

IMPORTANT: there are new 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	When do we use this form?	Form <u>previously used</u> for this purpose (pre-June 2018)
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 , via our website , or view via Section 19 – appendices .	
EX3single	For single non-residential excursions in Category 3 (i.e. with an Approved Adventurous Activities Provider).	EE1AP
EX3multi	For a continuous/regular programme of multiple non-residential excursions in Category 3; normally with the same Approved Adventurous Activities Provider(s), involving a defined set of activities.	EE1AP
EX4single	For single Category 4 excursions.	EE1
EX4multi	For a continuous/regular programme of multiple excursions in Category 4. Normally with the same provider(s) involving a defined set of activities.	EE1
EX4sleepover	For onsite school sleepovers only. Classed as a Category 4 excursion. Incorporates a Schools Let application form, risk assessment guidance and risk assessment templates.	EE1
KICannual	Annually or periodically issued to collect information and consent used to support excursions in Categories 1 and 2 See policy guidance and suggested model . This removes the need to gain consent for individual Categories 1 and 2 excursions.	EE2
KICsingle	Used to collect information and consent for single excursions or a single programme of excursions, normally in Categories 3 and 4.	EE2
KICcentres	Used to collect key information and consent for excursions to our Centres at Benmore or Lagganlia ; and excursions involving Bangholm staff. Removes the need for separate forms for establishment and CEC Centre forms.	EE2 + Centre's own consent & information form
KICadult SUPERVISORY ADULT	 The former KICadult has been split into two versions. This version is used to collect key information for supervisory adults taking part on categories 3 and 4 excursions . This includes 1:1s for young pupils and protected adults. <u>Not compulsory for Categories 1 and 2.</u>	No standard form previously available
KICadult PARTICIPANT ADULT	 The former KICadult has been split into two versions. This version is used to collect key information for adult participants (not supervisory adults). <u>Reserved mainly for the Adult Learning Team and the Discover! Holiday Programme.</u>	No standard form previously available
KICbid	Medical consent with the exception of administration of blood or blood products. Used to collect information and consent where parents have not given consent for blood transfusions.	EE2A
KICmed	Medication and medical treatment recording form. If the participant is taking any medication, this form should be completed.	EE2B
OverseasNotice	Advance notice to ' International Excursions ' for excursions going overseas. See LINK for when to use this form.	EE3
Evaluation	Feedback evaluation forms are now online . There is a separate version for excursions to Benmore and Lagganlia. CLICK HERE .	Not Applicable

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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' regularly and 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 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)*.



The City of Edinburgh Council (CEC) is committed to ensuring **safe, purposeful, high-quality, inclusive/accessible** and **sustainable** (working towards the Council's net zero carbon target) 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 of the Policy 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, full legal compliance, working towards the Council's net zero carbon target** and is **user-friendly**.

Throughout the planning, approval and delivery process, it is **essential** for every establishment to consider:

- safety;
- intended benefits and outcomes;
- inclusion;
- affordability / reducing inequality;
- working towards the Council's net zero carbon target / sustainability; and
- best use of establishment/Council resources including staff.

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 other participants** when balanced with **risk, use of resources** and **costs**. This will be monitored via Communities and Families personnel – [Section 3.2](#) for more information.

Some indicators of high quality, inclusive and sustainable excursions:

<ul style="list-style-type: none"> • Delivery is planned, part of a progressive programme 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, particularly linked to sustainable development.
<ul style="list-style-type: none"> • Inclusive with good strategies, including those linked to the 1 in 5 Poverty Project, used to reduce inequality and maximise participation. 	<ul style="list-style-type: none"> • Positive, professional and consistent relationships between all participants and supervisory adults.
<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"> • Excursion adjusted to maximise sustainable development linked to the Council’s net zero carbon target e.g. active travel, which in embedded into participants’ learning 	<ul style="list-style-type: none"> • Differentiated to meet the needs of all learners, including appropriate support and challenge.
<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 are 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 3.2 for additional guidance.</p>

The Council has three outdoor 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 outdoor centres. Bangholm is a non-residential outdoor centre based in Trinity, North Edinburgh. The Centre is home to the three Outdoor Learning Development Officers responsible for i) Technical and Training; ii) Schools and Communities; and iii) Wider Achievement Awards, including DofE, JASS, John Muir. They promote and support excursions with advice, training and resources.

[More information about the three CEC Outdoor Centres.](#)

For adventurous activities out with CEC's own outdoor centres, the Sport and Outdoor Learning Team maintains a list of approved providers whose safety procedures have been checked on behalf of establishments.

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.
Approved Adventurous Activity Provider	For adventurous activities out with CEC's own outdoor centres, the Sport and Outdoor Learning Team maintain a list of approved providers whose safety procedures have been checked on behalf of establishments. CEC Approved Adventurous Activities Providers list: CLICK HERE
Additional Support Needs	A child or young person is said to have additional support needs if they need more help with their education. For more information: The City of Edinburgh Additional Support for Learning web page .
Employer	The Employer is the City of Edinburgh Council (CEC). The Sport and Outdoor Team is part of the Council and responsible for supporting, approving, monitoring and evaluating excursions.
Establishment	The Communities and Families organising group. This can be a school, other establishment or service.
Excursion	Offsite trip, visit, activity taking place away from the establishment. Onsite adventurous activity (see Appendix 7). This Policy does not provide guidance and procedures for work experience.

	For Schools and Lifelong Learning staff travelling and working abroad but not as part of an excursion, a separate policy exists. CLICK HERE See Scope of this Policy.
Excursions Co-ordinator	A named person who oversees the overall management, co-ordination and approval mechanism within the establishment for all excursions. Appointed by the Head of Establishment .
Group Leader	A named person who plans, leads and reviews an excursion. The Group Leader is responsible to the Head of Establishment and has the main supervisory responsibility throughout an excursion. The Group Leader is responsible for the detailed organisation of the excursion according to this Policy and other relevant CEC policies and procedures.
Head of Establishment	A named person with management responsibility for groups or individuals who are participating in excursion activities. This is the Head Teacher in a school. <i>In certain C&F service areas there may not be a designated Head of Establishment. If this is the case, services must identify and record a named person who will undertake the role and responsibilities in relation to excursions – see 'Roles and Responsibilities' section.</i>
Home Base Contact	Staff member(s) not attending the excursion who can be contacted throughout the excursion. For longer excursions, there may be several Home Base contacts to ensure continuous coverage.
Learning for Sustainability (LfS)	An approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. CLICK HERE FOR MORE INFORMATION.
Parent(s)	The parent / legal carer of the child, young person or vulnerable adult attending the excursion . The term 'parent' will be used in this Policy to represent the legal carer.
Participant	All children, young people, vulnerable adults and other clients for whom excursions are provided and for whom The City of Edinburgh Council has a duty of care.
Provider	A person, organisation or business responsible for the delivery of a service or activity.
Supervisory Adults	CEC staff, approved volunteers and other approved persons who carry out supervisory duties as instructed by the Group Leader. The Head of Establishment, Excursions Coordinators and Group Leader are responsible for ensuring supervisory adults are competent (relevant skills, qualifications and/or experience linked to the excursion) and have undergone the required checks.
Sustainable Development	The United Nations present 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. LINK.
Technical Adviser	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 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 excursions which include **any one** of the following:

- the C&F establishment's resources, including funding, buildings, equipment and /or staff/volunteers, will be used to **plan part or all the excursion** (offsite visit);
- the C&F establishment's resources, including funding, buildings, equipment and /or staff/volunteers, will be used at some point **during the excursion** (offsite visit);
- adventurous activities, as defined in Appendix 7, are delivered **onsite** (CEC designated site) excluding independent lettings by third parties;
- onsite sleepover; **and/or**
- where any C&F establishment has commissioned an external provider to plan and/or deliver an excursion (offsite visit).

This Policy applies regardless of whether an excursion takes place within or outside of normal operating hours, including weekends and holiday periods.

Some examples are included below to **guide** establishments in deciding if this Policy applies to a specific activity.



It is impossible to list every possible type of excursion. If a C&F 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 Team **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.

For Schools and Lifelong Learning staff travelling and working abroad but not as part of an excursion, a separate policy exists.

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):

SchoollandLifelongLearning.BusinessSupport@edinburgh.gov.uk

Contact this mailbox to ask for more information,

Travelling between an establishment's split sites is **not** within the scope of this Policy. The establishment must still make sure a risk assessment has been carried out and effective controls implemented. This is managed via their own internal Health and Safety procedures.

	<u>Examples</u>	Offsite 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.	<u>Does this event fall within the scope of this Policy?</u>	Additional Notes or Actions.
A	C&F establishment books a residential camp with a provider . The establishment staff attend.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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	C&F 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"/>	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"/>	Yes	THIS IS AN EXCURSION. Exceptional circumstances only and approved by the Sports and Outdoor Learning Team. See section . THIS IS CLASSED AS A CATEGORY 4 EXCURSION.
D	A third party approaches a C&F establishment with funding support to deliver a residential 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 including a UK residential and the final event abroad. The establishment does not provide any direct funding.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	THIS IS AN EXCURSION. The establishment will take part in supporting the planning and delivery stage. The establishment and provider must ensure compliance with this Policy.




	Examples	Offsite 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 of 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.	Does this event fall within the scope of this Policy?	Additional Notes or Actions.
E	An provider is commissioned by a C&F establishment or department to deliver all or part of an activity. Young people will be trained at a CEC school and CEC staff will attend the excursion.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	THIS IS AN EXCURSION. If the excursion has been organised centrally by C&F, the establishment and organising department must ensure this Policy has been adhered to.
F	Adventurous activity delivered onsite by a third party e.g. mobile climbing wall (as defined in Appendix 7).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	Establishments must ensure that any adventurous activity, as defined in Appendix 7, delivered onsite at a C&F establishment is approved by the Sports and Outdoor Learning Team.
G	Non-adventurous activity delivered onsite (C&F property) by an approved third party.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	Establishment and CEC Health and Safety policy and procedures should be followed. Good practice from this document may still be applied.
G	C&F establishment is contacted by a provider to distribute marketing materials to legal carers. The establishment agrees to distribute these materials to all pupils (not targeted by the establishment).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	Establishment must be satisfied that parents understand that the C&F 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/CEC is not endorsing the activity. The establishment could request that the provider pays for the cost of printing any accompanying establishment letter. Alternatively, the establishment could send out a note at the start of the year informing parents about potential marketing materials.
I	Work experience placement.	No	See separate C&F guidance.				

1.5 TRAINING AVAILABLE

Key CEC contacts:
General: learninganddevelopment@edinburgh.gov.uk or 0131 469 3227
Excursion training: excursions@edinburgh.gov.uk
Preferred booking via myHR for individuals. Group bookings, email: xcursions@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 Use CF2488 for myHR and contacting CEC Learning and Development.	Excursion Coordinators	To focus on the whole-school management of excursions, including approvals. Two-hour training.  Categories 3 and 4 excursions will not be approved by the Sports and Outdoor Learning Team without a registered Excursions Coordinator who has attended this training .	Mandatory for named ECs.  Must be renewed every 3 years to be valid.
Group Leader Training Part 1 (Theory)	GLT 1 Use CF2483 for myHR and contacting CEC Learning and Development.	Named Group Leaders and other supervising adults as required.	To focus on policy, legal requirements, administrative requirements, roles, responsibilities, planning and reviewing. Two-hour training.	Mandatory for named Group Leaders on Categories 3 and 4.  Must be renewed every 3 years to be valid. Optional for leading Categories 1 and 2 excursions and supervising adults attending Categories 3 and 4.
Group Leader Training Part 2 (Practical)	GLT 2 Email excursions to arrange training.	Group leaders and other supervising adults who would benefit from a practical training experience.	An optional practical outdoor session providing a toolkit of practical skills and ideas for leading excursions. Attendance at GLT 1 is a pre-requisite. Open to all adult supervising staff.	Optional.
Excursion 'Bolt-on' Modules	-	Any relevant staff and volunteers.	Short one-hour specialist sessions linked to key topics requested by establishments, including: Overseas Travel, Insurance, Data Protection, Risk Assessment.	Optional Modules have no expiry date, they are simply renewed as and when required.

Unless stated otherwise, training will be delivered at Bangholm Outdoor Centre.



Training at Establishments

In our commitment to supporting sustainable development linked to the Council's Net Zero Carbon Target and to make training meaningful, delivery can be arranged for CF2483 (GLT Theory) and CF 2488 (ECT) at an establishment for individual establishments or clusters. Feedback for this mode of delivery is excellent and allows staff and volunteers to discuss specific excursions relevant to them. Requirements apply:

- normally a minimum of 10 participants;
- sessions start promptly, and participants must be present for the duration of the training; and
- complete a register.

Participants who miss part of the training will be recorded as **not** attending.

This mode of delivery is very popular, so early booking is recommended. Email: excursions@edinburgh.gov.uk and insert 'Establishment-based training' into the subject line. Then specify which training is required.

Section 2 ROLES AND RESPONSIBILITIES - WHO DOES WHAT?

All responsibilities must be allocated, recorded and shared 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 specialist 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);
- support establishments to ensure excursions have a clear purpose, relevant to participants and represent good use of Council resources, which must address the considerations in the [Introduction](#) and [Section 3.2](#);
- have emergency procedures in place for dealing with major incidents / emergencies – see [relevant section](#);
- ensure training needs have been addressed – see '[Training](#)' section;
- have basic insurance cover in place and provide access to additional insurance - see '[Insurance](#)' section; and
- have in place procedures to monitor and review excursions. See [relevant section](#).

2.2 ROLES AND RESPONSIBILITIES - Head of Establishment

The Head of Establishment has management responsibility for groups or individuals who are participating in off-site activities. This is the Head Teacher in a school.

In certain C&F service areas there may not be a designated Head of Establishment. If this is the case, services must identify and record a named person who will undertake the role and responsibilities in relation to excursions – see 'Roles and Responsibilities' section.

The Head of Establishment may delegate some responsibilities to the Excursions Coordinator but always retains management responsibility. This must be recorded and shared with appropriate staff.

Heads of Establishment must ensure that:

- roles and responsibilities are defined with named persons;
- an Excursions Coordinator has been appointed, registered, and has suitable experience and competence for the role;
- the Group Leader is competent to manage and monitor the risks throughout the excursion;
- all supervisory adults on the excursion are appropriate people to accompany and supervise children, young people and vulnerable adults; [Child and vulnerable adults protection 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;
- 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 Sport and Outdoor Learning Team for approval and any feedback is addressed;
- ensure excursions have a clear purpose, relevant to participants and represent good use of Council resources, which must address the considerations in the [Introduction](#) and [Section 3.2](#);
- appropriate child protection checks and procedures are in place;
- the needs of the staff and participants, including training needs are met;
- reasonable adjustments have been made for the needs of all participants (inclusion);
- there is adequate and relevant insurance cover in place;
[Insurance link](#)
- personal information and consent are collected, retained and destroyed in accordance with CEC policy;
- 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 for coordinating the management and approval of all excursions. 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 information and alerts.



From 1 September 2018, Categories 3 and 4 excursions will **not** be approved unless an up to date Excursions Coordinator is registered with the Sport and Outdoor Learning Team.

Subscribe or amend details at:

Key CEC survey link:

[CLICK HERE](#)

Excursions Co-ordinators will ensure:

- they check suitable procedures in line with this Policy exist in their establishment and that staff are aware of them;
- ensure excursions have a clear purpose, relevant to participants and represent good use of Council resources, which must address the considerations in the [Introduction](#) and [Section 3.2](#);
- there is adequate and relevant insurance cover;
[Insurance link](#)
- Group Leaders have followed this Policy and 'local' approval procedures;
- the ratio of supervising adults to participants is appropriate and in line with Council Policy;
[Supervision link](#)
- an appropriate risk assessment has been completed and proportionate safety measures are in place via the standard CEC Risk Assessment form;
[Risk assessment link](#)
- where necessary, the Sports and Outdoor Learning Team has registered and approved the visit;
- parents have been appropriately informed and have provided consent via the agreed procedure;
[Consent link](#)
- CEC's policy on the administration of medicines has been followed;
- adequate first aid provision will be available;
- the mode(s) of travel is appropriate;
- travel times out and back are known;
- the address and telephone number of the venue/provider/s and a contact name;
- they have 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 CHANGE TO HOME BASE CONTACT;
- emergency and 'late back' 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
- where appropriate the Group Leader has contingency plans to cover events such as adverse weather, travel delays including a late return home.

2.4 ROLES AND RESPONSIBILITIES - Home Base Contact

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.

The Home Base Contact will ensure that they have reasonable access to the following information:

- 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 Key Information and Consent forms; and
- contact information as a minimum: the Head of Establishment or any delegated persons, and the Council’s emergency number – 0131 200 2000.

If the Group Leader or any other person contacts the Home Base in the case of an emergency, then the Home Base will:

- establish if any assistance is required from the home base and provide support as appropriate;
- 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 delegated person at the earliest possible time;
- report any health and safety concerns to the Head of Establishment and the Council, who will deal with questions from and/or press releases to the media.

2.5 ROLES AND RESPONSIBILITIES - Group Leader

The Group Leader has the main supervisory responsibility. The Group Leader must:

- 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, which must address the considerations in the [Introduction](#) and [Section 3.2](#);
- 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 and where relevant, the Sport and Outdoor Learning Team, 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 for excursions with children and young people;
- 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 Additional Support Needs, including medical information;
- make reasonable adjustments for Additional Support 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.

2.6 ROLES AND RESPONSIBILITIES - Supervisory Adults	2.7 ROLES AND RESPONSIBILITIES - Participants	2.8 ROLES AND RESPONSIBILITIES - Parents/Carers/Legal Guardians
<p>Supervisory adults will:</p> <ul style="list-style-type: none"> • support the Group Leader in defined 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, the emergency procedures to be followed in the event of a serious incident and their responsibilities in achieving a beneficial and successful outcome.</p> <p>Participants must:</p> <ul style="list-style-type: none"> • follow all reasonable instructions of the Group Leader and other supervisory adults; • dress and behave appropriately; • look out for anything that might hurt or threaten any group member and inform a supervisory adult or Group Leader about it; • not take unnecessary risks; and • consult with supervisory adults if they consider an activity to be dangerous. 	<p>Parents have an important role in making an informed decision on whether any excursion or off-site activity is suitable for their child. The Group Leader must ensure that parents are given sufficient information about the excursion and are invited to any briefing sessions.</p> <p>Parents must provide the Group Leader with relevant information as detailed in the KIC forms. It is the responsibility of the parents to keep the establishment informed of any significant changes.</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>

2.9 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.

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, the Head of Establishment or Excursions Coordinator if applicable 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, the Head of Establishment or Excursions Coordinator if applicable 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, the Head of Establishment or Excursions Coordinator if applicable 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 Sport and Outdoor Learning Team.</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 Team'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 Team.</p>

Section 3 PLANNING AND PROCEDURES

3.1 PLANNING AND PROCEDURES - General

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.

Heads of Establishments and Excursions Co-ordinators must satisfy themselves that the person(s) planning the activity is suitable and competent to do so and they have 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 Team 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 excursion. This could take the form of a list of rules circulated to each member of the group.

Whenever possible, the Group Leader, or delegated person(s) if appropriate, should make every effort to familiarise themselves 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;
- travel 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 – Key Considerations for Heads of Establishments, Excursion Coordinators and Group Leaders

3.2.1 Safe Excursions

Everyone involved in planning and attending excursions must be committed to safety. The primary aim of this Policy is to provide a framework to maximise safety balanced by key considerations including benefits to participants and supervisory staff via purposeful excursions; reducing inequality; and working towards the Council's Net Zero Carbon Target / sustainability.

3.2.2 Purposeful Excursions



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 lacking purpose, not relevant to the needs of the participants, or not in the most suitable location may not represent the best use of Council resources. See '[Introduction](#)'. **It is the primary responsibility of the Head of Establishment to support staff and volunteers in achieving and monitoring this.**

The aims, objectives and intended outcomes 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 activities are closely related to the age, needs, experiences and aptitude of the participants.

A planned and progressive programme of onsite outdoor learning activity and Category 1 excursions, which are local, can minimise costs making excursions affordable (see [Section 3.2.3](#)); reduce environmental impact by reducing motorised transport (see [Section 3.2.4](#)); and maximise learning time.

The Excursions Coordinator and Head of Establishment are expected to communicate this requirement to staff and volunteers; and consider this when making initial approvals in the early stages of planning and final approvals.

3.2.3 Reducing Inequality and Maximising Affordable Excursions



In Edinburgh, child poverty affects 1 in 5 pupils or approximately 20,000 school age children and young people (after housing costs are taken into consideration). Edinburgh is a wealthy City but child poverty rates range from 25% to 35% in the least affluent areas of the city. Over 10% of children even in the most affluent parts of the city experience poverty.

The City of Edinburgh Council is committed to reducing inequality and child poverty. Linked to this is the One in Five: Raising awareness of child poverty in Edinburgh. This is a programme of work in schools and services working with children and young people that:

- raises awareness of poverty and how it affects children and young people;
- explores the cost of the school day; and
- examines the stigma of poverty.

A significant consideration of this project's aims must form part of the early stages of planning for all excursions, including overseas visits.

The Edinburgh's Pupil Equity Framework provides a vision for development. The vision is to:

- **achieve equity:** ensure that every child has the opportunity to participate equally in school experiences and that no child is excluded from these as a result of inability to meet school costs; and
- **promote respect and dignity for pupils and their families affected by poverty:** ensure that school communities are informed about the realities of living in poverty, have policies in place which prevent income-based bullying and allow children/families to speak confidentially about financial difficulties.

The key areas this Equity Framework will address are to:

- **minimise costs and reduce pressure on family budgets:** this will include guidance on reducing the cost of attending school, ensuring all children have access to resources for learning in the classroom and supporting families to access financial support and maximise their income;
- **ensure equal access to opportunities, regardless of income:** this will include consideration of access to extra-curricular activities, social and charity events in the school and support for learning at home; and
- **reduce poverty-related stigma:** this will include awareness-raising activity amongst staff, parents and children and young people by utilising relevant training materials and classroom resources.

Securing **affordable excursions** and **reducing inequality** must be at the heart of the planning stage and **monitored by the Head of Establishment and Excursions Coordinator**. Using resources and guidance from the 1 in 5 Poverty Project can provide significant assistance in reducing inequality.

For residential visits, care must be taken not to just select the cheapest option. This can significantly reduce the quality of provision and thus contribute to inequality of opportunity and experiences. By using the practical ideas below, all participants can have the opportunity to experience the very best provision. This has been demonstrated by best practice case studies across the City and beyond. Case studies available via the link below.

What can establishments do?

- have a transparent approach for planning, funding and delivering excursions;
- audit excursions periodically and identify opportunities for change linked to updated expectations regarding key considerations – involve young people, families and staff (**draft audit tool planned for January 2020**);
- dedicated time for specific staff to focus on reducing excursion costs;
- undertake 1 in 5 Poverty Awareness Training; and implement good practice across the establishment;
- staff and volunteers read and apply advice in the 'Making Education Equal to All: Edinburgh's Pupil Equity Framework' (link below);
- focus on providing a programme of Category 1 excursions or onsite activity, which is often free with significant benefits;
- engage and consult young people, families, and third sector organisations;
- apply for available grants (via link below);

- use Pupil Equity Funding where applicable;
- allow parents the opportunity to pay for excursions in affordable instalments, via a long lead in time where required;
- work cooperatively with other establishments to reduce costs e.g. share transport;
- not offer excursions on a 'first come first served via deposits' basis as this will favour young people/other participants from families who are able to pay in advance;
- organise clothing 'exchanges' across establishments and / or between establishments to support residents;
- access to low cost kit hire and general clothing (free) stores at the Bangholm Outdoor Centre; and
- share and utilise good practice.

What will the Outdoor Learning Team do?

- work in partnership with the 1 in 5 Project Team and Child Poverty Action Unit;
- provide advice to establishments via face to face meetings and training (**letter sent to Head Teachers and Business Managers in September 2019**);
- create an audit tool for establishments to periodically audit excursions and identify opportunities for change linked to updated expectations regarding key considerations (**draft audit tool planned for January 2020**);
- deliver training linked to developing a progressive programme of high-quality Category 1 excursions and onsite outdoor learning;
- signpost appropriate grants;
- apply for appropriate central grants;
- share good practice via the website and the Outdoor Learning Map;
- provide digital resources, which support affordable excursions/onsite activity via the Outdoor Learning Map and 50 Ways to Experience Edinburgh Outdoors initiative;
- offer affordable kit hire and facilitate sharing of general clothing;
- minimise price increases to visit Lagganlia and Benmore;
- update and inform third sector and commercial organisations about the Council's approach to reducing inequality and share / highlight good practice by providers;
- support and approve onsite sleepovers as part of establishments' planned and progressive excursion programmes;
- highlight and report any specific concerns regarding inequality; and
- provide low cost / affordable excursion provision, which reduce inequality of opportunities, including the Primary Outdoor Challenge days (Holyrood Park), supporting the Friends of the Award (FOTA) and Duke of Edinburgh's Award expedition delivery via the Bangholm Outdoor Centre.

Resources and support available:

- case studies showcasing best practice (use link below);
- grant funding ideas (use link below);
- use of Pupil Equity Funding (schools – see link below);
- 1 in 5, Raising Awareness of Child Poverty in Edinburgh Project resources and training (use link below);
- when visiting Lagganlia and Benmore Outdoor Centres, opportunity to book a visit by a member of the Outdoor Learning Team to discuss ways to reduce costs to families (use link below);
- helpsheet for reducing costs of visits to Lagganlia and Benmore Outdoor Centres (use link below)
- access to 50 Ways to Experience Outdoors (use link below);
- access to the Outdoor Learning Map (form January 2020), with specific examples of low cost / affordable excursions and onsite outdoor learning (link below); and
- low cost kit hire and access to general clothing (use the Bangholm contact below).

For overseas visits, take note of the additional guidance in [Section 8](#).

Key Area	Links / Contacts
Affordable excursions advice, support and case studies:	CLICK HERE
The City of Edinburgh Council Child Poverty Resources:	CLICK HERE
Making Education Equal to All: Edinburgh's Pupil Equity Framework:	CLICK HERE
50 Ways to Experience Edinburgh Outdoors:	CLICK HERE
Outdoor Learning Map (from January 2020):	CLICK HERE
Book training linked to a progressive programme of Category 1 excursions (local and onsite):	Andrew.Bagnall@edinburgh.gov.uk Andrew.Bradshaw@edinburgh.gov.uk
Book Lagganlia and Benmore Outdoor Centre Excursion Finance Support Sessions:	excursions@edinburgh.gov.uk
Kit hire (specific key and general clothing):	Bangholm Outdoor Centre (EH6 4RJ) Tel: 0131 551 4368
Affordable Duke of Edinburgh Award Expedition Delivery via the Bangholm Outdoor Centre:	Fraser.Robertson@edinburgh.gov.uk
Friends of the Award:	CLICK HERE

3.2.4 Council's Net Zero Carbon Target and Sustainable Excursions



The Council is committed to reaching a Net Zero Carbon Target by 2030, with a hard target of 2037 (also see [Section 4.1](#)). The Excursions Policy has been updated to support reaching this target with suggested ideas below and a requirement for **Heads of Establishments** to lead on developing establishments' commitment and actions.

What can establishments do (linked to the Net Zero Carbon Target)?

- audit excursions periodically and identify opportunities for change linked to updated expectations regarding key considerations - involve young people, families and staff (**draft audit tool planned for January 2020**);
- engage young people, staff, volunteers, partners and parents about the target – responding to ideas and implementing change via actual excursions;
- develop the use of purposeful Category 1 excursions (local) and onsite outdoor learning;
- use the Outdoor Learning Map and 50 Ways to Experience Edinburgh Outdoors initiative;
- avoid travelling long distances when similar outcomes can be achieved locally;
- consider walking and using public transport where possible and safe;
- consider developing a cycling programme to support transport to and from excursions;
- work cooperatively with other establishments e.g. share transport;
- share good practice with the Sport and Outdoor Learning Team;
- involve young people in curriculum work to learn about the target and sustainable excursions;
- involve young people in designing and monitoring appropriate excursion targets; and
- use appropriate resources and frameworks from the third sector to facilitate change e.g. SUSTRANS, ECOSCHOOLS.

What will the Outdoor Learning Team do (linked to the net zero target)?

- engage young people, staff, volunteers, partners and parents about the target – responding to ideas and implementing change via guidance and sharing information;
- create an audit tool for establishments to periodically audit excursions and identify opportunities for change linked to updated expectations regarding key considerations (**draft audit tool planned for January 2020**);
- liaise with third party organisations, which offer support and challenge e.g. Sustrans and ECOSCHOOLS, then passing on guidance and information to establishments;
- incorporate the target within the new Outdoor Learning Strategic Plan and values (2020);
- audit sustainability across our centres, then implement change;
- share good practice from across Edinburgh and beyond via the www.experienceoutdoors.org.uk website (dedicated webpage);
- deliver establishment support with developing a progressive and purposeful programme of Category 1 excursions (local) and onsite activity;
- promote sustainability linked to the Outdoor Learning Map and 50 Ways to Experience Edinburgh Outdoors initiative;
- Sport and Outdoor Learning Team to deliver provision which promotes sustainable modes of travel whenever reasonably practicable;
- provide guidance and risk assessments to support sustainable modes of travel to Sport and Outdoor Learning events;
- design and deliver updated training linked to increasing walking and cycling activity;
- promote the hiring of bikes and development of maintenance support via Bangholm Outdoor Centre;
- work with Council colleagues to support engagement with third parties including Lothian Buses (increasing use and reducing costs);
- work with school colleagues to develop curriculum materials, which support sustainability practices for excursions;
- work with excursion providers to improve sustainability – share good practice;
- provide updates from different areas of the Council;
- signpost establishments to relevant grants;
- support and approve onsite sleepovers as part of establishments' planned and progressive programmes;
- monitor Categories 3 and 4 excursions and report any potential concerns linked to net zero carbon target and sustainability; and
- review the Excursions Policy annually to provide key revisions.

Key Area	Links / Contacts
Road map for a net zero carbon Edinburgh by 2030 published:	CLICK HERE
Learning for Sustainability:	CLICK HERE
Transport Section of this Policy	CLICK HERE

For overseas visits, take note of the additional guidance in [Section 8](#).

3.2.5 Monitoring Key Considerations (3.2.2 – 3.2.4), Making Changes and Reporting Concerns



The **Head of Establishment** is responsible for leading on their establishment's commitments and actions to ensuring excursions are safe, purposeful, reduce inequality/ are affordable and progress towards the Council's Net Zero Carbon Target / sustainable development. The **Excursions Coordinator** should assist in quality assuring this. The **Group Leader** is responsible for following procedures and implementing requirements.

The **Head of Establishment** or **delegated person** should conduct an annual audit of potential or planned excursions for the year and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:

- ensure excursions are purposeful and add significant value to learning and personal experiences;
- engage young people and other participants, and parents to provide views and support;
- review and develop a clear rationale and justification of costs for all excursions;
- signpost staff and volunteers to review good practice where appropriate;
- make modifications to excursions so that they are accessible to participants from low-income households and are cost efficient;
- make modifications to excursions so they support work towards the Net Zero Carbon Target and sustainable development;
- inform and consult families at the start of the year about plans for excursions to get their advice on how to make them more affordable, accessible, and sustainable linked to the net zero carbon target;
- identify parents who require financial support or reduced costs; and
- ensure that parents have time to plan finances accordingly;
- set out the steps that will be taken to ensure that all participants can afford to go on excursions;
- set out any alternative measures that will be in place to ensure excursions are equitable / accessible.

The primary role of **Technical Advisers** in the Sport and Outdoor Learning Team is to evaluate the **safety of excursions**. As **Heads of Establishments** know and understand the context of their establishments, it is their responsibility to ensure the other considerations detailed above are implemented, and quality assured by the Excursions Coordinator.

However, the Technical Advisers have been instructed to report any **potential** concerns regarding Categories 3 and 4 to the **Principal Officer – Outdoor Learning**; who will consider these, investigate if appropriate (more detail can often explain specific contexts); and report to Senior Leaders if potential concerns could be valid and worthy of further consideration and action. There is a clear expectation on **Heads of Establishments** to put in place effective procedures, guidance and quality assurance to minimise the risk of concerns and inappropriate excursions.

Examples which may be reported by the Principal Officer (Outdoor Learning) but not limited to are **potentially**:

- excessive number of supervisory adults attending excursions (this may be required due to participant needs);
- unclear or concern over purpose and lack of significant outcomes;
- using motorised transport rather than walking / active travel to cover short distances e.g. use a coach to visit a local adventurous activity provider located a mile away;
- excursions where experiences can be delivered much closer to the establishment with no significant impact on quality of provision e.g. travelling 80 miles to an indoor climbing wall; travelling 300 miles to watch a theatre show when a similar or same performance will be coming to Edinburgh;
- visiting a venue where the same / very similar outcomes can be achieved via Skype or equivalent; and
- significant concerns about inequality e.g. first come – first served via large deposits or a very small number of participants attending an international excursion using significant establishment funding.

During Autumn 2019, Edinburgh’s Members of the Scottish Youth Parliament (MSYPs) will be directly consulted on the guidance in this Policy relating to reducing inequality and the Council’s Net Zero Carbon Target.

3.3 PLANNING AND PROCEDURES – Supervision

3.3.1 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 handover 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 supervisory 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. Supporting supervisory adults 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 supervisory 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.**

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 and/or Head of Establishment 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 supervisory 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;
- supervisory adults have an appropriate level of knowledge of participants, including any Additional Support Needs, and demonstrate suitable confidentiality; and when
- each activity within an excursion has an alternative (plan B).

3.3.2 Child Protection, PVG and Regulated Activity

Child Protection

All supervisory 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 included as supervisory adults.

The main decision that must be made is whether an accompanying adult needs to be vetted via the PVG Scheme.

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 via the PVG Scheme.

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.

3.3.3 Establishing Ratios

It is important to have a suitable ratio of supervisory adults to participants for any visit. The Group Leader, Excursion Coordinator and Head of Establishment must consider a range of excursion variables.

3.3.3.1 Excursion Variables

These include:

- an understanding of participants, including Additional Support Needs of participants, existing competency and the level of support and challenge required;
- an understanding of supervisory 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 travel;
- weather conditions; and
- the time of year.



An appropriate supervisory adult / participant 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 Coordinator and Group Leader.

The Head of Establishment is ultimately responsible for ensuring an appropriate **ratio** and **quality** of supervisory adults. For Categories 3 and 4, this ratio and the competency of adults will then be approved by the Sport and Outdoor Learning Team. Specialist advice can be sought via the Sport and Outdoor Learning Team depending on the circumstances.

One to one support staff for individual participants **should 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.



3.3.3.2 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 Sport and Outdoor Learning Team, no group must travel overseas with a ratio of more than 1 competent supervisory 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 At least two competent adults required.	This ratio may need to be reduced depending on the excursion variables . There must be an adequate supervision ratio, which involves competent supervisory 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 to decide on a suitable ratio of competent supervisory 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 Sport and Outdoor Learning Team to agree on any changes to supervision. Key actions may include:

- introduce a new supervisory adult (must be competent and briefed about the excursion);
- change the activity programme or activities;
- change locations; and/or
- reallocate participants to different groups.

3.3.4 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.

3.3.5 CEC Employees

These persons must be judged to be competent for the excursion by the Head of Establishment and Excursions Coordinator.

3.3.6 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 excursion. They must have received and understood instructions on their roles and responsibilities. The overall supervisory responsibility for the group is retained by the Group Leader.

3.3.7 Gender of Accompanying Adults

With a mixed gender group, it is recommended to have a gender mix of supervisory 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.

3.3.8 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 supervisory adult : participant ratio but must **be additional**.

Where establishments submit **EX** 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.

3.3.9 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 Sport and Outdoor Learning Team 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.

3.3.10 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.**

3.3.11 Supervision on Transport

[CLICK HERE](#)

3.3.12 Unaccompanied Excursions (without a CEC member of staff / approved volunteer)

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 in June 2018. This type of excursion is classed as a **Category 4** excursion and requires approval from the Sport and Outdoor Learning Team. This must be completed via an **EX** 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 **EX** 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 supervisory adult but is subject to stated controls. The Group Leader or another supervisory adult 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 supervisory 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 supervisory adults should monitor the group's progress at appropriate intervals;
- the Group Leader and supervisory 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. Supervisory 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, supervisory 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 supervisory adults than independent groups, a well-designed Supervision Plan will be necessary, which takes into account: each supervisory 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.

3.4 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 excursion activities are divided into four main categories.



3.4.1 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, walks along the beach with easy exit points and an awareness of tide times (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).

3.4.2 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: Page 171	Non-residential adventurous activities and/or excursions to potentially hazardous environments which are delivered by an organisation on the Council's approved provider list. LINK TO APPROVED PROVIDERS.	<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 Team; - 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. - NEW from June 2018: trampoline parks and unaccompanied visits (LINK). - NEW from October 2019: Onsite Sleepovers (See Onsite Sleepover Section)
Examples include:	<ul style="list-style-type: none"> -Activities via the CEC Approved Adventurous Activities Provider list. CLICK HERE. See Section 11 for definition of Adventurous Activities - most commonly: climbing, canoeing, mountain biking, skiing, and go-karting. - 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>All MUST BE delivered by a CEC Approved Adventurous Activities Provider. Non-residential.</p>	<ul style="list-style-type: none"> -Residential excursions to Benmore and Lagganlia (and any other residential centre/overnight excursion). -Any overseas excursions, including exchanges. -Onsite sleepover at a Primary or Secondary school.

3.5 PLANNING AND PROCEDURES - Approval and Registration Procedures

3.5.1 Summary Approval and Registration Procedures

[CLICK HERE FOR THE 'AT A GLANCE MATRIX'.](#)

[CLICK HERE FOR SUMMARY OF THE FORMS.](#)

3.5.2 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; and understood / followed by staff. The Head of Establishment and Excursions Coordinator must ensure the excursions are safe, purposeful, and consider reducing inequality and maximising environmental sustainability. Categories 1 and 2 excursions promote and deliver safe excursions with high quality outcomes. [See some indicators of high quality excursions](#). Procedures will reflect ‘local’ contexts.

3.5.3 Category 3 Excursions Requirement for EX3 forms (EX3single and EX4multi)

Registration and approval with the Sports and Outdoor Learning Team is required for all Category 3 excursions. [‘Forms Summary’](#) link.

Standalone/single Category 3 excursions: the Excursions Co-ordinator must **submit form EX3single** and the Risk Assessment (for the parts of the excursion which are the establishments primary responsibility) to the Sport and Outdoor Learning Team **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 EX3multi** 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 EX3 form, the Sport and Outdoor Learning Team 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 Team – [see ‘Key Contacts’](#).

3.5.4 Category 4 Excursions Requirement for EX4 forms (EX4single and EX4multi)

Registration and approval with the Sport and Outdoor Learning Team is required for all Category 4 excursions. The Excursions Co-ordinator must **submit the right EX4 form** ([‘Forms Summary’](#) link) and the Risk Assessment to the Sports and Outdoor Learning Team **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 overseas travel, see [LINK](#) (Section 9.1).

Form EX4 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 Sport and Outdoor Learning Team will consider the evidence above when registering the activity.

The EX4 form and associated documents can be emailed to the Sport and Outdoor Learning Team – see '[Key Contacts](#)'. This is the preferred method and considerably speeds up the approval process.

3.5.5 Approval by the Sports and Outdoor Learning Team (Categories 3 & 4)

All documents submitted to the Sports and Outdoor Learning Team 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 Sport and Outdoor Learning Team will 'sign' the form and arrange for it to be returned along with any comments

If an EX 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. **These senior leaders will then decide on the appropriate actions.**

A record is kept of the approval status of every registered excursion. The 'EX' form is returned to the establishment after registration and approval.

For any further communication and enquiries contact:

excursions@edinburgh.gov.uk

3.6 PLANNING AND PROCEDURES - Risk Assessment

3.6.1 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 excursion 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):

Via the Health and Safety section of the Orb: CLICK HERE
--

The CEC Orb website link (**CEC required risk assessment template**):

Via the Health and Safety section of the Orb: [CLICK HERE](#)

3.6.2 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 Sport and Outdoor Learning Team 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 Sport and Outdoor Learning Team or one of the Council's Technical Advisers for further assistance.

3.7 PLANNING AND PROCEDURES - Communication with Parents/Carers and Parental Consent

3.7.1 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.

3.7.2 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(s); 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 prior to departure.

3.7.3 Parental Consent – General

Establishments must seek parental consent by means of the correct KIC and if appropriate forms KICmed and/or KICbld 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 approved supervisory 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.

The relevant KIC form, and if appropriate forms KICmed and/or KICbld, should be completed in respect of each participant in any group.

3.7.4 Medical Consent

The KIC forms requires either that parents agree to a participant (also see this [Section 6.7](#)):

- 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 KICbld 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 KIC forms.

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 KIC forms 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 KICbld 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 KIC form and if appropriate KICbld and KICmed 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). A KICadult form should be used for categories 3 and 4 excursions.

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.

3.7.5 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 KICAnnual and KICmed and/or KICbld 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 KICAnnual and KICmed and/or KICbld 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 KICsingle/KICcentres and KICmed and/or KICbld 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 KICsingle/KICcentres and KICmed and/or KICbld 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.

3.8 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](#).

3.9 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:
Records Retention Schedules: CLICK HERE

Extract from CEC records schedule:

Ref.	Category	Function	Activity	Record Series/Examples	Trigger - event that prompts start of retention period	Retention Period	Action	Authority	Reasons/Notes	Version	Publication Date
10.006.015	EDUCATION & SKILLS	Education welfare	Parental permission slips for school trips – where there has been no major incident	Educational Excursion Forms (EX, KIC forms*); Risk Assessments	End of Academic Year	3 years	Destroy	Business requirement		2	18-Feb-16

*Updated to the new forms by the Sport and Outdoor Learning Unit

Establishments are required to follow this guidance.

The KIC forms include GDPR compliant statements and a privacy notice is available via excursions@edinburgh.gov.uk or via the appendices.

Establishments will make 'local' decisions about the most appropriate method for secure storage – hard copies or digital (secure CEC servers). This will reflect local contexts and access to different resources.

3.10 PLANNING AND PROCEDURES – 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 Sport and Outdoor Learning Team.** 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 **should not normally** 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 Team.

3.11 PLANNING AND PROCEDURES – Consumption of Alcohol



The consumption of alcohol by supervisory staff or participants on Communities and Families Excursions is **not permitted**. This is because there is an increased likelihood that consumption of alcohol could impair judgement and responses.

3.12 PLANNING AND PROCEDURES – The Scottish Outdoor Access Code



The Council is committed to supporting The Scottish Outdoor Access Code. Group Leaders must consider this code when planning excursions. Providing an opportunity for participants to learn about the Code and how it applies to different contexts is a valuable learning opportunity. This helps participants and supervisory adults to know, understand and be committed to the Code.

Key website link	
The Scottish Outdoor Access Code:	CLICK HERE

Section 4 TRANSPORT

4.1 TRANSPORT – Net Zero Carbon Target and Sustainability



The importance of a net zero carbon target and sustainability is highlighted in [Section 3.2](#) Key Considerations. The Council is committed to working towards a net zero carbon target by 2030, with a hard target of 2037. Council staff and volunteers are expected to engage participants and plan excursions that contribute to this commitment.

Key CEC contacts and Orb website links	
Council's Sustainability Approach Committee Report (May 2019):	CLICK HERE

General Council guidance on travelling sustainably (Orb):	CLICK HERE
Fuel efficient driving (Orb):	CLICK HERE
Key contact:	sustainability@edinburgh.gov.uk

4.2 TRANSPORT - Modes of Travel



If the mode of travel is well organised, it can help ensure that the excursion is successful and operates to the required time schedule.



Careful travel planning can have a significant impact on reducing excursion costs and contributing to the Council's net-zero target (see [Section 3.2](#) and [Section 4.1](#)). Depending on different contexts and excursions, various modes of travel may be used:

- walking;
- cycling (see Appendix 7);
- 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 approved volunteers;
- taxis; and
- overseas travel (combination).



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 travel including use of walking, cycling and public transport to support environment sustainability;
- 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.

4.2.1 Supervision on Transport

The Group Leader is responsible for the party at all times including maintaining good discipline whilst travelling, and during any remotely supervised periods, which must be risk assessed and only permitted if

assessed to be safe. 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 travel and the implications for supervising participants; and
- length, nature and complexity of the journey.

When planning travel, 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 assessed to be sufficient if a small number of participants are being taken on a short journey.

4.2.2 Walking



Safe walking, including to and from a venue and during an excursion, is an excellent example of active travel and can bring many benefits:

- physical activity for all e.g. part of the daily mile;
- reduction in overall costs, thus contributing to affordable excursions;
- avoids carbon emissions and makes a significant contribution to the Council's net-zero carbon target;
- learn safe routes and practices;
- can encourage walking outwith of establishment time e.g. as a family; and
- learn more about community space.

The decision to walk must be balanced between safety, time and the benefits.

Walking must be planned carefully with attention to:

- using the Highway Code, rules for pedestrians (link below);
- incorporating walking time within the excursion so the group is not rushed (walking provides benefits as detailed above);
- planning a safe route, which minimises risks and is known by the supervisory adults;
- knowing the area, including busy roads / times and to create alternative routes if required;
- using pavements, staying away from the kerbside;
- choosing safe points to cross, utilising pedestrian crossings, crossing in staggered groups;
- using appropriate clothing and footwear (participants and supervisory adults);
- selecting 'single line' or 'pairs' depending on the location and to minimise impact on over pavement users;
- selecting appropriate location and allocation of supervisory adults, for example, spread out throughout the participants' line;
- identifying specific participants and supervisory adults who require reasonable adjustments;
- ensuring supervising adults have appropriate qualifications and experience for more remote walking ([see Adventurous Activity Section and Appendix 7](#));
- learning road safety as part of the excursion; and
- completing a risk assessment.

Walking on roads with no pavements should be avoided wherever possible. For example, take a slightly longer route with pavements or go cross-country ([Scottish Access Code](#)). Care must be taken not to

introduce new and significant risks by avoiding the risk of no pavements. If walking on roads is approved, then ensure:

- activity is risk assessed;
- use the Highway Code: <https://www.highwaycodeuk.co.uk/rules-for-pedestrians.html>
- time on the road is minimised; and
- avoid night time.

This list is not exhaustive and key hazards and actions must be identified in a thorough risk assessment.

Key website links	
Highway Code - Rules for Pedestrians:	CLICK HERE
Example benefits of walking – Scottish Government <i>The National Walking Strategy</i> :	CLICK HERE 1 CLICK HERE 2
Daily mile:	CLICK HERE
Living Street:	CLICK HERE
Scottish Outdoor Access Code:	CLICK HERE
ROSPA – walking:	CLICK HERE
ROSPA Charity Walks:	CLICK HERE

4.2.3 Cycling



Safe cycling, including to and from a venue and during an excursion, is also an excellent example of active travel and can bring many benefits, like those detailed in [4.2.2](#).

See [Adventurous Activity Section and Appendix 7](#) and [Cycle Training Section](#) for more information on cycling.

4.2.4 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

4.2.5 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.

4.2.6 Self-Drive Council Hire - 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 Driving for the Council Policy 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. **Children/young people/protected adults should not normally travel in the front seats.**

Key CEC contacts and Orb website links	
Driving for the Council Policy	CLICK HERE
Council Driving Permits:	CLICK HERE
Short Term Minibus Hire:	CLICK HERE
Fleet Management Minibus Factsheet (includes an entitlement flow diagram)	CLICK HERE
Fleet Services - Minibuses:	Russell Road Depot, 38 Russell Road, Edinburgh, Midlothian, EH11 2LP. 0131 337 2307 vehiclehire@edinburgh.gov.uk

4.2.7 Self-Drive Council Hire – Other Vehicles



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/protected adults should not normally travel in the front seats.

Use the links below to comply with specific guidance from the Fleet Management Team.

Key CEC contacts and Orb website links	
Driving for the Council Policy	CLICK HERE
Council Driving Permits:	CLICK HERE
Short-Term Vehicle Hire.	CLICK HERE
Fleet Services - Vehicle Hire Contact Details.	Russell Road Depot, 38 Russell Road, Edinburgh, Midlothian, EH11 2LP. 0131 337 2307 vehiclehire@edinburgh.gov.uk

4.2.8 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 a 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 conveyances 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 protected adults must 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 via the **Council's Grey Fleet process**, 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.

4.2.8.1 Private Vehicles Belonging to CEC Staff (Council Authorised Car User – Grey Fleet)

It is responsibility of the Excursions Coordinator and Head of Establishment to ensure reasonable checks have been completed and to ensure the guidance at the start of 4.2.8 is complied with. CEC staff intending to use their vehicle **must** comply with the Grey Fleet procedure and have read CEC's Driving for the Council Policy.

Key CEC contacts and Orb website links	
Driving for the Council Policy:	CLICK HERE
Council Driving Permits:	CLICK HERE
Grey Fleet FAQs:	CLICK HERE
Grey Fleet checking insurance guide:	CLICK HERE
Fleet Services - contact details.	Russell Road Depot, 38 Russell Road, Edinburgh, Midlothian, EH11 2LP. 0131 337 2307

4.2.8.2 Private Cars belonging to Approved Volunteers (Council Authorised Car User – Grey Fleet)

It is responsibility of the Excursions Coordinator and Head of Establishment to ensure reasonable checks have been completed and to ensure the guidance at the start of 4.2.8 is complied with. The Grey Fleet procedure can include approved volunteers. Approved volunteers intending to use their vehicle **must** comply with the Grey Fleet procedure and have read CEC's Driving for the Council Policy. When an establishment has organised for parents to support with transport, the parents must be registered as approved volunteers.

Key CEC contacts and Orb website links	
Driving for the Council Policy:	CLICK HERE
Council Driving Permits:	CLICK HERE
Grey Fleet FAQs:	CLICK HERE
Grey Fleet checking insurance guide:	CLICK HERE

Fleet Services - contact details.	Russell Road Depot, 38 Russell Road, Edinburgh, Midlothian, EH11 2LP. 0131 337 2307
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4.2.9 Taxis

Council guidance for booking and using taxis is located via the link below.

Key CEC contacts and Orb website links	
Booking taxis:	CLICK HERE

4.3 TRANSPORT - Overseas Travel

See '[Overseas Transport](#)' section.

4.4 TRANSPORT - Using Leaders as Drivers

It is the responsibility of the Head of Establishment and Excursions Co-ordinator to ensure that drivers are correctly licensed and fit to drive. The following list of checks is recommended:

- The driver provides proof of a clean driving license.
- 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.
- A second adult may be necessary either as a relief driver, or to take the responsibility for the behaviour of passengers.
- 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.
- Luggage should be safely stowed and secured to prevent obstruction of aisles or emergency exits.
- 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.
- Booster seats are available if required.
- Drivers must not drive for "hire or reward" without the appropriate licence entitlement.
- 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.

4.5 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 the different types of insurance and arrange additional CEC insurance cover for certain 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

Travel and personal accident insurance should be organised as soon as reasonably practicable and certainly before any payments are made to third parties. This ensures cover is in place for any **qualifying** cancellations.

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 and checking any additional insurance needs.

Parents are notified about travel and personal accident insurance in the KIC forms. This was updated in June 2018 and provides clear information on insurance provision:

'Unless informed by your school/establishment, I acknowledge that there is no City of Edinburgh (CEC) Travel and Personal Accident insurance arranged. The City of Edinburgh Council has a Public Liability Insurance Policy which caters for its activities as a public authority. Third party providers are required to have suitable Public Liability Insurance.'

Parents should be informed if additional travel and personal accident insurance has been organised.

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.

5.1.2.1 When is Travel and Personal Accident insurance required?

5.1.2.1.1 Categories 1 and 2

Categories 1 and 2 excursions should **not normally** require travel and personal accident insurance. These are generally low risk UK based excursions.

5.1.2.1.2 Category 3 (Adventurous Activity Approved Providers)

It is currently a local decision for the **Head of Establishment** to decide if this insurance is required. Care should be taken to check if the provider requires the establishment to take out insurance.

5.1.2.1.3 Overseas Excursions

Schools must arrange this travel and personal accident insurance **for ALL OVERSEAS TRAVEL (day and overnight)**. **IMPORTANT:** Non-schools **MUST** check with the Insurance Team.

5.1.2.1.4 UK Residential Excursions

Schools must arrange this travel and personal accident insurance **for nearly all OVERNIGHT EXCURSIONS (UK included)**. This includes visits to our Benmore and Lagganlia Outdoor Centres. **IMPORTANT:** Non-schools **MUST** check with the Insurance Team.

Potential exceptions for UK Residential Excursions:

Exception 1: In certain circumstances, travel and personal accident insurance may not be required for an overnight excursion in the following circumstances: short stay e.g. one/two night(s); low risk; and low-cost overnight excursions relatively close (within two miles) to the establishment. Establishments **must** contact excursions@edinburgh.gov.uk to discuss. Parents must always be informed about insurance arrangements.

Exception 2: Duke of Edinburgh's Award. The DofE provides a minimal Personal Accident cover to participants/Leaders. Group Leaders must ensure that parents are informed about this insurance. Head of Establishments may choose to organise CEC Travel and Personal Accident too. This is a local decision for Head of Establishments. Parents must be informed about what insurance is included.

Key website links

DofE Award - Insurance

[CLICK HERE](#)

5.1.2.1.5 Total Excursions Costs Exceeding £100k



If the total cost the excursion is planned to **exceed £100k**, you must liaise with insurance@edinburgh.gov.uk (insert: 'planned excursion cost likely to be exceed £100k' into the email subject line and copy excursions@edinburgh.gov.uk into the email. Failure to do this and check insurance, may result in you having insufficient cover.

5.1.2.2 Arranging additional travel and personal accident insurance via the Council

Key Contact (Service Accounting Communities & Families):

Download the form via <https://orb.edinburgh.gov.uk/excursions> or request a form from Jordan.Baillie@edinburgh.gov.uk

Contact Jordan.Baillie@edinburgh.gov.uk for support in completing the form.



This is the Council's **expected method** for CEC establishments/services to arrange travel and personal accident insurance.

The cost of cover will be charged to the CEC establishment/service involved.

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, Communities & Families (key contact above). **Use the contact details above to request a form.**

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.

5.1.2.3 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. One scenario may be when a provider has **suitable** and **compulsory** travel and personal accident insurance included within the charge/excursion package.

Section 6 FIRST AID and MEETING HEALTHCARE NEEDS

6.1 FIRST AID – General



At the planning stage, it is sensible to consider what first aid provision will be needed for each excursion.

Group Leaders, Excursions Coordinators and Head of Establishments must use the Council's latest guidance on first aid. This includes guidance for managers, first aid needs assessment and download resources.

Key CEC contacts and website links	
Health and Safety Team advice – first aid	CLICK HERE
Questions about first aid.	healthandsafety@edinburgh.gov.uk For general questions not containing individuals' details, please copy excursions@edinburgh.gov.uk into the email.

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

Suitable training can include (check Health and Safety Guidance for Managers resource):

- **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”.
- **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”.
- **Early Years – Emergency First Aid for Babies and Young Children.**

For most excursions, the EFAW or Early Years qualifications are suitable. However, in remoter situations and/or more hazardous / specialised activities, the leader should have FAW and may require specific first aid training e.g. specialist outdoors first aid. 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 may be offered through the Communities & Families CPD programme as well as training set up by individual establishments.

It is the responsibility of the Head of Establishment to ensure that leaders hold the appropriate level of first aid qualification for the type of excursion they are involved in. It is the responsibility of the Excursions Co-ordinator and Group Leader to check that qualifications have not time-lapsed.

In assessing which is the best qualification, Head of Establishments, 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;
- number of participants; and
- specific or known medical conditions.

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 – Identifying, Treating and Minimising the Risk of Lyme Disease



Lyme disease is a bacterial infection that can be spread to humans by infected ticks. It's usually easier to treat if it's diagnosed early. Lyme disease can often be treated effectively if it's detected early on. But if it's not treated or treatment is delayed, there's a risk you could develop severe and long-lasting symptoms.

Group Leaders of relevant excursions must be familiar with Lyme Disease, and confident with how to reduce risks and identify symptoms. This includes Duke of Edinburgh's Award expeditions. This must be evident in their risk assessment.

Key website link	
NHS Inform:	LINK
Risk assessment advice:	excursions@edinburgh.gov.uk

6.5 FIRST AID – Legal Liability

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.

6.6 MEETING MEDICAL NEEDS / HEALTHCARE PLANNING – Healthcare Information on Participants



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 an individual 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.

Relevant 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.

It is essential that information is received from parents by means of the Key Information and Consent (KIC) forms and other information on any healthcare need which may be of significance. These needs should be identified as soon as reasonably practicable so that appropriate plans and training can be organised. Comprehensive guidance is available via the Council's healthcare planning documents.

Key website link	
CEC Healthcare Planning	LINK

Section 7 EQUAL OPPORTUNITIES AND ADDITIONAL SUPPORT NEEDS

7.1 General

This section (7.1) 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 into 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.

7.2 Participants with Additional Support Needs

Establishments will already be familiar with the nature of a participant's Additional Support 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:

- Is the participant capable of taking part in the activity?
- Can the activity be adapted to enable the participant to participate at a different level?
- Is the participant able to understand and follow instructions?
- 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. Appropriate information should be shared with any activity providers to enable them to make reasonable adjustments.

7.3 Participants with Medical Needs

See [Section 6.6](#).

Section 8 TRAVEL OVERSEAS

Key CEC contact	
International Excursions (Overseas) (Andrew Bagnall)	EMAIL or 0131 551 4368 or 0771 8668 558
International Excursions (Overseas) – submission of forms – EX4 and if applicable - overseasnotice , risk assessments and any other relevant documentation.	EMAIL

8.1 Important Considerations for Overseas Travel



Whilst the Scottish Government promotes the importance of overseas excursions as part of a progressive and planned programme via Curriculum for Excellence guidance and resources, and 'Going Out There', it is important to consider their potential environmental impact, risk to increasing inequality and cost. **Heads of Establishments, Excursions-Coordination and Group Leaders** are therefore expected to follow the considerations identified in [Section 3.2](#) regarding purposeful excursions, reducing inequality linked to the 1 in 5 Poverty Project / securing affordable excursions and working towards the Council's Net Zero Carbon Target and sustainable development.

This is particularly important for overseas excursions, which often provide a smaller number of places and have a higher carbon footprint than UK-based excursions. [Potential concerns will be reported to the Principal Officer, which may involve Senior Leaders.](#)



Heads of Establishments are expected to consult with young people, families, volunteers and staff to audit current excursions linked to these key considerations to help shape future overseas excursions. New resources are being designed and will be tested in Spring 2020. A draft audit tool is being developed and will be released at the end of January 2020. **Engaging stakeholders in reviewing and planning overseas excursions will assist in making appropriate decisions about establishments undertaking overseas excursions, linked to the context of each establishment.**

During Autumn 2019, Edinburgh's Members of the Scottish Youth Parliament (MSYPs) will be directly consulted on the guidance in this Policy relating to reducing inequality and the Council's Net Zero Carbon Target.

Purposeful visits to other countries can provide a fuller understanding of one's place in the world, and can offer a chance to explore the culture, challenges and opportunities that exist away from these shores. The key benefits of educational excursions to other countries are more likely to be achieved by older pupils and young adults.



There must be a clear purpose, which provides significant added value to learning and experiences. Going overseas to undertake experiences like those on offer in the UK, especially when close to Edinburgh, or available via digital platforms is not considered to be purposeful; nor contributing to the net zero carbon target; and not the best use of Council resources. Group Leaders must be able to **justify** an overseas excursion to the Head of Establishment, who in turn must be able to **rationalise** it to Senior Leaders within the Council.

If potential appropriate overseas travel has been audited and approved, it is important that Heads of Establishments, Excursions Coordinators and Group Leaders consider early in the planning stage how to maximise inclusion and reduce inequalities – see [Section 8.1](#). Further advice and support can be provided by contacting the Sport and Outdoor Learning Team or the 1 in 5 Project Team.

Monitoring arrangements of the expectation to include these considerations is included in [Section 3.2.5](#).

8.2 Overseas Travel - General

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 overseas.

There are, however, additional factors that need to be considered not least because legislative requirements may differ from those of the U K.

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 Group 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.



BREXIT: Group Leaders are expected to monitor changes in statutory travel requirements (see link below) right up to the point of departure. **It is not the responsibility of the Sport and Outdoor Learning Team to do this.** Any concerns or questions should be directed to the contact at the start of Section 9.

Key Website	
FCO website:	LINK
Latest Brexit travel advice – Get Ready for Brexit	LINK

8.3 OVERSEAS – Notification, Approval and Responsibilities of Establishments

Prior consent in principle from the Head of Establishment, Excursions Coordinator and CEC via the Sports and Outdoor Learning Team, **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	Optional Overseas Submitted to the Sports and Outdoor Learning Team at the planning stage for initial registration. An	As soon as reasonably practicable. Ideally, this will be around 12 months prior to the excursion. If unsure, Group Leaders

	Notice form Initial Registration	<u>OverseasNotice form is only required in certain circumstances</u> (see 8.1.2)	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 Team.
5	Form EX4single	Submitted to the Sports and Outdoor Learning Team 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 Sport and Outdoor Learning Team.		

8.3.1. Getting Approval (subject to conditions) via EX4 forms

Approval for overseas excursions is only given via the EX4 forms. In certain circumstances, it is recognised that some details of the excursion will not be complete but the establishment wishes to collect deposits or make a deposit payment. In these circumstances, the establishment must liaise with the Key CEC contact and submit an EX4 form with as much detail as possible. The Technical Advisor will then review the EX4 form and has the option to approve with 'specific conditions'. The technical advisor will advise that payments can then be made. **All conditions must be addressed prior to departure.**

Payments must not be made to third parties prior to approval via the EX4 form. Any issues must be discussed with the Sports and Outdoor Learning Team via the contact at the start of Section 9.

8.3.2 When should we use the OverseasNotice form?

OverseasNotice form <u>required</u> :	OverseasNotice form <u>not required</u> :
<ul style="list-style-type: none"> new destination country/countries for the establishment or supervisory staff; any overseas excursions involving adventurous activities; there is a significant departure of programme from previous years; and/or a request by the Head of Establishment/other relevant person for early notification. 	<ul style="list-style-type: none"> excursions to established destination with experienced staff not involving adventurous activities.
If establishments are unsure, they must contact the key CEC person stated at the start of Section 8.	

8.4 OVERSEAS - Planning

Comprehensive planning and preparation are 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:

8.4.1 Purpose

The excursion plan can 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.** [See Section 8.1.](#)

8.4.2 Using a Tour Operator or Specialist Provider



It is recommended to use a suitable tour operator or dedicated / expert 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, which provides an additional layer of reassurance. Group Leaders should make reasonable attempts to evaluate the provider's ability to make reasonable adjustments and actions linked to sustainable development. This is likely to cover modes of travel, accommodation, and working collaboratively with local agencies and people.

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.

8.4.3 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 Team will expect to see this documented in the EX form.**

8.4.4 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.

Before any payments are made to third parties, travel and personal accident insurance should be in place. [See the Insurance Section.](#)

8.4.5 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

8.4.6 Inclusion and Reducing Inequality



Where it is reasonably practicable and approved locally via consultation with staff, young people, and families - all children and young people should be able to access the opportunity to participate in overseas excursions at some point ([see Section 3.2](#)). Group Leaders should be aware of and follow CEC’s equality and inclusion, and reducing inequality arrangements and guidance ([see Key Consideration 3.2.3](#)).

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.

If there are a fixed number of places, then there should be a fair and transparent selection process (places could be fixed by the number of supervisory staff or specialist provider):

- selection process must be approved by the Head of Establishment and parents informed;
- deposits should not be collected before places are confirmed;
- grant funding explored;
- Pupil Equity Funding considered where appropriate;
- if demand exceeds places, consider options for expanding if reasonably practicable; and

- parents with low household incomes must not be disadvantaged by requests for significant deposits to secure a place - they must be given significant time to make small instalments over time.

8.4.7 Insurance

[See the Insurance Section](#). Parents should be made aware of exactly what is and is not covered by insurance.

8.4.8 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.

8.4.9 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 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

8.4.10 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** should be done at all stages of the planning process leading up to departure. Heads of Establishment, Establishment Coordinators and Group Leaders should 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.

8.5 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 excursion 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.

8.6 OVERSEAS - Establishing Ratios

As part of the risk assessment, careful consideration has to be given to establishing supervisory 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 to ensure that adequate levels of supervision will be maintained should any situation arise during the excursion.

In some circumstances, tour operators/specialist providers supply 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.

8.7 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.

8.8 OVERSEAS - Parental Consent

See the '[Consent Section](#)'. Parental consent must be obtained for an overseas excursion. 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.

8.9 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.

8.10 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. Group leaders are expected wherever possible to undertake reasonable adjustments and actions to minimise carbon footprints and maximise sustainable development. For overseas excursions, the following information should also be considered.

Inter-country

Overseas excursions 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:

- carbon footprint and sustainable development;
- 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

8.11 OVERSEAS - Accommodation

Prior to the excursion 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.

8.12 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 Team's Technical Advisers. The OverseasNotice form will help in this regard.

8.13 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.



See [Section 15](#) regarding water purification.

8.14 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.

8.15 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.

8.16 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?

8.17 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(s) have agreed the protocol for communication prior to departure. Research must 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.

8.18 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 KIC 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.).

8.19 OVERSEAS - First Aid and Medical Facilities

[See Section 6](#)

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 and Meeting Healthcare Needs Section](#)'.

It is essential that information is received from parents by means of the KICsingle form and if appropriate KICmed 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 (CHECK BREXIT updates).

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 the KICsingle form and if

appropriate the KIC2med form. In the case of the administration of blood or blood products some participants may have completed the KICbld 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.

8.20 OVERSEAS - Natural Water Swimming Activities

Swimming and paddling in natural waters such as rivers, canals, the sea or lakes 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 Team to confirm the safety of paddling and swimming in natural waters. Unplanned and/or unsupervised paddling and swimming in natural waters such as the sea, lakes, rivers etc. must be avoided and this must be made clear to participants in the planning stage.

8.21 OVERSEAS - 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, including lifeguard provision?
- 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, it is also essential to consider the depth, layout and size of the pool. The swimming ability/competency of participants must be known. The risk assessment process should list the control measures for these factors and identify whether they are adequate to allow the activity to proceed. Establishment supervisory staff with appropriate lifeguard training and qualifications may be appropriate for the establishment's participants only. Swimming during exchange visits should be reviewed carefully.

Unsupervised and unplanned swimming must not be allowed.

Approval must be given initially by the Head of Establishment before being submitted to the Sport and Outdoor Learning Team to approve the use of an unsupervised swimming pool abroad.

8.22 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 their own bedroom that is not part of a passage to other rooms, and access to 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](#).

8.23 Guidance on Hosting Pupils from Overseas with Host Pupils' Families

As part of an exchange programme with a partner school, establishments in Edinburgh may facilitate or coordinate accommodation for young people visiting from overseas. This may involve hosting young people from overseas with the families of the establishment's young people.

In this situation, certain procedures should be considered for the **host family**, the **visitor from overseas** and the **hosting establishment staff member** responsible for coordinating arrangements. Recommended procedures include:

The host establishment staff member should:

- Ensure that host families are suitable and matched with their visitors. This may include aspects such as gender, age, diet, religious belief, special needs etc., how well the host family is known to the host establishment;
- Ensure that host families have suitable accommodation for their visitor;
- Ensure a recorded vetting procedure is in place for host families (see 9.22);
- Provide the host family with relevant dietary and medical information for their visitor;
- Set up a communication system, both routine and emergency. This should include daily contact with the visitor and having a system so that all participants can request staff support should they feel unsafe or have any concerns;
- Set up a supervision plan, including who is responsible for what and when, as well as arrangements for remote supervision 24/7;
- Ensure contingency plans are in place should it be necessary to move a young person at short notice;
- Ensure a programme exists for the duration of the visit and that this is communicated to all parties;
- Ensure any activities that the visitor may participate in have been adequately Risk Assessed, including 'family' activities as well as those in the formal programme.

The host family should:

- Provide their visitor with his/her own bedroom that is not part of a passage to other bedrooms, and a lockable bathroom;
- Be aware in advance of medical / dietary needs of visitor and be able to cater adequately for these;
- Know who to contact if they have any worries or concerns during the visitors stay;
- Know enough about their visitor to ensure they enjoy their stay.

The visitors from overseas should:

- Know where to sleep / dress;
- Be aware of any safety arrangements, e.g. fire safety arrangements, any out-of-bounds areas, any alarmed zones of house;
- Know how to behave ('House rules') where they are staying. These may include: use of alcohol, smoking, drugs, sexual relationships, videos, internet use, curfews, bedtimes etc.;
- Have details of their host family (names, address, phone number) in advance of the visit;
- Have a UK enabled mobile phone and charger with adaptor;
- Know who to contact in an emergency;
- Have an agreed 'safe-word' with their emergency contact (meaning 'I want you to come and get me').

References include:

- Going Out There. Scottish Framework for Safe Practice in Off-site Visits. V2.0. January 2016
- Exchanges and Home Stays. Outdoor Education Adviser's Panel – National Guidance. November 2015
- The protection of Young People in the Context of International Visits – Guidelines for Organisers, Revised Edition 2002, The City of Edinburgh Council Education Department

8.25 Guidance on Vetting Host Families for Hosting Young People from Overseas

Key CEC contact	
International Excursions (Overseas) (Andrew Bagnall)	EMAIL or 0131 551 4368 or 0771 8668 558

PVG checks are not mandatory for Host families; the Protection of Vulnerable Groups (Scotland) Act 2007 (PVG Act) effectively gives organisations a free hand in determining whether or not to require PVG Scheme membership or disclosure records for host parenting activities.

The need for such checks should be determined through a risk-based assessment applied using robust, even-handed and coherent criteria.

It is an offence for an individual to act as a host parent if barred from doing regulated work with children. Organisations are under the same duty to refer individuals who become unsuitable to be host parents as they are in respect of their employees and other workers.

Establishments should:

- apply coherent criteria to all potential host parents in the same way (i.e. not just require checks of only some parents who appear to be less suitable than others);
- identify those criteria in advance and share them with potential host parents;
- consider any advice given by relevant bodies; and
- have regard to how other similar organisations manage similar host parenting activities.

Individuals aged 16 or over living in the same household as the host parent(s) are not eligible for disclosures under the PVG Scheme but are eligible for an enhanced disclosure. In theory, the decision to check these individuals is not contingent upon the decision in respect of checking the host parent(s) but, in practice, there would need to be an extremely strong justification for checking these individuals if the host parent(s) themselves were not required to obtain a disclosure under the PVG Scheme.

Factors that establishments should consider in determining whether to require PVG scheme membership for host parents include:

- the duration of the stay;
- whether the young people have the opportunity to meet responsible adults other than the host parents on a daily basis (i.e. the opportunity to report concerns about the host parent to another responsible adult);
- the views of the “sending” organisation / parents of the young people; and
- the age and vulnerability of the young people being hosted.

Establishments should be careful about assuming that just because an individual has children of their own or has done host parenting before that these factors alone make them suitable to do host parenting.

Further sources of information:

1. The Protection of Vulnerable Groups (Scotland) Act 2007 (PVG Act)
2. Going Out There. Scottish Framework for Safe Practice in Off-site Visits. V2.0. Scottish Government, January 2016
3. Exchanges and Home Stays. Outdoor Education Adviser’s Panel (OEAP) National Guidance. November 2015
[OEAP comprises advisers engaged by Local Authorities, academy trusts and independent schools in England and Wales: OEAP provides guidance on the requirement for Disclosure & Barring (DBS) checks for host families]

Section 9 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.

Primary aged-young people: possession and use of mobile phones by **primary aged** young people whilst on excursions is **not normally 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 10 EMERGENCY AND/OR INCIDENT PROCEDURES

10.1 EMERGENCY AND/OR INCIDENT PROCEDURES - General

Serious incidents during excursions are extremely rare. Occasionally, incidents 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.

10.2 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 their 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.

10.3 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.

10.4 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.

10.5 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 11 ADVENTUROUS ACTIVITIES

11.1 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 in so far 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 Sport and Outdoor Learning Team.

11.2 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);
 - **Trampoline parks** (subject to review in Autumn 2018); and
 - **Quarries and old mine workings** (particularly hazardous environments demanding very careful preparation).

11.3 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 Sport and Outdoor Learning Team.

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 Sport and Outdoor Learning Team 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 Sport and Outdoor Learning Team.

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 Communities 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 Team.

11.4 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.

11.5 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 Team. 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 Team 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 Team.

11.6 ADVENTUROUS ACTIVITIES – Communities 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 **EX4 single or multi** should be submitted to the Sports and Outdoor Learning Team for approval and registration at least three weeks before the planned expedition.

11.7 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 12 CURRICULAR SWIMMING

12.1 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.

12.2 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 Team 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 Team.

12.3 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.](#)

12.4 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.

12.5 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 Team.

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.

12.6 CURRICULAR SWIMMING - Advice and Training for Staff

Advice is available, if required, through the Sports and Outdoor Learning Team on all aspects of first-aid, life-saving and teaching of swimming. In-service training can be arranged, where necessary.

Section 13 CYCLE TRAINING (Bikeability)

13.1 CYCLE TRAINING (Bikeability) - General

Further guidance is available below. 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](#).

Key Website Links	
CEC – cycling (general training and safety)	LINK
Cycle training in schools:	LINK

Section 14 FARM VISITS

14.1 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 15 WATER PURIFICATION (expeditions)



See Section 18 (Appendices) for additional and essential guidance on water provision and for group leaders considering water purification for expeditions. There is clear guidance on when this is permitted and a risk assessment provided, which must be adapted for specific contexts.

Section 16 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 currently classed as Category 4 excursions.**

Section 17 MONITORING AND EVALUATION

17.1 GENERAL

CEC is required to monitor the work of employees and the implementation of this Policy. The Sport and Outdoor Learning Team, 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, including [Section 3.2](#);
- 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 Sport and Outdoor Learning Team will focus on monitoring and approving Categories 3 and 4 excursions via examining EXs/OverseasNotice and related documentation; risk assessments; other supporting documentation, feedback evaluation forms, general feedback from training/correspondence and monitoring visits. The Sport and Outdoor Learning Team **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 EXs and OverseasNotice forms for Categories 3 and 4 excursions. Head of Establishments and Excursions Coordinators should contact the Sports and Outdoor Learning Team for any specific technical advice, monitoring support or general advice.

17.2 MONITORING AND EVALUATION VISITS

Monitoring should include an element of field observation:

- 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 Sport and Outdoor Learning Team will normally observe Categories 3 and 4 excursions.

Also see [Section 2 Monitoring Section](#).

17.3 FEEDBACK – including CEC EVALUATION FORM (Categories 3 and 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 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 18 ONSITE SLEEPOVERS (Schools)



Onsite school sleepovers are now within-scope of this Policy. They are classed as Category 4 (overnight). Establishments considering or planning an onsite school sleepover must use the **EX4sleepover** form (Appendix2c), available via the Orb and our website (see [Contacts](#)).

This contains resources and helpful contacts, including a School Lets booking form, and risk assessment guidance and templates. The **Head of Establishment, Excursions Coordinator** and potential **Group Leader** must review the form, risk assessment and guidance **well in advance** before confirming to proceed with planning. There are some essential steps to complete before final approval can be granted. The **Group Leader** must be a member of the **Senior Leadership Team**. As this is a Category 4 excursion, final approval is required by the Sport and Outdoor Learning Team via the **EX4sleepover**.

Purposeful onsite sleepovers as part of a planned and progressive programme of excursions can provide a valuable experience. They tend to be low cost and may support the Council's net zero carbon target by minimising the need to travel. They are not a replacement for high quality residential stays, yet may have a place as part of a progressive approach to overnight provision.

Non-school establishments must register their interest via the contact below.

Key Contact	
Andrew Bradshaw Principal Officer – Outdoor Learning	Andrew.Bradshaw@edinburgh.gov.uk

Section 19 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)	EX3single	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)	EX3multi	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)	EX4single	For single excursions (Category 4).	Standalone/single Category 4 excursion including overseas excursions.
Appendix 2 (b)	Category 4 Approval Form (multiple/programme)	EX4multi	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 2 (c)	Category 4 Approval Form (onsite sleepover)	EX4sleepover	For onsite at CEC property.	Onsite sleepovers held on CEC property.
Appendix 3 (a)	Key Information and Consent Form (Annual)	KICannual	Annual KIC 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 (b)	Key Information and Consent Form (Single)	KICsingle	For Categories 3 and 4 excursions except for visits to CEC centres.	Normally for categories 3 and 4 excursions to gain consent and provide medical information.
Appendix 3 (c)	Key Information and Consent Form (Centres)	KICcentres	For excursions to CEC centres (Categories 3 and 4).	Normally for categories 3 and 4 excursions to gain consent and provide medical information.

Appendix 3 (d)	Key Information and Consent Form (Supervisory Adult)	KICadult_SUPERVISORY_ADULT	For supervisory adults attending Categories 3 and 4 excursions.	For Categories 3 and 4.
Appendix 3 (e)	Key Information and Consent Form (Adult Participant)	KICadult_PARTICIPANT_ADULT	Used to collect key information for adult participants (not supervisory adults).	Mainly reserved mainly for the Adult Learning Team and the Discover! Holiday Programme.
Appendix 3 (e)	Medical Consent with Exception of Blood Transfusion	KICbld	Medical consent with the exception of the administration of blood or blood products.	If parents have not given consent in KICannual or KICsingle for blood transfusions.
Appendix 3 (f)	Medication and Medical Treatment Record	KICmed	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)	Excursions Privacy Notice			
Appendix 5	Overseas Initial Notification and Approval Form	Overseas Notice	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.			
Appendix 9 (b)	Water provision (DofE expeditions or similar) – risk assessment guidance.			
Appendix 10 (a)	Trampoline Parks – JumpStation – risk assessment. CLOSED. DO NOT USE.			
Appendix 10 (b)	Trampoline Parks – JumpStation – risk assessment guidance. CLOSED. DO NOT USE.			
Appendix 10 (c)	Trampoline Parks – Ryze – risk assessment.			
Appendix 10 (d)	Trampoline Parks – Ryze – risk assessment guidance.			
Appendix 10 (e)	Trampoline Parks – Gravity – risk assessment.			
Appendix 10 (f)	Trampoline Parks –Gravity– risk assessment guidance.			
Appendix 10 (g)	Trampoline Parks – JumpIn (Musselburgh) – risk assessment.			
Appendix 10 (h)	Trampoline Parks – JumpIn (Musselburgh) – risk assessment guidance.			
Appendix 11	Guidance on Sponsored Walks			
Appendix 12	Skincare – Skin Safety			

**Appendix
13**

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](#).



Staff Travelling and Working Overseas Policy

The City of Edinburgh Council: Schools and Lifelong Learning

Travelling and Working Abroad Policy Guidance and Procedure for all
Schools and Lifelong Learning Staff

Original Implementation Date: 01 January 2018

Control Schedule

Senior Responsible Officer	Andrew Bradshaw
Authors	Andrew Bagnall and Andrew Bradshaw Sport and Outdoor Learning Team
Scheduled for Review	August 2020

Version	Date	Authors	Comment
0.1	01 January 2018	Andrew Bagnall and Bradshaw	New policy and approval form.
0.2	01 August 2018	Andrew Bagnall and Bradshaw	Updates to web links.
0.3	12 November 2018	Andrew Bagnall and Bradshaw	3-month deadline for submitting forms added (a few exceptions apply),
0.4	01 January 2020	Andrew Bagnall and Bradshaw	Supersedes previous version.

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.

LINKS MAY ONLY WORK WITH THE CHROME BROWSER. IF THIS IS THE CASE, RIGHT-CLICK ON THE LINK, CHOOSE 'COPY LINK' AND THEN PASTE INTO THE CHROME BROWSER.

This Policy **must be used alongside** the latest Business Travel Guidance:

Key Orb link:
Business Travel Guidance (The Orb)

This Policy **must also be used alongside** the resources in the appendices (some are accessed separately via The Orb):

Appendix 1	Summary flowchart explaining the approval process. Use the link above to access this resource.
Appendix 2	
Appendix 3	Checklist. This is an embedded document within Appendix 3. A completed checklist must be submitted along with the Proposal Form (Appendix 3). Use the link above to access this resource.
Appendix 4	Proposal Form: Travel_Work_Overseas_Form_WTO_v1 Use the link above to access this resource.
Appendix 5	CEC Health and Safety Risk Assessment Form link . (MUST BE SUBMITTED WITH PROPOSAL FORM)
Appendix 6	SurveyMonkey link to feedback form for travel and work overseas.
Appendix 7	Travel Tips.
Appendix 8	Summary report template. Must be completed after employee's travel. One report per employee. Template available via Working Overseas page (The Orb) .

The latest digital version of this Policy and Appendices are available from:

Working Overseas page (The Orb)

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

KEY AMMENDMENTS AND NEW INFORMATION

Must not be read and used in isolation. Use the links to locate each section.



These labels identify updated and new guidance throughout the Policy.

Key Amendments or New Information	Links
UPDATED: Links have been updated for the new Orb.	
NEW: Lessons Learnt Summary (useful updates based on recent reporting).	LINK
 NEW and IMPORTANT: Section 1.1 and Appendix 2 – Is it appropriate to travel and work overseas? MUST BE READ BEFORE COMPLETING APPENDIX 2.	LINK
IMPORTANT: Section 1.2.1 Late submissions with no reasonable excuse may NOT BE APPROVED.	LINK
NEW: Reducing carbon footprints and sustainable development.	LINK
NEW: Brexit.	LINK
UPDATED: Approval Process – inclusion of Appendix 2.	LINK
UPDATED: Roles and responsibilities.	LINK
UPDATED: Transport.	LINK
NEW: Section 19 – working with third parties.	LINK
UPDATED: Proposal form updated (Appendix 4).	LINK
NEW: Summary Report (Appendix 8).	LINK

LESSONS LEARNT

Last updated: November 2019



- Late submission of forms resulted in significant issues.
- Not checking third party insurance requirements put travel at significant risk.

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1. INTRODUCTION

All travel and work overseas must be considered and approved via the procedures set out in this Policy.

1.1 Is it Appropriate to Travel and Work Overseas?



The need to travel and work overseas must be carefully evaluated and stand scrutiny. There must be a **substantial justification** for travel, resulting in **significant** and **sustained** impact, or an **exceptional circumstance** linked to an **urgent** and **significant matter** that cannot be resolved using technology (phone or Skype for example).

It is the initial responsibility of the Council employee and their line manager to consider overseas travel and work and if there is a proposal then they must be able to justify their decision based on the information below and the questions in **Appendix 2**. Senior Schools and Lifelong Learning Staff, and the Sport and Outdoor Learning Team will use the key considerations below and **Appendix 2** to evaluate any proposal.

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.

The Council is committed to reaching a net zero carbon target by 2030, with a hard target of 2037.

Key considerations:

- purpose linked to school, service, and / or Council priorities (evident in improvement plans and PRD where relevant);
- total cost, including backfilling absence, and how this is met;
- safety and security;
- distance to be travelled;
- carbon footprint and sustainable development;
- impact on school or service during absence;
- on return, intended improvement impact on service delivery and outcomes (significant and sustained);
- number of Council personnel undertaking the proposed travel and work overseas;
- opportunity for fewer Council personnel travelling and then disseminating key information and good practice;
- availability of existing good practice and opportunities locally, within Scotland and the UK, thus avoiding the need to travel overseas;
- similar visits by Council personnel, and/or others within existing partnerships resulting in unnecessary duplication;
- use of technology e.g. Skype to remove the need to travel; and
- duration of activity compared with travel time.

Situations where travel may be inappropriate is when there is significant evidence of:

- high risks to safety and security;
- short duration of activity;
- substantial costs to the Council;
- detrimental impact on school, service, and / or Council during absence;
- planned outcomes which are not significant nor intended to be sustained linked to individual, school, service, and / or Council priorities that cannot be documented nor scrutinised;
- planned outcomes which cannot be documented nor scrutinised;
- similar outcomes achieved on past visits or via reciprocal visits by a group overseas visiting Edinburgh;
- unnecessary number of Council personnel attending (unnecessary duplication);
- repeated travel by the same person within 5 years to the same or similar venue, participating in similar provision with no progression (unnecessary duplication); and
- alternative ways to achieve similar outcomes and access existing good practice and support via (i) others within the school/service who have attended the same or similar venue/provision, (ii) others locally, (iii) others within Scotland or even the UK, and (iv) technology such as Skype.



Staff and their line managers **must** consider the points above and use the key questions in Appendix 2 to assist in determining if travel and work overseas is appropriate. These are also included in the proposal form (Appendix 4).

1.2 If Proposing to Travel and Work Overseas...

1.2.1 Deadlines



The documentation and supporting evidence should be sent **as soon as reasonably practicable** and **normally 3 months prior to departure**.

There will be a few exceptions to this timescale due to **short notice** travel and working overseas.

IMPORTANT: Late submissions, leaving little or not time to implement advice or conditions, may result in the travel and work **NOT BEING APPROVED**. If specific information is not available, applicants must contact the Sport and Outdoor Learning Team for advice.

IMPORTANT: Formal agreements **MUST NOT** be signed, nor any payments made until formal approval, as outlined in this Policy, has been provided. Failure to comply with this requirement will result in employees being reported to Senior Schools and Lifelong Learning staff.

1.2.2 Health and Safety

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.

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.

1.2.3 Reducing Carbon Footprints and Improving Sustainable Development

Whilst on Council Business, employees must be committed to minimising their carbon footprint and maximising sustainable development by undertaking reasonable adjustments and actions wherever possible during the planning phase to secure safe and appropriate sustainable travel and working. The Council is committed to working towards a net zero carbon target by 2030, with a hard target of 2037. This may include:

- liaising with partner third parties who are responsible for organising the travel and working to ensure sustainable solutions are possible and found;
- liaising with others to maximise safe group travel – active travel or public transport; and
- getting advice from colleagues in the Council, Council service providers e.g. relating to business travel, and third parties with experience of travelling and working at the destination.

Key CEC contacts and Orb website links:	
Council's Sustainability Approach Committee Report (May 2019):	LINK
Road map for a net zero carbon Edinburgh by 2030 published:	LINK
General Council guidance on travelling sustainably (Orb):	LINK
Fuel efficient driving (Orb):	LINK
Key contact:	sustainability@edinburgh.gov.uk

1.2.4 BREXIT



BREXIT: employees are expected to monitor changes in statutory travel requirements (see link below) right up to the point of departure and during any travel. **It is not the responsibility of the Sport and Outdoor Learning Team to do this.** Any concerns or questions should be directed to the [Sport and Outdoor Learning Team](#).

Key Websites:	
FCO website:	LINK
Latest Brexit travel advice – Get Ready for Brexit	LINK

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;
- sustainable development options are secured whenever reasonably practicable; 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 / Key Area:	Orb Link:
Conduct and Related Policies and Guidance:	LINK
Equalities:	LINK
Health and Safety:	LINK
HR Information and Policies:	LINK
HR Directory of policies, procedures and forms:	LINK
Travel and Transport:	LINK
Insurance Services:	LINK

3. THE CITY OF EDINBURGH HEALTH AND SAFETY POLICY STATEMENT

Key contact:
healthandsafety@edinburgh.gov.uk

Key Orb link:

LINK

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:

LINK

Residential units:

LINK

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, subject to the conditions and questions in [Section 1.1](#), 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 4](#)) for consideration.

The employee and their authorised line manager must have worked through [Appendix 2](#) and the checklist ([Appendix 3](#) – an embedded document in [Appendix 4](#)) prior to submitting the Proposal Form to the Sport and Outdoor Learning Team. **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** ([Appendix 4](#)).

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 Sport and Outdoor Learning Team?



With reference to Appendix 1, the following documentation must be sent to the Sport and Outdoor Learning Team:

Appendix 2	Completed questions – is it appropriate to travel and work overseas (an embedded document in Appendix 4)?
Appendix 3	Completed Checklist (an embedded document in Appendix 4).
Appendix 4	Completed Proposal Form: Travel_Work_Overseas_Form
Appendix 5 (link)	Completed CEC Health and Safety Risk Assessment Form.
Other	Any other relevant documentation to support the proposal.

The documentation and supporting evidence should be sent as soon as reasonably practicable and normally before 3 months prior to departure.

There will be a few exceptions to this timescale due to **short notice** travel and working overseas.

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 Sport and Outdoor Learning Team 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:
Using the resources in this Policy to evaluate whether it is appropriate to travel and work overseas;
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);
Planning overseas travel and work to minimise their carbon footprint, including liaising with third parties to maximise sustainable development;
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;
Complete a Summary Report (Appendix 8) on return and submit to the Sport and Outdoor Learning Team;
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 Sport and Outdoor Learning Team for further advice.

Line Managers are responsible for:

Using the resources in this Policy to evaluate whether it is appropriate for the employee to travel and work overseas;

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:

Using the resources in this Policy to evaluate whether it is appropriate for the employee to travel and work overseas;

Assessing 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.

Sport and Outdoor Learning Team 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

Assessing 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. More information about the cover, features, benefits, limitations and exclusions is available via the Insurance Team.

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. Contact HR via askHR if there any doubts or additional questions.

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. Expenditure on alcohol is not approved. 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. Cash advances, including local currency, can be arranged but must be sorted well in advance. These must be reconciled on return with full receipts even if the conditions of an external grant do not require receipts.

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:	LINK
HR Directory of policies, procedures and forms	LINK

11.1 Grant Payment

Any grants must be paid into the Council's bank account and never into a personal account. The grant will be paid into the cost centre the applicant gives to their finance officer or business manager.

Key Contact:
Get the Council's bank account details from Jordan Baillie Jordan.Baillie@edinburgh.gov.uk .

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 Sport 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:	
Risk Assessment:	LINK

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	LINK

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.

Wherever possible, employees should undertake reasonable adjustments and actions to maximise sustainable development, including reducing their carbon footprint.

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:	LINK
Business myTravel Service:	LINK

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. This normally supports sustainable development.

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 should make reasonable attempts to source vehicles that are safe and support sustainable development.

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:	
Council Driver Permits:	LINK

Sustainability key CEC contacts and Orb website links:	
Council's Sustainability Approach Committee Report (May 2019):	LINK
Road map for a net zero carbon Edinburgh by 2030 published:	LINK
General Council guidance on travelling sustainably (Orb):	LINK
Fuel efficient driving (Orb):	LINK
Key contact:	sustainability@edinburgh.gov.uk

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 LINK

17. 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

18. 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 incident:	LINK

19. WORKING IN PARTNERSHIP WITH THIRD PARTIES



Opportunities for travelling and working overseas provided by third parties must be carefully researched. This may involve checking with the Sport and Outdoor Learning Team and people who have used the third party previously. Some key checks, but not limited to third party:

- values, mission statements and aims (compatibility with the Council's equivalent);
- agreements, waivers and disclaimers ([see next section](#));
- insurance arrangements via third parties;
- commitment to safety and security;
- significant incident support;
- sustainable development commitments and credentials;
- code of conduct;
- cancellation arrangements and conditions;
- expected working times and hours,
- travel arrangements;
- accommodation;
- follow-up report requirements; and
- grant/funding conditions.

If employees or line managers are in any doubt, they must consult relevant Council persons. It is not the responsibility of the Sport and Outdoor Learning Team to check.

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 Sport and Outdoor Learning Team. If CEC legal advice is required by the Sport and Outdoor Learning Team, any chargeable activity by the CEC Legal Team will be allocated to the project expenditure. The Sport and Outdoor Learning Team **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_v1.

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 Sport and Outdoor Learning Team 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 Team via the link to the feedback survey (Appendix 6).

APPENDIX 1 - Flowchart

Summary flowchart explaining the approval process. Accessible via The Orb: [Working Overseas page \(The Orb\)](#).

APPENDIX 2 – Key Questions – IS IT APPROPRIATE TO TRAVEL and WORK OVERSEAS?

This is an embedded document within Appendix 4. A completed Appendix 2 must be submitted along with the Proposal Form (Appendix 4). Accessible via The Orb: [Working Overseas page \(The Orb\)](#).

APPENDIX 3 – Checklist

This is an embedded document within Appendix 4. A completed checklist must be submitted along with the Proposal Form (Appendix 4). Accessible via The Orb: [Working Overseas page \(The Orb\)](#).

APPENDIX 4 – Proposal Form

Proposal Form: Travel_Work_Overseas_Form. Accessible via The Orb: [Working Overseas page \(The Orb\)](#).

APPENDIX 5 – Risk Assessment Template Link

Use the Health and Safety Team's template:

[LINK](#)

APPENDIX 6 – Evaluation Link

SurveyMonkey [link](#) to feedback form for travel and work overseas:

<https://www.surveymonkey.co.uk/r/J3FRHCB>

APPENDIX 7 – Travel Tips

TRAVEL TIPS

To help minimise risks and issues see below some examples of simple precautions that can be taken whilst travelling;

A. 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).

B. 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.

Hotel. 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.

Taxi. 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.

C. 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 on the emergency number given.
- Keep the Council informed through your Line Manager about any difficult situations you may be experiencing.

D. 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.

APPENDIX 8 – Summary Report Template



Must be completed after employee's travel. One report per employee.
Template available via [Working Overseas page \(The Orb\)](#).

Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

Communities and Families Policy and Guidance on Sponsorship

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the updated policy and guidance on sponsorship in Communities and Families.

Alistair Gaw

Executive Director for Communities and Families

Contact: David Maguire, Principal Officer – Engagement and Involvement

E-mail: david.maguire@edinburgh.gov.uk | Tel: 0131 529 2132

Report

2. Executive Summary

- 2.1 In March 2017, the Education, Children and Families Committee approved policy and guidance in relation to sponsorship involving schools and other lifelong learning establishments. Committee asked for the policy to be reviewed the following year.

3. Background

- 3.1 The Committee asked for policy and procedures to be reviewed following a motion in May 2016 by Councillor Main on commercial sponsorship aimed at school pupils. Officers were requested to 'review policy and procedures on sponsorship targeted at primary and secondary school pupils through events, visits and partnership working.'
- 3.2 An update report came to Committee in December 2016 and the policy and guidance was agreed in March 2017.

4. Main report

- 4.1 The policy and guidance has been updated to take account of the Council-wide Policy on Advertising and Sponsorship which was agreed at the Policy and Sustainability Committee on 6 August 2019.
- 4.2 The policy and guidance has also been updated in response to feedback which has been sought from head teachers and colleagues. A new definition of sponsorship has been included along with a table setting out opportunities/benefits and risks in relation to sponsorship in educational establishments. Where appropriate, reference is made to the Council-wide policy.
- 4.3 The principles, roles and responsibilities and the checklist for head teachers are largely unchanged.

5. Next Steps

- 5.1 The updated policy and guidance will be circulated to head teachers and available on the Orb.

6. Financial impact

- 6.1 There are no immediate financial impacts associated with this report.

7. Stakeholder/Community Impact

- 7.1 Consultation with head teachers and Parent Council chairs took place in relation to the policy.

8. Background reading/external references

- 8.1 [Policy and Procedure on Events Targeted at School Pupils. Education, Children and Families Committee 13 December 2016](#)
- 8.2 [Communities and Families Policy and Guidance on Sponsorship. Education, Children and Families Committee March 2017](#)
- 8.3 [Policy on Advertising and Sponsorship, Policy and Sustainability Committee 6 August 2019](#)

9. Appendices

- 9.1 Appendix 1 Communities and Families Sponsorship Policy and Guidance

Communities and Families Department Sponsorship Policy and Guidance

Implementation date:

Control schedule:

Approved by	Education, Children and Families Committee
Approval date	
Senior Responsible Officer	Andy Gray, Head of Schools and Lifelong Learning
Author	
Scheduled for review	

Version control

Version	Date	Author	Comment
0.1	06.02.2017	Sheila Paton	
0.2	27.02.2017	Sheila Paton	
0.5	07.11.2019	David McGuire	

Committee decisions affecting this policy

	Committee	Link to report	Link to minute
13.12.2016	E,C and F	Report	Minute

Sponsorship Policy and Guidance

Policy statement

- 1.1 Communities and Families supports appropriate well managed sponsorships which contribute to achieving our objectives.

Scope

- 2.1 For the purposes of this policy, the term ‘service’ applies to either the whole or part of the City of Edinburgh Council Communities and Families Department, Schools and Lifelong Learning and can mean an individual school, early learning and childcare centre or other educational establishment. This guidance should be read alongside the Council’s Policy on Advertising and Sponsorship (as agreed at the Policy and Sustainability Committee on 6 August 2019).

Definitions

What is sponsorship?

- 3.1 The International Chamber of Commerce defines sponsorship as: *‘Any communication by which a sponsor, for the mutual benefit of sponsor and sponsored party, contractually provides financing or other support in order to establish a positive association between the sponsor’s image, brands, products or services and a sponsored event, activity, organisation or individual.’*
- 3.2 The policy and guidance start from the premise that commercial sponsorship can be a positive opportunity for schools. If it is well managed, it can bring in new resources. However, sponsorship also comes with risks which should be understood and minimised as far as possible from the outset. The table below sets out some of the opportunities and risks associated with sponsorship in educational establishments:

Opportunities / Benefits		Risks
Schools and other educational establishments	Additional and / or better resources in schools Develop links with local employers / businesses	Conflicting messages (for example, on healthy eating) Negative publicity / media coverage

		Hidden Costs Restricted choice of resources Effect on existing suppliers / contracts
Pupils, Parents and Carers	Additional and / or better resources in schools Enhanced understanding of business / world of work	Potential influence over customers behaviour Receiving conflicting messages
Sponsors	Customer loyalty (and potentially increased sales) Ability to access pupils directly and parents indirectly Enhanced reputation / image	Negative publicity / media coverage

Are there types of business that would make unsuitable partners?

3.3 Sponsorship should not be accepted from any organisation with any links to activities, products or business that may conflict with the Council’s moral or ethical standards. It is not possible to provide a comprehensive guide as to what would not be acceptable but a cautious and common-sense approach should be adopted and guidance should be sought from a line manager before accepting sponsorship if there are any concerns. Examples of sponsorship that would be likely to be of concern would be sponsorships that promote a brand of alcohol, a political party, a company involved in animal testing or environmentally damaging activities.

Who can decide to accept sponsorship?

3.4 A Head Teacher can decide whether to accept sponsorship, but they must engage with the school’s Parent and Pupil Councils prior to making the decision. If the amount (or the equivalent value) of sponsorship from one sponsor exceeds £5,000 in any one year then prior approval is required from a senior education manager. Any sponsorship agreement which is likely to be contentious should also be discussed with a senior education manager.

The Advertising and Sponsorship Policy sets out governance arrangements for accepting sponsorship proposals which include consulting with the following relevant specialist teams: Commercial and Procurement Services;

What can sponsorship money be used for?

- 3.5 Sponsorship should not be used for essential items for what are considered to be core curriculum activities that would normally be funded from the school's budget. Sponsorship should be used for items or activities that enhance the normal learning experience of pupils.

Transparency

- 3.6 Head Teachers should make it clear to parents in advance any time an event or other activity is sponsored. This includes arrangements where the school may benefit if the parents purchase a product promoted through the school.

Sponsored events not organised by the school

- 3.7 If the school is participating in an event organised by an outside company the Head Teacher should make reasonable inquiries to ascertain who is sponsoring the event and, where possible, advise parents of this in advance. Where possible, any relevant website relating to the event should be mentioned in a permission letter for the pupil's participation in the event to allow a parent to check the position regarding sponsorship.

Parents' right to withdraw pupils from sponsored events

- 3.8 Individual parents/pupils may have personal beliefs or reasons for objecting to particular companies that may be sponsoring events. Parents have the right to withdraw their child from a sponsored event or activity.

Policy content

Principles

- 4.1 Sponsorship should only be accepted from suitable partners.
- 4.2 Sponsorship should be accepted only after engagement with the school's Parent and Pupil Councils.
- 4.3 A parent has a right to withdraw their child from a sponsored event.
- 4.4 Sponsorship should only be accepted if the benefits to pupils outweigh the costs.
- 4.5 Any sponsorship of more than £5,000 or which is likely to prove contentious should be approved by a senior education manager.

Implementation

- 5.1 Education, Children and Families Committee approval sought 10 December 2019.

Roles and responsibilities

What is the role of Head Teachers and Service Managers?

- 6.1 Head Teachers can seek appropriate sponsorship opportunities. They should engage with their users, staff, Parent and Pupil Councils and representative bodies in respect of sponsorship opportunities.
- 6.2 Head Teachers and Service Managers will liaise with the Department and specialist Council teams as appropriate (see 3.5).
- 6.3 Head Teachers and Service Managers will promote the activities they manage to the business world as appropriate and in keeping with their service development plans.
- 6.4 Head Teachers and Service Managers will develop and deliver sponsorship opportunities at a local level where they offer best value to their users and in keeping with their service development plans.

How is the service accountable for sponsorship?

- 6.5 Communities and Families is accountable for the development of policy and good practice. It is responsible for the implementation of this policy and for all sponsorship activity at service wide level.
- 6.6 Head Teachers and Service Managers are accountable to their users for the delivery of their service by the maintenance of proper records and for the

stewardship of their resources in the usual manner, for example, in consultation with Parent Councils. They will be responsible for the implementation of this policy and for all sponsorship activity within their establishments.

- 6.7 Head Teachers and Service Managers will seek the endorsement of the Department for any sponsorship agreement which may be contentious, or which exceeds £5,000 in value.

Good Practice Guidelines

- 6.8 Integral to this policy is the provision of good practice guidelines. These guidelines are provided in the format of checklists.
- 6.9 It is important to note that the checklists cover the full range of activities required in developing a variety of sponsorship agreements. Not every criterion or question will be appropriate for every project. However, all questions should be considered and used as an opportunity to test whether a project meets the identified needs – and at the same time is sponsorable. If the project matches the appropriate criteria, Head Teachers and Service Managers can be confident that the project meets good practice guidelines. If there is any doubt, advice is available from the Department.

Support

- 6.10 Communities and Families is aware that those with responsibility for raising and managing sponsorships, in particular Head Teachers and Service Managers, will require support. Advice and support can be sought from Council specialist teams including Commercial and Procurement Services, Communications, Legal Services, and Property and Facilities Management.

Related documents

- 7.1 [Policy and Procedures on Sponsorship of Events Targeted at School Pupils](#). Education, Children and Families Committee 13 December 2016
- 7.2 [Communities and Families Policy and Guidance on Sponsorship](#) Education, Children and Families Committee 7 March 2017
- 7.3 [Sponsorship Checklist \(appendix 1\)](#)
- 7.4 [Anti-Bribery Policy](#)
- 7.5 [Policy on Advertising and Sponsorship](#). Policy and Sustainability Committee 6 August 2019

Equalities impact

- 8.1 There are no known equalities impacts associated with this policy.

Sustainability impact

9.1 There are no known sustainability impacts associated with this policy.

Risk assessment

10.1 This policy and guidance sets out to manage the opportunities and risks in relation to sponsorship.

Review

11.1 Review after five years.

Communities and Families Sponsorship Checklist

School/establishment name:

Head Teacher:

Date:

	Yes/No	Notes
Is this sponsorship in accordance with the service's sponsorship policy and guidance?		
Is the sponsorship in writing?		
Has engagement taken place with your Pupil Council?		
Has engagement taken place with your Parent Council and/or the Department about how appropriate this		
Does the activity promote equity?		
Does it add value to the service you deliver to your users?		
Is the activity relevant to the ages/abilities of your users?		
Does it avoid encouragement to buy branded products?		
Does it avoid merchandising or promotional material?		
Have you considered ways in which a business could benefit from sponsoring this activity?		
Is the activity realistically likely to generate much interest from the press or the broadcast media?		
As well as considering positive publicity, could the sponsorship possibly lead to negative coverage?		
Are you sure none of the sponsor's activities are in conflict with Council policy?		
Are you sure they don't contravene current ethical/moral standards?		
Are you being expected to promote the sponsor? If yes, in what way?		
Did you need to discuss this with a Senior Education Manager or relevant specialist teams? If yes, provide details		

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Education, Children & Families Committee

10.00am, Tuesday, 10th December 2019

Pricing policy – community access to secondary schools and outdoor learning

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve an additional non-core hour charge of between £10 per hour and £50 per hour for community access to secondary schools' subject to ratification by the Council as part of setting the Council's 2020/23 budget. The charge to become effective from 1st April 2020.
 - 1.1.2 Approve 20/21 and 21/22 Outdoor Learning residential prices for school residential and commercial users subject to ratification by the Council as part of setting the Council's 2020/23 budget.
 - 1.1.3 To note that Council approval is required for the delegation of authority for Outdoor Learning pricing to be varied based on demand and agree that the Chief Executive includes this when he next reports to Council on the Scheme of Delegation to Officers.

Alistair Gaw

Executive Director, Communities and Families

Contact: David Bruce, Senior Education Manager

E-mail: david.bruce2@edinburgh.gov.uk | Tel: 0131 469 3795

Report

Pricing policy – community access to secondary schools and outdoor learning

2. Executive Summary

- 2.1 This report asks for approval to introduce an additional charge for use of secondary schools outside of core hours, approve the proposed fees for Outdoor Learning and support the delegation of powers for the Outdoor Learning service to vary agreed fees to reflect demand at the Outdoor Centres (Benmore and Lagganlia).

3. Background

- 3.1 The principle of an additional charge for community use of secondary schools outside of core hours was approved by Education, Children and Families Committee on 14 August 2019. This report is required to approve the variable amount that would be charged to customers.
- 3.2 The Outdoor Residential Centres, Benmore and Lagganlia, are operated by the Sport and Outdoor Learning Unit. As a trading service, the Outdoor Centres are proposing a fee structure, with the flexibility to vary fees under certain specific circumstances, to support participation in core educational provision linked to reducing inequality (school residential); balanced with maximising income generation particularly in non-core commercial operations which is then invested into the core provision. This report provides detail on this rationale.

4. Main report

Community access to secondary schools

- 4.1 As detailed in the report to Education, Children and Families Committee on the 16 August 2019, the revised opening hours framework for access to secondary school sport facilities has accommodated all existing users within this. There is also significant capacity within these hours for new customers. Any request for access out with the opening hour framework will result in additional costs to the Council and it is unlikely that the income from these lets will cover the costs. Allowing lets

outside of the opening hour framework would likely increase the budget pressure on the project. Although this would only be for new let requests, who would be encouraged in the first instance to take a let within the opening hour framework, there could be an instance where the customer only wants access out with the framework. For such cases it would be appropriate to include an additional charge as part of the fee to ensure that the Council is not further subsidising this access.

- 4.2 Education, Children and Families Committee approved the introduction of an additional charge for non-core hour bookings on the 16 August 2019, but the report did not state the amount of the charge.
- 4.3 The recommendation is that this is a variable amount between £10 per hour and £50 per hour. The amount would be varied to keep the costs as low as possible for the customer. The charge would be shared between the number of users in the school during the non-core hours, therefore the more customers in the building the lower the charge would be.
- 4.4 If only one user is in the building the additional charge would be £50 per hour. Two users would result in £25 per hour per user charge and so on.
- 4.5 For the avoidance of doubt, this charge would be applied to sport and non-sport bookings in secondary schools. The core hour opening framework in place for sport bookings in secondary schools also applies to non-sport bookings.

Outdoor Centres

- 4.6 The Outdoor Learning Team requests approval for the fees as set out in Appendices 1 and 2. The service requests permission to vary fees for core educational provision and commercial activities within agreed parameters as set out below. The fees proposed seek to (i) support participation in core educational provision linked to reducing inequality (school residential); (ii) remain competitive within the school residential marketplace; and (iii) be responsive within a highly competitive marketplace for commercial/non-core activity, such as self-catering.
- 4.7 Outdoor Centres – Core Educational Provision:
 - 4.7.1 The Outdoor Learning Team seek approval on 2020/2021 and advance approval on 2021/2022 core educational residential pricing. This provides schools and families enough time to plan and budget. The City of Edinburgh Council (Council) schools can engage with the Outdoor Learning Team to gain advice regarding funding residential.
 - 4.7.2 Core educational residential fees and quality of service are benchmarked against outdoor learning providers across Scotland and the UK. The proposed fees for academic years 2020/2021 and 2021/2022, as shown in Appendix 1, are assessed by the service to be in line with comparable provision. The proposed fee increases are collectively within the Council's financial planning framework. There is an expectation that Council's primary schools choose Benmore or Lagganlia as their first choice of a fully serviced residential outdoor learning week. Residential visits are planned in considerable advance, most bookings are placed up to 2 years in advance. This lengthy lead time supports

the Council's 1 in 5 Poverty Project and provides schools and families time to plan and fund residential visits.

- 4.7.3 The Outdoor Learning Team have assessed the need to increase fees in the face of rising costs balanced with affordability for families and placement in the market. Many schools operate a wide range of significant strategies to reduce the cost to families. This includes accessing grants, fundraising and using the Pupil Equity Fund. The Outdoor Learning Team is developing and offering support to schools.
- 4.7.4 Seasonal pricing bands, offering 4 price options are set 2 years in advance. Fees for Council schools range from £260 - £315 for 20/21 and £275 - £325 for 21/22. Notice of fees, booking information, and a priority booking window are distributed to Council schools at the start of each new school year.
- 4.7.5 Once the Council schools have secured their preferred dates, bookings open to other Local Authority and non-council establishments including private schools. These other establishments are given quotes based on a demand-led method. A demand led pricing approach is common practice in the residential industry. The service requests approval to increase fees, as shown in Appendix 1, to non-Edinburgh Council schools up to a maximum of £50 per person.
- 4.7.6 In the event of late cancellation or significant drop in numbers, it is proposed the Outdoor Centre would reduce fees. The minimum price per head to generate a net profit is £225 per person, therefore the service requests approval to reduce the fees, as shown in Appendix 1, to this level. Discounted pricing could be considered for availability within the coming 12 months; most schools book residential two years in advance, shorter timescales are less desirable due to challenges with planning and budgeting. Discounted prices would be available to all internal (Council) and external establishments to maximise the chance of filling any late availability. Normally, late opportunities are actively promoted within 6 months of the availability, with the level of discount increasing incrementally as the window for schools to collect fees decreases. It is proposed that discounts will be offered within the parameters outlined in this report by the Facility Coordinators, having been approved by the Principal Officer in Outdoor Learning.
- 4.7.7 As a traded service, the Outdoor Learning Team fully recognises the need to maximise income to offset rising costs whilst taking account of affordability. The Team intend to deliver income maximisation by increasing core occupancy through targeting smaller sized primaries and secondary establishments, working with schools to source funding solutions, adopting demand led pricing for external establishments and ensuring estimated pupil numbers are accurate and confirmed as early as possible to operate as near to capacity as practical.
- 4.8 Outdoor Centres – Commercial Provision:
- 4.8.1 Income from commercial provision, generally weekends and holiday periods when not used by schools, is directly invested into the core educational provision. A significant amount of commercial activity is self-catering provision.

- 4.8.2 Commercial fees are based on industry research. Current and proposed prices for 20/21 are shown in Appendix 2. These prices are set by comparing similar accommodation in the local areas of Cairngorms and Argyll. As members of Visit Scotland's Tourism Scheme, the Centres receive (i) an annual inspection which provides a rating relative to accommodation type and standard; and (ii) pricing and development advice to assist appropriate placement in the local markets. The base fee is regularly reviewed in line with this research and recommendations.
- 4.8.3 To be responsive in a competitive and commercial market, there is a need to be able to adjust fees up or down in accordance with demand and opportunity. Cairngorms is known as an all year-round tourist resort. Occupancy fluctuates throughout the year, there are no consistent trends of note. Demand can increase with events such as new year and seasonal weather conditions such as snow or sun. If demand is high, the Outdoor Centres need to seize the opportunity to increase fees. Similarly, if demand is low or late cancellations occur discounted promotions need to be implemented.
- 4.8.4 Occupancy and availability are now visible centrally and can be better supported by the Sales and Operations Officer. New online applications integrate with industry leading booking platforms; Booking.com and Trip Advisor and allow instant price changes and promotions to be applied. Late deals are promoted on the Experience Outdoors website, social media channels and partner listings. Daily deal sites such as 'ITISON' are utilised to assist visibility of late availability to increase reach to new customers and maximise chance of filling vacancies.
- 4.8.5 Discount from the prices shown in Appendix 2 could be up to a maximum of 50%. Uplift from the prices shown in Appendix 2 could be to a maximum of a 35%. It is important to note that fixed costs are covered within the Outdoor Centre's budget. It is in the interest of the business to maximise occupancy at all opportunities; offering accommodation at the discounted rates will still deliver additional net income to go towards fixed costs. Discounts will only be applied when it is unlikely the full rate would be achieved. Discounts are normally offered within 3 months of late availability but could be considered from 6 months onwards and adjusted incrementally as date of vacancy approaches. Month to month occupancy is reviewed and late availability offers are promoted.
- 4.8.6 There are standing staff benefit discounts for certain organisations such as NHS and City of Edinburgh employees, ranging from 10 – 25%, depending on demand.
- 4.8.7 New commercial experience packages are being considered and developed. The service requests approval to pilot packages as they are developed and to set prices having benchmarked within the competitive market and to reflect demand and late-cancellations. The service will report to Committee on any developments in this area with the findings informing future fee setting processes.

- 4.9 The Outdoor Learning Team consider (i) maximising core residential and commercial occupancy; (ii) supporting schools in reducing the direct costs to families via grants, funds and fundraising; (iii) creating new commercial and core business; and (iv) continuously trying to reduce costs as the best options to minimise core residential fees to Council schools and families balanced with raising enough income to operate a high-quality cost-effective service.
- 4.10 To allow officers to vary prices in line with the conditions set out above Council approval is required for the delegation of authority on price setting. It is recommended that the Chief Executive includes this request when he next reports to the Council on the Scheme of Delegation to Officers.

5. Next Steps

- 5.1 If approved, the new pricing policies would be implemented from 1 April 2020.

6. Financial impact

- 6.1 The proposed pricing structure and facility to vary prices to maximise income due to late cancellations, vacant periods and commercial market opportunities will improve access and generate additional net income to ensure the service operates within budget.

7. Stakeholder/Community Impact

- 7.1 The new policy for community access to secondary schools would allow customers to use schools outside of core hours. Without the charge, access would not be possible.
- 7.2 The strategy behind the pricing policy will contribute to equality of access and commercial success.

8. Background reading/external references

- 8.1 [Item 7.9 – Transfer of secondary school sport facilities to Edinburgh Leisure – Education, Children & Families Committee – 16th August 2019](#)

9. Appendices

- 9.1 Appendix 1 Outdoor Learning Residential fees – The City of Edinburgh Council Schools
- 9.2 Appendix 2 Outdoor Learning Commercial fees.

Appendix 1

19/20		20/21				21/22			
arrival date	price per person	arrival date	price per person	% price change	comments	arrival date	price per person	% price change	comments
1 Aug – 30 Sept	£305	3 Aug – 21 Aug	£295	-3.20%	first weeks of term are undesirable dates	2 Aug – 20 Aug	295	0	first weeks of term are undesirable dates
1 Oct- 30 Nov	£295	24 Aug- 2 Oct	£315	3.20%		23 Aug - 1 Oct	325	3.2%	
1 Dec - 30 Jan	£245	5 oct - 27 Nov	£310	5%		4 Oct- 26 Nov	320	3.2%	
1 Feb - 31 Mar	£295	3- Nov - 29 Jan	£260	6%		29 Nov - 28 Jan	275	5.8%	
1 Apr - 31 Jul	£305	1 Feb - 26 Mar	£310	5%		31 Jan - 1 Apr	320	3.2%	
		29 Mar - 31 Jul	£315	3.20%		4 Apr - 29 Jul	325	3.2%	

will apply to new bookings from Nov 19 yet to be put through system

3 -5 % increase each year for next two years

Appendix 2

		2 nights			4 nights			week		
	capacity	weekend 19/20	20/21	%	midweek 19/20	20/21	% change	7 nights 19/20	20/21	% change
accomodation	pp/pn	25			18			16		
Ptarimagan	6	300	329	9.6	432	499	15.0	672	699	4%
	pp/pn	20			14			12		
Anderson	10	400	429	7.2	560	599	6.9	840	899	7%
	pp/pn	22			16			14		
Sgorans	16	704	729	3.5	1024	1099	7.3	1568	1599	2%
Caerketton	17	748	729	-2.5	1088	1099	1.0	1666	1599	-4%
Hillend	18	792	729	-7.9	1152	1099	-4.6	1764	1599	-9%

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small group- Ptarimagan and Anderson have had investment/improvements, therefore considerable increase. demand is high, occupancy is consistantly good.

large group- Sgorans, Caerketton, Hillend. Significant difference in demand for Sgorans compared to other 2, prices have been matched to Sgorans in order to improve Hillend and Caerketton occupancy.

Hillend and Caerketton are bunk style accomodation, a small decrease provides more competitive pricing in this large group market.

VISIT SCOTLAND JAN 20, PRICE
IMPLEMENTATION APRIL 20

Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

Outdoor Learning

Executive/routine

Wards

Council Commitments 18,28 and 37

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the performance and progress since the last Outdoor Learning report, and upcoming development work, particularly linked to reducing inequality and supporting the Council's net zero carbon target.
 - 1.1.2 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.

Alistair Gaw

Executive Director for Communities and Families

Andrew Bradshaw, Principal Officer

E-mail: Andrew.Bradshaw@edinburgh.gov.uk | Tel: 07718 660549

Outdoor Learning

2. Executive Summary

- 2.1 The City of Edinburgh Council's Outdoor Learning (OL) Team has continued to provide an impressive example of transformational change, maintaining significant progress and performance in relation to the residential centres; development of affordable onsite/local outdoor learning; Duke of Edinburgh's Award; policy review and renewal; and significant training. Reducing inequality and contributing to the Council's net zero carbon target are key priority across all areas.

3. Background

- 3.1 The OL Team is part of the Sport and Outdoor Learning Unit, which is an integral part of the Lifelong Learning Team. The Unit delivers a broad scope of activity (Appendix 9.2).
- 3.2 The Council's Sport and Outdoor Learning Unit incorporates the OL Team and operates two residential centres and two Edinburgh-based centres (Appendix 9.1 – Organisational Chart; and Appendix 9.3 - Description of Centres). The OL Team has significant breadth and depth of appropriate skills, knowledge and experience to deliver extensive work. This supports a significant range of responsibilities and activity, including direct activity delivery; training and conferences; large events; consultancy; resource development; policy ownership; kit and equipment hire; and face to face, telephone and email support.
- 3.3 Significant and recent capital investment has been allocated to the OL Centres. This is highly valued by staff, visitors, volunteers and families; and demonstrates the commitment and confidence in the OL Centres.
- 3.3.1 Capital works investment 1: the residential outdoor centres have been allocated significant funds for important improvements (Benmore – initially £850k and Lagganlia – initially £260k). There are plans to upgrade the heating and lighting at Benmore. Renewable options were carefully considered by the OL and Asset Management Teams including a biomass option, however, this was assessed to be financially unviable; even with spend to save funding. Electric replacements were agreed to be the only practical solution, with efficiency and controllability

given priority. Paul Jones, the Council's Energy and Sustainability Manager is providing support and guidance for the project.

- 3.3.2 Capital investment 2: the Bangholm (Trinity) site is due to be re-developed from August 2020. Bangholm-based OL staff have been fully consulted and OL facilities incorporated into the new design. This includes retaining and improving specialist indoor and outdoor storage for a range of specialist and general kit and equipment; office; outdoor learning spaces for training and delivery; and shared community and training rooms. The Bangholm re-development is proposed to be a net-zero carbon site.
- 3.4 The OL 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.
- 3.5 Outdoor learning is a dynamic and engaging context for the delivery of a wide range of outcomes. The statutory policy framework for outdoor learning is well established within Scotland's Curriculum for Excellence (Appendix 9.4). 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.
- 3.6 The OL Team is responsible for maintaining the Communities and Families Excursions Policy, and Schools and Lifelong Learning Staff Travelling and Working Overseas Policy.
- 3.7 The Communities and Families Excursions Policy has been reviewed and a draft update submitted for consideration at the Education, Children and Families Committee meeting in December 2019. This includes substantial updates linked to reducing inequality and the Council's net zero carbon target (Appendix 8.15).
- 3.8 The Staff Travelling and Working Overseas Policy has been reviewed and a draft update submitted for consideration at the Education, Children and Families Committee meeting in December 2019. This includes updates linked to the Council's net zero carbon target and additional guidance and resources to ensure travel and work overseas is appropriate (Appendix 8.15).

4. Main report

- 4.1 A new OL website was launched (<https://www.experienceoutdoors.org.uk/>), providing an innovative platform for accessing core Outdoor Learning support (Appendix 9.7.1), and commercial activity where any surplus is directed back into the OL Team's core purpose (Appendix 8.6). The website has contributed to a significant increase in combined commercial income at the residential centres.
- 4.2 The Benmore and Lagganlia Outdoor Residential Centres continue to perform extremely well:

- 4.2.1 The number of young people visiting the Benmore and Lagganlia Outdoor Centres from Council schools continues to increase, with 3932 young people visiting in 2018/19; a 35% increase since 2015/16 (Appendix 9.5.1). The number of Council primary schools has increased from 49 (2015/16) to 68 (2018/19). Very high satisfaction rates reflect the high quality, wide ranging adventurous provision set within two Scottish National Parks (Appendix 9.6, including quotes – Table 2). The centres continue to use the evaluation feedback to avoid complacency and develop further (Appendix 9.6 Table 3).
- 4.2.2 Delivering provision via the Council's own centres allows the Schools and Lifelong Learning Team to directly manage quality and embed Council initiatives. Many cheaper alternatives with onsite activities, delivered by instructors rotating across different groups, do not generally deliver the same level, breadth and depth of outcomes and experiences.
- 4.2.3 Significant work continues in supporting young people to attend Benmore and Lagganlia residential experiences. This includes; visits to schools to explore 1 in 5 Poverty Project guidance and training (Appendix 9.8 - August Letter to Schools); presentations to parents by OL staff; access to general and specialist kit; grant information and charities (example - Appendix 9.9); sharing good practice (9.7.1); significant liaison between groups and residential centres to support additional needs requirements; priority booking two years ahead to allow sufficient time for funding solutions; and minimising price increases.
- 4.2.4 Supporting all young people to attend Benmore and Lagganlia reduces inequality of experiencing high-quality residential outdoor learning; delivered by first-rate appropriately qualified instructors; in inspirational and unique wild places.
- 4.2.5 The OL Team is reviewing how to collect anonymised information about the number of young people who do not attend and the reasons why. This will allow the OL Team to create a key performance indicator to measure and monitor the effectiveness of different strategies in reducing inequality. A possible solution is to include a section on the excursions EX4 approval form.
- 4.2.6 Lagganlia will be celebrating its 50th Anniversary in June 2020. Invitations will be sent to relevant persons, including the Education, Children and Families Committee.
- 4.2.7 The proposed Snowsports Centre at Lagganlia is expected to go out to tender in November/December 2019. The design and consideration of additional funding to deliver a first-class resource has extended the timescale for development and construction.
- 4.2.8 A new series of energy efficiency surveys are taking place, with future actions led by the recommendations. Whilst the price of electricity has increased, consumption at both centres was lower in 2018/19 than 2017/18. This may be due to milder weather in 2018/19. Energy awareness continues to improve, as has ownership of energy saving measures in the face of rising costs. The

centres' Facility Coordinators now have access to the CEC energy management system, enabling them to better monitor energy usage and identify efficiencies. The building management system at Lagganlia has now been repaired following a series of faults and problems sourcing parts. The system is working but is now obsolete due to age and requires a complete system replacement to avoid a recurrence of the issue.

- 4.3 The OL Team has undertaken significant Edinburgh-based work in connection with Schools and Communities:
- 4.3.1 Based on consultation with schools, staff are developing more support to further improve planned and progressive onsite and local outdoor learning (Appendix 9.4 and examples in Appendix 9.7). This activity is generally free / low cost; helping to reduce inequality and makes a significant contribution to the Council's net zero carbon target. Examples include the 50 Ways to Experience Outdoors project (Appendix 9.7.2); a new grant funded £26k digital Outdoor Learning Map project (Appendix 9.7.3), currently being piloted with targeted schools in deprived areas; the Outdoor Learning Challenge at Holyrood Park (Appendix 9.7.4), delivered to just under 2400 P6 pupils; and a pilot project in partnership with Oxfgangs Primary School focusing on affordable and sustainable expeditions into the Pentlands (Appendix 9.7.6).
 - 4.3.2 During 2018/19, 97.7% of Council schools attended their free practical scenario-based risk awareness session at The Risk Factory (P7 pupils). This involved 3918 young people; an approximate 24% increase in pupils since 2015/16 (Appendix 9.5.3 Table 2). Quality assurance feedback remains very high and volunteer recruitment, training and retention continues to be essential in delivering these sessions.
- 4.4 The OL Team continues to develop the coordination of Wider Achievement Awards and associated direct delivery, including the Duke of Edinburgh's (DofE) Award:
- 4.4.1 Targeted support and provision mapping have resulted in a significant increase in the number of disadvantaged young people starting a DofE Award in 2018/19. Figures indicate a 4-year high, plus a 29% increase from 2017/18 (April to March figures - Appendix 9.5.2 Table 1). This remains a key priority; focusing on maintaining the increase in starters and ensuring more disadvantaged young people reach key milestones in their award, including completions. Progress is being made with 2019/20 data indicating an improved performance with completions (Appendix 9.5.2 Table 3).
 - 4.4.2 The total number of DofE starters and completions continue to rise to all-time highs (9.5.2). This resulted in a 10% increase in the estimated value of participants and leaders' contributions to the Edinburgh community; totalling 212,438 voluntary hours; estimated by DofE Scotland to be worth £1,958,042. These figures indicate the significant value of the DofE programme to the Edinburgh community (Appendix 9.5.2 Table 4).

- 4.4.3 Bangholm Outdoor Centre staff delivered affordable DofE expedition provision to 179 different participants, an increase from 46 in 2016/17, resulting in 9430 participant hours during 2018/19 (Appendix 9.7.12).
- 4.5 Core development work linked to safety management and policy renewal include:
- 4.5.1 During 2018/19, the OL Team approved 3032 Communities and Families excursions (Categories 3 and 4), involving 24,376 participants (Appendix 9.5.4). This includes a vast range of day and residential activity, often involving significant adventurous activity and trips overseas. This is achieved by maintaining a specialist workforce innovatively funded via the Outdoor Learning Team structure and operations.
- 4.6 Career Long Professional Learning (CLPL) provision is a core part of building capacity and developing outdoor learning and excursions:
- 4.6.1 During 2018/19, the OL Team delivered approximately 544 hours of training, via 87 events, which involved approximately 1116 participants. Evaluation evidence is consistently very good or excellent, with some groups booking 12 months in advance to secure delivery. Examples include: excursion training incorporating a new delivery model, providing more site-based provision to support local contexts and contributing to the Council's net zero carbon target (Appendices 9.7.7); and new 2019/20 mandatory CLPL for school probationers (Outdoor Learning pedagogy and safety management - Appendix 9.7.8) - inducting the next generation of teachers to Outdoor Learning.
- 4.6.2 A new innovative and far-reaching CLPL offer for 2020 (Appendix 9.7.10) will be launched soon; focusing on building capacity and reducing inequalities.
- 4.6.3 Various OL Team staff received relevant training from Lifelong Learning colleagues, including 1in 5 Poverty Project; Mental Health First Aid; and Building Resilience courses. This allows Council initiatives, projects and priorities to be incorporated directly into the OL Team provision; a key advantage of the Council having its own centres.
- 4.7 Outdoor Learning Strategy:
- 4.7.1 Summary progress with the 2016-2020 Outdoor Learning Strategy is included in Appendix 9.10. This includes the progress detailed above and in the previous report (December 2017). A new Strategy is being developed (5.1 Next Steps).
- 4.8 Outdoor Learning staff are much respected and support significant work across the Council. Examples are detailed in Appendix 9.7.17.

5. Next Steps

- 5.1 From November 2019, the OL Team will start to plan the next Outdoor Learning Strategy. This will include consultation with young people, led by The City of Edinburgh's Members of the Scottish Youth Parliament (MSYPs), Council staff, partners, volunteers and families. It will be created using baseline evidence and

consultation, and support Council priorities, which are City-wide, or locality focused. This will allow the OL Team to set realistic, relevant and focused targets that reflect the capacity of the OL Team and stakeholders, Council structural change and the targeted needs of Edinburgh residents.

6. Financial impact

- 6.1 Price increases at Benmore and Lagganlia have been kept to a minimum. Income has continued to grow, mainly due to increased core use and commercial activity. Flexibility to manage commercial prices is important to quickly respond to market conditions and maximise income. Control over core provision prices allows the OL Centres to minimise increases. Significant increases in costs including staffing, combined with making an annual £100k contribution back to the Council is adding pressure to consider future price increases.
- 6.2 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.
- 6.3 There is a potential financial risk if establishments do not comply with the Communities and Families Excursions and Schools and Lifelong Learning Staff Travelling and Working overseas policies.
- 6.4 Schools and groups delivering more purposeful onsite and Category 1 (local) excursions via active travel and public transport may reduce costs.

7. Stakeholder/Community Impact

- 7.1 OL Team develop provision by involving staff, volunteers, young people, families, and partners. This is via evaluation feedback; incident reports; parent enquiries; discussions during training; updates to Council procedures; and meetings with colleagues from across the Council.
- 7.2 The potential impact of failure to manage the health and safety of visits and other requirements such as insurance and application of other policies includes death, injury, ill health, legal liabilities, and reputational damage.
- 7.3 The Communities and Families Excursions and Schools and Lifelong Learning Staff Travelling and Working Overseas policies provide guidance on equality. Compliance with this guidance will minimise the risk of equalities issues arising from these policies.
- 7.4 A significant number of developments via the OL Team and partners are specifically targeted at addressing inequality. Planned work will continue to address this priority.
- 7.5 A significant number of developments via the OL Team and partners have a direct impact on supporting the Council's net zero carbon target. These include the development of onsite outdoor learning and Category 1 (local) excursions; policy

updates; supporting the Green Team; risk assessment; training; centre energy surveys and related actions; and audit tools.

8. Background reading/external references

- 8.1 Benmore Outdoor Centre ([location](#)).
- 8.2 Lagganlia Outdoor Centre ([location](#)).
- 8.3 Bangholm Outdoor Centre ([location](#)).
- 8.4 The Risk Factory ([location](#)).
- 8.5 Outdoor Learning Team's website: <https://www.experienceoutdoors.org.uk/>
- 8.6 Our Purpose, Our Definition, and Our Values: <https://www.experienceoutdoors.org.uk/our-purpose>
- 8.7 About Us: <https://www.experienceoutdoors.org.uk/about-us>
- 8.8 Our partners: <https://www.experienceoutdoors.org.uk/our-partners>
- 8.9 Our blog: <https://www.experienceoutdoors.org.uk/blog-overview>
- 8.10 Outdoor Learning Team's website – Outdoor Learning: <https://www.experienceoutdoors.org.uk/outdoor-learning-scotland>
- 8.11 Outdoor Learning Team's website – Outdoor Learning Map (to go live around December 2019 / January 2020), 50 Ways to Experience Outdoors: <https://www.experienceoutdoors.org.uk/resources/schools-communities>
- 8.12 Outdoor Learning Team's website – Every Child, Every Chance: <https://www.experienceoutdoors.org.uk/schools-communities/poverty-proofing>
- 8.13 Wider achievement:
Outdoor Learning website: <https://www.experienceoutdoors.org.uk/awards-achievements/overview>
Blog: <https://www.experienceoutdoors.org.uk/experience-outdoors/get-your-duke-of-edinburgh-award>
- 8.14 The Risk Factory website: <https://theriskfactory.org/>
- 8.15 Communities and Families Excursions Policy and Schools and Lifelong Learning Staff Travelling and Working Overseas. Education, Children and Families Committee, Tuesday, 10 December, 2019. [General link to meeting documents](#).
- 8.16 Previous report – updated Communities and Families Excursions Policy. Education, Children and Families Committee, Tuesday, 12 December, 2017. [General link to meeting documents](#) and [link to Communities and Families Excursions Policy report](#).
- 8.17 Previous Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 12 December 2017. [General link to meeting documents](#) and [link to Outdoor Learning report](#).
- 8.18 Previous Committee report: [1 March 2016, Outdoor Centres and Outdoor Learning](#).

- 8.19 Previous Committee report: [11 September 2014, Sports and Outdoor Learning Unit](#).
- 8.20 Previous Committee report: [21 June 2011, Outdoor Learning Strategy 2011 – 2014](#).
- 8.21 The City of Edinburgh Council Child Poverty Resources – [website](#).
- 8.22 [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.
- 8.23 Curriculum for Excellence Through Outdoor Learning – reference to a planned and progressive approach, which includes overseas experiences. [Curriculum for Excellence Through Outdoor Learning](#).
- 8.24 [The Scottish National Improvement Hub](#). Support for Professional Development in Outdoor Learning.
- 8.25 Road map for a net zero carbon Edinburgh by 2030 published [article](#).
- 8.26 Policy and Sustainability Committee, Friday, 25th October 2019. [General link to meeting documents](#) and [Achieving Net-Zero in the City of Edinburgh report](#).
- 8.27 [Learning for Sustainability – Education Scotland](#).
- 8.28 2018 Outdoor Challenge (Primary) press coverage: [Edinburgh Evening News link](#) .
- 8.29 Scottish Natural Heritage (Outdoor Learning Nature Fund) – confirmation of grant: <https://www.nature.scot/professional-advice/education/outdoor-learning-nature-fund>

9. Appendices

Appendix 9.1 Organisational Structure

Appendix 9.2 Sport and Outdoor Learning Scope of Work

Appendix 9.3 Overview of Centres

Appendix 9.4 Planned and Progressive Outdoor Learning and Excursions

Appendix 9.5 Key Outdoor Learning Performance Data

Appendix 9.6 Benmore and Lagganlia Outdoor Centres – Key Cumulative Evaluation Data

Appendix 9.7 Examples of Work: detailed descriptions of recent projects

Appendix 9.8 Copy of Letter to Head Teachers (September 2019)

Appendix 9.9 Example eUpdate

Appendix 9.10 Summary Outdoor Learning Strategy Progress

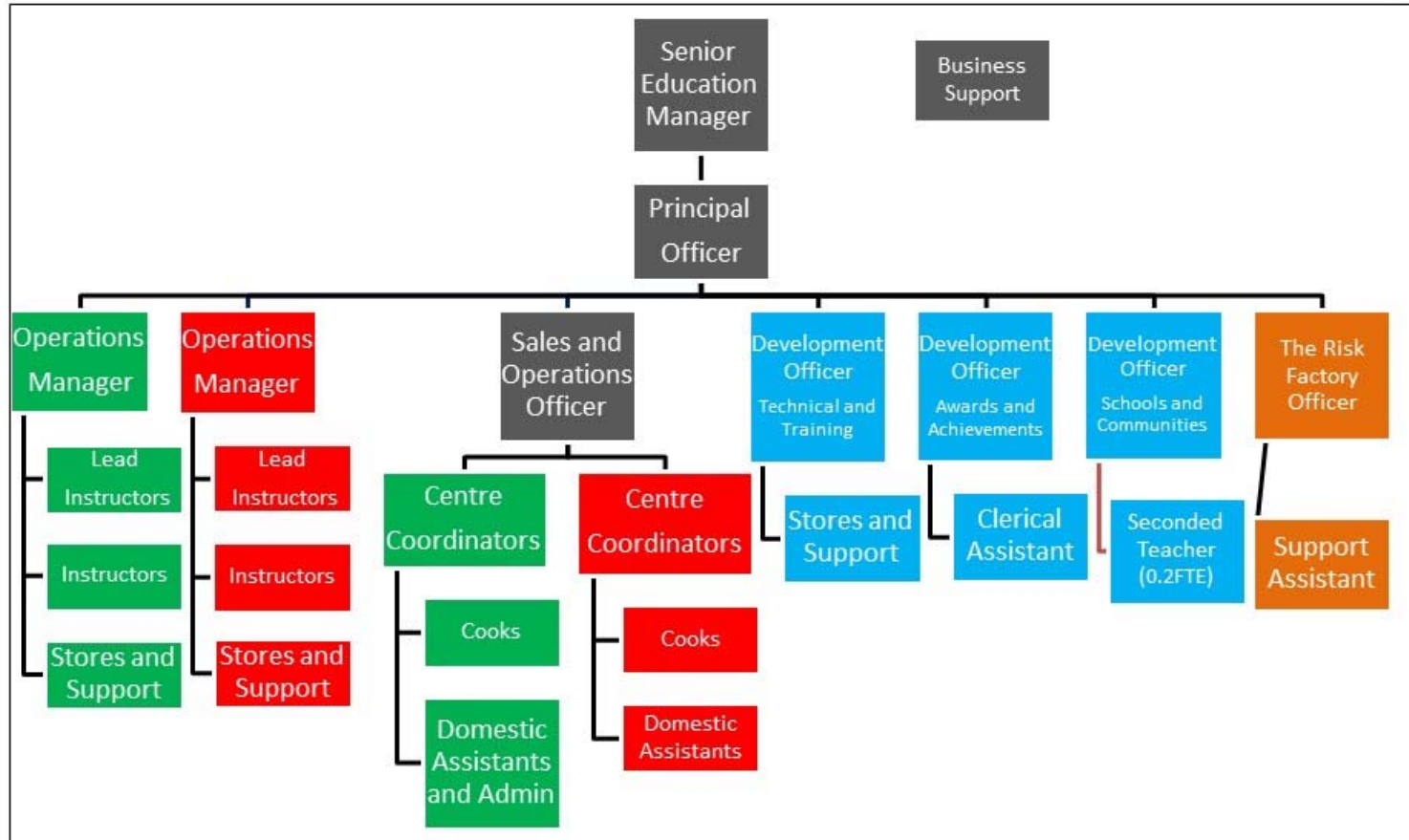
Appendix 9.1 Organisational Structure

OUTDOOR LEARNING
 BANGHOLM ♦ BENMORE ♦ LAGGANLIA

Outdoor Learning Organisational Structure



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■ Lagganlia
 ■ Benmore
 ■ Bangholm
 ■ The Risk Factory
 ■ Waverley

Appendix 9.2 Sport and Outdoor Learning Scope of Work

The Sport and Outdoor Learning Unit (S&OL) comprises Active Schools; Sports Development; Sports Academy; Community Sport Hubs; Primary Curricular Swimming; Active Travel; Sports Grants; Facility Development and Support; Outdoor Centres, namely Bangholm (Edinburgh), Benmore (Loch Lomond and Trossachs), and Lagganlia (Cairngorms); and the Risk Factory (Edinburgh). The Unit's staff work with schools and Council services; families; public bodies; and the third sector to champion the importance of sport and outdoor learning, and deliver:

- Strategic planning and development linked to Council and external priorities.
- Specialist advice and guidance linked to safety, affordable provision, education pedagogy (including statutory elements of the Curriculum for Excellence), and adventurous activity.
- Career-Long Professional Learning (CLPL) including courses, workshops, conferences, adventurous activity National Governing Body training and digital resources – building capacity.
- Enviably range of Adventurous activity National Governing Body training and assessment via internal course directorships (significant savings).
- City-wide, locality-targeted and residential/expedition sport, physical activity and outdoor learning programmes, sessions and ceremonies.
- City-wide sport and outdoor learning events, including large multi-school events
- Resources for self-led planning and delivering provision.
- Communities and Families excursions / offsite visit advice, approvals and compulsory training (health and safety). Includes significant technical adventurous activity, residential and overseas travel. Monitored via an up to date an extensive Excursions Policy and resources.
- Wider achievement awards, including coordinating the Duke of Edinburgh's Award across Edinburgh.
- Leadership awards for young people.
- Low cost kit and equipment hire, and maintenance to support inclusion.
- Partnership development and working to increase capacity, breadth and depth of provision and support.
- Supports the management of the Council's relationship with Edinburgh Leisure.
- Specialist support for Council services and initiatives e.g. locality working, school grounds and facilities design, policy development, Council Schools staff travelling abroad (not excursions) and probationer teacher induction.
- Supports the responsibility of the Council's sporting estate and infrastructure, and its future development.
- Work with the Estates Team on all sport facility Community Asset Transfer enquiries.
- Council representation across different specialist bodies, memberships, partnerships, and consultations.
- Successful applications for external funding e.g. 2019 Scottish Natural Heritage grant (£26k) – digital Outdoor Learning Map; and Cycling Scotland grant of c£20K annually to support Bikeability.

Appendix 9.3 Overview of Centres

The Outdoor Learning Team comprises four centres:

Bangholm Outdoor Centre	<p>Bangholm is a non-residential centre located on Craighall Gardens in North Edinburgh (location - 8.3). Bangholm staff focus on excursion approval (UK and overseas); specialist technical advice; wider 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 and kit loans; and direct delivery to children, young people and others.</p> <p>Bangholm Outdoor Centre (location).</p>
Benmore and Lagganlia Outdoor Residential Centres	<p>Benmore Outdoor Centre in Benmore Botanic Gardens, near Dunoon (location – 8.1), and Lagganlia Outdoor Centre in Glen Feshie, near Aviemore (location – 8.2), 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.</p> <p>Benmore Outdoor Centre (location).</p> <p>Explore Aygyll: LINK</p> <p>Lagganlia Outdoor Centre (location).</p> <p>Explore Cairngorms: LINK</p>
The Risk Factory	<p>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.</p> <p>The Risk Factory (location).</p> <p>The Risk Factory: https://theriskfactory.org/</p>

Appendix 9.4 Planned and Progressive Outdoor Learning and Excursions.

“The Journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences”

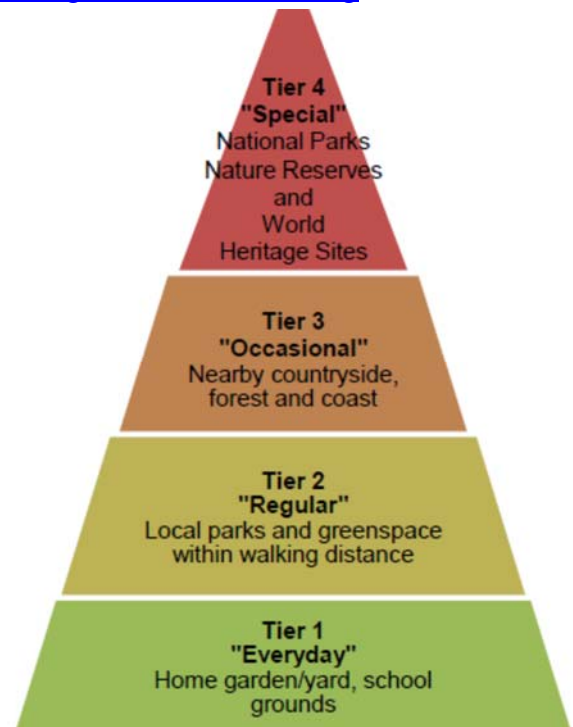
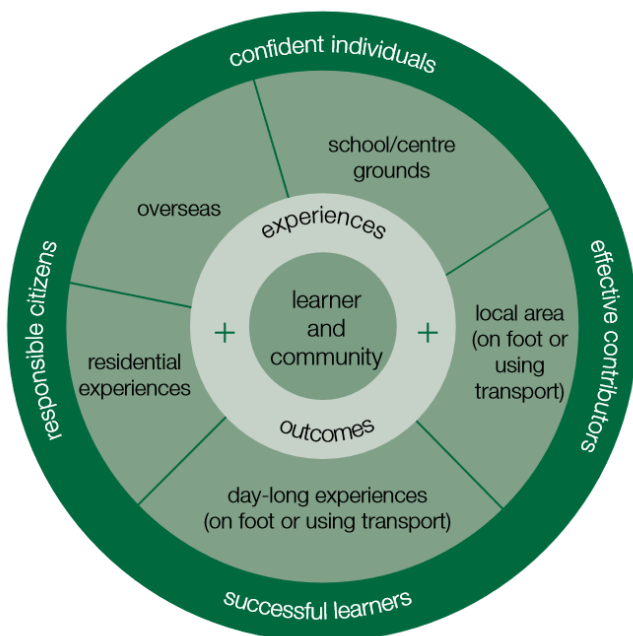
The vision for outdoor learning in Scotland is that:

- all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.
- schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond
- teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.

Curriculum for Excellence through Outdoor Learning

Learning and Teaching Scotland 2010

Curriculum for Excellence Through Outdoor Learning – reference to a planned and progressive approach. [Curriculum for Excellence Through Outdoor Learning](#).



Diagrams presenting a progressive approach to planning outdoor learning and excursion. The pyramid provides a useful indication of frequency.

Appendix 9.5 Key Outdoor Learning Performance Data

9.5.1. Lagganlia and Benmore Outdoor Residential Centres

Table 1 Growth in the number of young people from Edinburgh visiting Benmore and Lagganlia

	2015/16	2016/17	2017/18	2018/19
Total of CEC young people visiting Benmore and Lagganlia Young People:	2912	3201	3639	3932

Table 2 Number of The City of Edinburgh primary schools visiting Benmore and / or Lagganlia

	2015/16	2016/17	2017/18	2018/19	2019/20
Number of CEC Primary Schools:	49	54	60	61	68

Table 3 Income Growth

Combined income 2013/14	Combined income 2014/15	Combined income 2015/16	Combined income 2016/17	Combined income 2017/18	Combined income 2018/19
£1,585,208.89	£1,699,307.56	£1,737,944.32	£1,892,835.70	£1,985,385	£2,071,640

Any surplus is reinvested into the Centres' core purpose.

9.5.2 Awards and Achievements

Table 1 Duke of Edinburgh's Award New Starters Trend Analysis

STARTERS	2015/16	2016/17	2017/18	2018/19
Total Starters (Bronze, Silver, Gold)	1271	1339	1382	1536
Disadvantaged (B, S and G)	272	325	271	349
Non-Disadvantaged (B, S and G)	999	1014	1111	1187

Table 2 Duke of Edinburgh's Award Completions Trend Analysis

COMPLETIONS/ACHIEVED	2015/16	2016/17	2017/18	2018/19
Total Completions (B, S, G)	551	647	599	684
Disadvantaged (B, S and G)	100	116	101	97
Non-Disadvantaged (B, S and G)	451	531	498	587

Table 3 Duke of Edinburgh's Award Completions Trend Analysis

	1 Apr – 30 Oct Year to Date		
COMPLETIONS/ACHIEVED	2017	2018	2019
Total Completions (B, S, G)	397	426	485
Disadvantaged (B, S and G)	80	51	101
Non-Disadvantaged (B, S and G)	317	375	384

Resources have been carefully targeted include Sport and Outdoor Learning Development Officers; Duke of Edinburgh's Award Scotland staff; and the Friends of the Award (FOTA) – now based at the Risk Factory.

Table 4 Duke of Edinburgh's Award Contribution and Impact Trend Analysis

Contribution to Local Authority		2016/17	2017/18	2018/19
Value of participants' contributions to their community through the Volunteering section:	Hours	24,345	25,380	27,956
Value of participants' contributions to their community through the Volunteering section:	Money	£98,597	£102,789	£113,222
Value of DofE Leaders' contributions to their community:	Hours	160,787	167,851	184,482
Value of DofE Leaders' contributions to their community:	Money	£1,607,870	£1,678,510	£1,844,820
Total	Hours	185,132	193,231	212,438
Total	Money	£1,706,467	£1,781,299	£1,958,042

9.5.3 Schools and Communities

Table 1 Outdoor Learning Challenge

	September 2019 (2 days)	September 2018 (1 day / 2 nd day cancelled)
Number of P6 Pupils who attended:	Just over 2400.	About 900.
Schools attending:	47 CEC primary schools. 2 CEC special schools.	
Partners:	48.	
Attendees at the twilight workshops:	Around 200.	No workshop.

Table 2 The Risk Factory

Number of Pupils	2014/15	2015/16	2016/17	2017/18	2018/19
CEC Pupils	3295	3155	3516	3669	3918
Total (Funded – all partner local authorities)	6949	6857	7397	3669	7637
Total (Funded and Charged)	6949	6857	7397	3669	7637

Table 3 The Risk Factory

Number of Schools	2018/19
CEC Schools	85
Total possible*	87
% of schools attended	97.7

*88 schools, however, one school - composite attending alternate years.

9.5.4 Excursions

Table 1

Categories 3 and 4 Excursions	1 August - 31 July				
	August 2014 – July 2015	August 2015 – July 2016	August 2016 – July 2017	August 2017 – July 2018	August 2018 – July 2019
Number of Individual Excursions				3323	3032
Number of EX forms submitted				782	764
Primary School Pupils	6680	6121	6830	8106	9817
Secondary School Pupils	11226	8175	11069	9648	12031
Special School Pupils	608	552	549	241	277
Community Centre Young Persons	675	1237	1492	803	621
Duke of Edinburgh's Award Young Persons	849	1068	1154	1072	810
Residential centres young persons	125	244	161	93	169
Other (including adult groups)	49	55	112	464	651
Total Participants*	20,212	17,452	21,367	20,427	24,376

9.5.5. Staff Working Overseas

Table 1

Measure	Since January 2018
Number of Schools and Lifelong Learning staff approved to travel and work overseas (since January 2018):	54
Number of total days:	299
Average duration:	5.6 days

Appendix 9.6 Benmore and Lagganlia Outdoor Centres – Key Cumulative Evaluation Data

A new questionnaire was introduced in mid-September 2017 across both residential centres. This allows us to analyse performance, set benchmarks and future targets, and to develop the Centres. Last updated on 04 November 2019 (online responses). 234 responses in total. One response equals approximately 0.5%.

Table 1

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).	71%	21%	92%	New system via the website.
Induction				
On arrival, all our children/young people/vulnerable adults received an appropriate induction to the Centre.	85%	13%	98%	Any individual comments are evaluated.
On arrival, all our supervising adults received an appropriate induction to the Centre.	82%	14%	96%	Any individual comments are evaluated.
Quality of Instruction and Learning				
We had the opportunity to identify programme priorities and aims before coming to the Centre.	69%	25.5%	94.5%	Pre-visit work is a development area.
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>	85%	14.5%	99.5%	Any individual comments are evaluated.
Immediate Impact (during the visit)				
Impact on enjoyable learning:				
Nearly all our children/young people/vulnerable adults enjoyed their visit.	96.5%	2.5%	99%	-

Impact on relationships:				
Overall , our visit had a very positive impact on developing peer relationships.	74.5%	22.5%	97%	-
Overall , our visit had a very positive impact on participant to visiting staff relationships.	83.5%	13.5%	97%	-
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 challenges and overcoming problems together as a team).	84.5%	14.5%	99%	-
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).	68%	30%	98%	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:				Significant % not sure. This depends on the aims of the School. A development area.
specific academic subjects (knowledge, understanding, skills vocabulary);	24.5%	43%	67.5%	
environmental awareness (age appropriate understanding of the physical environment, threats, solutions);	48%	42%	90%	A development area.
activity/discipline skills (e.g. climbing, kayaking, skiing);	83%	16%	99%	-
participants recognising the importance of a fit and healthy lifestyle;	41%	46%	87%	-
engagement and resilience by priority learners who most require to develop these qualities.	64%	27%	91%	Focuses on learners who can be the hardest to reach.

Accommodation and Facilities				
The sleeping accommodation and washing facilities for the children and/or young people were clean, comfortable and appropriate.	63%	34%	97%	Continued investment is essential.
The sleeping accommodation and washing facilities for the adults were clean, comfortable and appropriate.	63%	35%	98%	Continued investment is essential.
Food				
The quantity, quality and range of food were appropriate for nearly all participants (children, young people and adults).	84%	15%	99%	Continued high standards.
Customer Care				
Overall, the Centre staff are professional and helpful.	96%	3.5%	99.5%	1 response not sure.
Overall				
Overall, our visit has been a success.	95%%	4.5%	99.5%	1 response not sure.
How well were your programme priorities and aims met (best fit)?	Exceeded Group Leader's expectations 56.5%	Reached Group Leader's expectations 40.5%	97%	-

Table 2

A selection of recent quotes linked to instructors. Each small group has their own dedicated instructor:
We were very impressed with the links made by the instructors to the specific outcomes we wanted to cover. Appropriate challenges and supports were provided for the children, and the instructors were excellent, striving to build and develop positive relationships with our pupils.
Flexibility is hugely appreciated and ensures best possible outcome for our young people. Experiences and instructors are always exceptional here, in my opinion.
All instructors were fantastic and flexible in their approach to learners' abilities and inhibitions with regards to practical activities as well as living together and domestic tasks. Additional support was pitched appropriately, similarly the challenge levels were excellently pitched and so the experience was varied and differentiated and 'met the needs of all learners'
The instructors at Lagganlia continue to show a very high level of skill in the manner they work with the children in their care. This includes distant observation of an activity that allows the child to work through problems and find solutions either as part of a group or as an individual. The children are always skilfully guided toward success and always comment on this. Finally, the sense of belonging/ relationships built when at camp

coupled with the lasting discussions had by the pupils about their instructors after leaving the centre, illustrates the quality of the staff at Lagganlia.
Instructors were very quick to build relationships with the children and were very quick to gage ability and emotional needs of the children.
We are very grateful for the fantastic learning opportunities Lagganlia have provided over the past week. The instructors have been unfailing in their enthusiasm and support of learners this week. Instructors were able to set appropriate challenges for our learners so they could experience success whilst also pushing the boundaries of their comfort zone. Thank you!
Instructors incredibly skilled at managing children and their different needs. Impressive levels of challenge and support according to needs. instructors worked so positively with children to encourage them to take responsibility for their own actions. It was done in a very sensitive and restorative way, Language used and phrased was very appropriate.
They offered an excellent and appropriate level of support to their whole group, especially one pupil in particular who gained an incredible amount of confidence and self -belief as a result of their lovely approach with him. They went above and beyond for him and even wrote an additional message on his certificate to highlight that his abilities exist outside of Benmore. All our staff were so thrilled and truly appreciate the effort they made. We are so grateful to all the fantastic instructors at Benmore for their expertise and care.
The instructors were extremely willing to meet the needs of our pupils. They were able to provide effective challenge to pupils, while supporting others with significant anxiety and those with emotional needs.
Excellent delivery of programme and excellent quality of instructors
Excellent instructors. Super rapport with children. Firm but humorous. Children loved Morna and Ewan (Benmore). Instructors very intuitive to children's needs. They supported all children with varying abilities.
All the instructors have been great, demonstrating sound support and challenge for vulnerable pupils. Staffing has been adapted to enable our pupils to get the best range of opportunities.
Other quotes:
The visit has been a resounding success on many different levels. To see some of our young people blossom and grow has been wonderful. Some amazing personal development from kids who were unsure up until the last moment if they would come, to those who we thought may only last a couple of nights, they have all exceeded our expectations.
All abilities were catered for and many children completed challenges they didn't think they were capable of.
We have had a super time. As a cluster group it has been great for the P7 pupils to develop and build on relationships with their peers and peers from another school. I truly believe they have made some lifelong friendships as well as developing their fitness and skill set. As a teacher it has been great to see our children out of their comfort zones and develop staff-pupil relationships. I have had a blast and look forward to coming back next year!
We have had another amazing week which has exceeded our expectations. The children have been encouraged and supported to grow in confidence and skills and team work under the care and expertise and nurturing environment which the staff have provided. Everything about the centre and its program is outstanding. Thank you to all involved for creating so many lifelong memories for the children and staff. We are already looking forward to coming back next year.

This has been a once in a life time experience for these children, some who had never hiked before never-mind canoe, ski, abseil and gorge walk. They will never forget this experience and I can see already it has left a mark. It has made an impact. It has changed them. Something has shifted for them. One of the children in my cabin (as I was telling them to finish packing) said 'but I don't want to' I asked why? and he said, 'my heart aches when I have to pack - I don't want to leave here' You have left a massive imprint on these children that they will never forget. You are making an incredible difference on the lives of these children. They have a new appreciation for nature, which needs fostered now more than ever. So, on behalf of them a massive THANK you for everything you have taught these children. They will carry this with them for the rest of their lives. Never underestimated the difference you are making. Thank you.

Table 3

Development work based on feedback and centre self-evaluation:

1	Continuous development to reduce inequality and maximise the opportunity for everyone to visit. Includes sharing good practice; help sheet; general clothing and specialist kit; visits to schools; grant information; Pupil Equity Fund advice; and assistance with fundraising.
2	Developing pre and post curriculum work linked to visit; maximising the impact of a visit to Benmore and Lagganlia, including supporting specific subjects and themes such as Learning for Sustainability.
3	Maximising participants' recognition of the benefits of being outdoors.
4	Maximising environmental awareness throughout the visit, including travel to and from the centres. Provide information on sustainable travel to centres e.g. train and shared transport with other schools.
5	Review and development of evening activities at both centres.

Appendix 9.7 Examples of Work: detailed descriptions of recent projects

Area	Description
<p>9.7.1</p> <p>New website and raising the profile of Outdoor Learning.</p> <p>Being a visible and supportive Team</p> <p>Advice and support via signposting information, case studies, and teaching resources.</p>	<p>The website has been developed as a key tool for developing outdoor learning provision for Edinburgh children, young people and adults. https://www.experienceoutdoors.org.uk</p> <p>This includes key information relating to reducing inequality: Outdoor Learning Team’s website – Every Child, Every Chance: https://www.experienceoutdoors.org.uk/schools-communities/poverty-proofing</p> <p>Teaching and learning resources linked to the Curriculum for Excellence, which will be expanded and put onto the new Outdoor Learning Map: https://www.experienceoutdoors.org.uk/schools-communities/curriculum-for-excellence</p> <p>New resources and innovative projects, for example, the 50 Ways to Experience Outdoors (9.7.2) and new Outdoor Learning Map (9.7.3).</p> <p>Training – ‘one-stop-shop’ to support school and locality groups (9.7.10).</p> <p>The OL Team has undertaken significant work to champion the importance of Outdoor Learning and keeping stakeholders informed. This includes update letters to Head Teachers and Services; Outdoor Learning Newsletters; Outdoor Learning Networks; and workshop sessions at Primary Head Teacher and Business Manager events. https://www.experienceoutdoors.org.uk/schools-communities/networks https://www.experienceoutdoors.org.uk/schools-communities/curriculum-for-excellence</p> <p>Key outcomes: improved access to key support, advice and resources.</p>
<p>9.7.2</p> <p>50 Ways to Experience Outdoors</p>	<p>Designed by the Council’s teachers and the Outdoor Learning Team for teachers. This project was the idea of a teacher and was facilitated by the Outdoor Learning Team. 50 ideas are presented to develop affordable outdoor learning. Interactive links provide further details, including references to Curriculum</p>

<p>Affordable outdoor learning and supporting the Council's net zero carbon target – onsite and Category 1 Excursions.</p>	<p>for Excellence. The new Outdoor Learning Map (below) will provide a platform for sharing good practice and ideas for implementing this resource across the City.</p> <p>50 Ways to Experience Outdoors: https://www.experienceoutdoors.org.uk/resources/schools-communities</p> <p>Key outcome: resource to be used creatively by school and community groups to increase affordable outdoor learning (onsite and Category 1 – local).</p>
<p>9.7.3</p> <p>Outdoor Learning Map</p> <p>Sharing good practice (from stakeholders to stakeholders).</p>	<p>In Spring 2019, the OL Team announced it was successful in its Scottish Natural Heritage Outdoor Learning in Nature Fund bid. This allowed the OL Team to create and develop an innovative online Outdoor Learning Map where users can upload and share good practice across Edinburgh and beyond. Additional funding is provided by Forestry and Land Scotland. The bid includes a seconded primary teacher (0.2 FTE) to support the development, launch and sustainability of this project. This is a significant platform for sharing key ideas, resources and good practice. Users will be able to search using different criteria. This will provide significant assistance in supporting the development of affordable learning and meeting the Council's net zero carbon target.</p> <p>The OL Map will also be used to search for the Council's Adventurous Activity Providers. Users will search by location, activity and /or name. This will save time and enable more schools and locality groups to locate appropriate providers.</p> <p>Additional funding is being sought to extend the seconded post to ensure this project has a firm grounding for growth and development.</p> <p>Outdoor Learning Map: https://www.experienceoutdoors.org.uk/resources/schools-communities</p> <p>Scottish Natural Heritage (Outdoor Learning Nature Fund) – confirmation of grant: https://www.nature.scot/professional-advice/education/outdoor-learning-nature-fund</p> <p>Key outcomes: providing a platform for approved stakeholders to share good practice, ideas and resources linked to outdoor learning.</p>
<p>9.7.4</p>	<p>During September 2019, the CEC Outdoor Learning Team, in partnership with Dynamic Earth and Historic Environment</p>

<p>Outdoor Learning Challenge Days. Holyrood Park</p> <p>Affordable outdoor learning and supporting the Council's net zero carbon target – Category 1 Excursions.</p>	<p>Scotland, organised and delivered the Outdoor Learning Challenge at Holyrood Park. This was spread over two days with three clear aims: to provide free outdoor learning provision to P6 pupils (excluding transport); to showcase Outdoor Learning providers/supporters working in and around Edinburgh; and to inspire and demonstrate to school staff how they can take the curriculum outdoors, including low cost solutions. Just under 2400 City of Edinburgh P6 pupils from 2 special and 47 primary schools attended. 38 separate partner organisations contributed to the activities/stations over the course of the whole event; between them running 60 different stations over the two days. This included many stations involving physical activity and significant support from our colleagues in the Sports Team. A twilight workshop was held for around 200 attendees, providing the opportunity to gain new ideas and meet providers. Many schools walked or used public transport to get to the event. This showcased affordable and environmentally sustainable outdoor learning.</p> <p>More info via our blog: https://www.experienceoutdoors.org.uk/experience-outdoors/outdoor-learning-at-holyrood-park</p>
	<p>Key outcomes: free provision to around 2400 CEC P6 pupils; Career Long Professional Learning (CLPL) workshop and experiences throughout the event; and improved links with outdoor learning providers.</p>
<p>9.7.5</p> <p>Edinburgh Schools Adventure Race</p> <p>Active travel and affordable excursion delivery.</p>	<p>The Edinburgh Schools Adventure Race takes place annually in June for S5s and is designed to encourage teams to develop strategies that will enable them to complete a series of activity tasks and answer various questions located in green space across the City. Supervised groups set off from their own school at 08:30; equipped with a GPS route tracker, City map and bus tickets. They complete activity challenges (climbing/abseiling, cycling, canoeing, orienteering); team building/problem solving activities; summit as many of Edinburgh's seven hills as they can; and answer general knowledge questions about Edinburgh. Teams then travel to the finish line at the City Chambers.</p>
	<p>Key outcome: participation in a free excursion with active travel, which raises the profile of sustainable development and the different Outdoor Learning partners.</p>
<p>9.7.6</p> <p>Oxgangs Pilot Project</p> <p>Affordable outdoor learning; supporting</p>	<p>Between May and July 2019, a new pilot project was established in partnership with Oxgangs Primary School. The aim was to devise affordable day expeditions into the Pentlands so all P7 pupils can access and explore their surrounding area. This benefited approximately 70 pupils. The project was captured and featured by the BBC in June 2019; linked to affordable excursions. Work involved the inclusion of one pupil in a hired</p>

<p>the Council's net zero carbon target; and accessing locations for pupils with significant additional support needs – Category 1 Excursions</p>	<p>all-terrain wheelchair. The project is continuing into 2020, with good practice shared across Edinburgh and beyond so that more young people get out for less. The project involves school staff attending the Outdoor Learning Team's Lowland Leader Training to build capacity and support continued delivery. The project involved wither public transport and low-cost minibus hire. The pupils designed their own routes and activities; and wrote to local businesses to access donated food for their expeditions - facilitated by School and OL Team staff.</p> <p>The project will feature as a case study for affordable outdoor learning; contributing to the Council's net zero carbon target; and access to the countryside for pupils with significant additional support needs.</p> <p>Key outcomes: affordable local offsite experiences for young people; Career Long Professional Learning (CLPL); and shared good practice linked to affordable outdoor learning, high-quality pedagogy, additional support needs, and a consideration of the Council's zero net carbon target.</p>
<p>9.7.7</p> <p>Updated Excursions Training</p> <p>Responding to feedback and supporting the Council's net zero carbon target.</p>	<p>The Team delivered excursion/safety management training (Group Leader and Excursion Coordinator) to 781 participants. This represents 98 training hours or 1562 participant training hours. The mandatory training supports staff from across Communities and Families to coordinate, plan and deliver a vast array of safe excursions; ranging from regular local activity to adventurous activity in remote locations. In response to self-evaluation feedback, the delivery model has been altered to provide more site-based training to support local contexts. This is a more sustainable approach and contributes to the Council's net zero carbon target. Feedback has been excellent.</p> <p>Key outcomes: more focused training for different audiences, increasing the opportunity to discuss establishment-specific contexts and excursions.</p>
<p>9.7.8</p> <p>New Probationer Training</p> <p>Training the next generation of teachers.</p>	<p>New core Career Long Professional Learning (CLPL) outdoor learning provision for Primary and Secondary school probationers has been created and scheduled throughout 2019/20. Attendance is mandatory and includes Outdoor Learning pedagogy and safety management. Progress of Primary participants will be tracked by gap tasks and follow-up training in Spring 2020. This CLPL offer will support approximately 318 probationers during 2019/20, with feedback providing developments for 2020/21. This key work supports the mandatory induction and training of the next generation of teachers.</p>

	<p>Key outcome: improved knowledge of Outdoor Learning pedagogy, safety management and how to access further support and advice.</p>
<p>9.7.9</p> <p>Lead Teacher in Outdoor Learning – Primary</p>	<p>This course is designed to build capacity and support participants in developing their own practice, and supporting others within their school and beyond. The aim is to create a network of Lead Teachers who will champion Outdoor Learning and providing ongoing support within schools and school to school.</p> <p>The course was redesigned for 2017/18, with 12 participants completing the course. 14 participants are currently undertaking the 2018/19 course. Places are normally oversubscribed.</p> <p>Through direct tuition, peer to peer support and self-led learning, this course aims to further develop practitioner's skills and knowledge in Outdoor Learning and equip participants to support and lead Outdoor Learning in their school. Run over a full day Friday, two Friday afternoons, and a Friday afternoon / full day Saturday residential, the course will cover the rationale for Outdoor Learning, practical skills, literacy, numeracy, STEM and Health & Wellbeing in the outdoors, and developing action plans for the implementation.</p> <p>More info via our blog: https://www.experienceoutdoors.org.uk/outdoor-learning/lead-teach-in-outdoor-learning-course</p> <p>Key outcome: a network of outdoor learning Lead Teachers to support the development of high-quality outdoor learning across the City.</p>
<p>9.7.10</p> <p>Career Long Professional Learning (CLPL) Offer</p> <p>Building capacity.</p>	<p>The OL Team is currently finalising a Career Long Professional Learning (CLPL) offer for 2020. This is based on feedback and aims to build capacity and skills within Lifelong Learning and Schools, and beyond. It will include safety management; developing affordable excursions; supporting the Council's net zero carbon target; national governing body qualifications; wider achievement; supporting senior leaders in developing whole-school outdoor learning and delivering change; workforce wellbeing; and literacy/English and numeracy/mathematics via the outdoors.</p> <p>Key outcome: develop outdoor learning across the City by providing CLPL linked to feedback from stakeholders; focusing particularly on building capacity and reducing costs via safe self-led provision.</p>

<p>9.7.11</p> <p>Risk Assessment Working Party</p> <p>Safety management, affordable outdoor learning and supporting the Council's net zero carbon target – Category 1 Excursions.</p>	<p>To support the improvement of safe practice and local excursions, a working party will be created shortly to produce draft risk assessments across a number of key areas. This will provide a starting point for staff and volunteers to amend and adapt to specific contexts. There will be a specific focus on supporting local excursions, which will improve confidence and reduce workload for staff. The aim is to increase further the number of purposeful local excursions, which are low / zero cost, incorporate active travel, and contribute to the Council's net zero carbon target.</p> <p>Key outcome: a choice of draft risk assessments to be adapted by establishments and services, with a specific aim to support safety management and further increase local excursions.</p>
<p>9.7.12</p> <p>Duke of Edinburgh's Award (DofE) Direct Provision via the Bangholm Outdoor Centre</p> <p>Affordable expeditions.</p>	<p>Staff at the Bangholm Outdoor Centre in Edinburgh delivered affordable DofE expedition provision to 179 different participants, an increase from 46 in 2016/17, resulting in 9430 participant hours during 2018/19. Staff worked with the young people for their Bronze, Silver and Gold qualifiers and practices. Provision continues to expand with the use of tertiary instructors. Future project work will consider combining DofE Scotland resources and locality Lifelong Learning Development Officers to support targeted schools (disadvantaged young people).</p> <p>Key outcome: affordable DofE expedition support.</p>
<p>9.7.13</p> <p>DofE Gold Award Residential Provision</p> <p>Widening horizons.</p>	<p>OL staff organise DofE's Award direct provision via the Council's DofE Approved Activity Providers Scheme. During 2018/19, 59 participants attended climbing, photography, skiing, watersports, and multi-activity provision mostly via the Benmore and Lagganlia Outdoors Centres.</p> <p>Wildlife of Scotland DofE residential delivered by the Outdoor Learning Team:</p> <p>https://www.experienceoutdoors.org.uk/outdoor-learning/wildlife-of-scotland-dofe-residential</p> <p>Key outcome: breadth of offer to young people.</p>
<p>9.7.14</p> <p>Discover! Holiday Programme Support</p> <p>Affordable provision</p>	<p>The OL Team has a growing role in supporting the planning and delivery of the Discover! programme. This includes the development of Discover!-specific excursion planning resources, including Key Information and Consent (KIC) forms; and a support toolbox. Discover!-specific excursion training is also planned for November 2019 and beyond.</p> <p>The OL staff in partnership with Sport and OL Lifelong Learning Development Officers have focused on delivering outdoor activity within each hub locality. This has included the introduction of Bikeability across the four hubs, which has been</p>

	<p>extremely well received by families. Feedback indicates this has provided an opportunity for some children and young people to learn to ride a bike. The aim is to develop the Bikeability offer so that the impact is far-reaching.</p> <p>Key outcomes: Discover! excursion support and training; and outdoor learning direct delivery.</p>
<p>9.7.15</p> <p>Biking Developments</p> <p>Active travel contributing to the Council's net zero carbon target.</p>	<p>The OL Team have been involved with a significant contribution to increasing active travel through cycling. This includes training instructors to build capacity; direct delivery in schools and the introduction of Bikeability within the Discover! holiday programme (Appendix 9.7.14). This includes working in partnership with Sport, other Lifelong Learning Staff, and Smarter Choices, Smarter Places colleagues.</p> <p>OL staff have trialled the delivery of the new Cycling UK courses, providing advice within Scottish Advisory Panel for Outdoor Education. This will form an important part of the new CLPL offer (Appendix 9.7.10).</p> <p>https://www.cyclinguk.org/courses-and-training/leading-instructing-and-training-others/courses-for-leaders/trail-mountain-bike-l</p> <p>https://www.cyclinguk.org/expeditionmodule</p> <p>A key aim is to support more schools in considering the safe use of cycling to travel to and from excursions. This may also include Bangholm staff supporting the maintenance of bikes.</p> <p>Key outcomes: increase in cycling through training instructors (building capacity) and direct delivery.</p>
<p>9.7.16</p> <p>Whole School Development of Outdoor Learning</p> <p>Whole-school development of outdoor learning including affordable onsite and local excursions.</p>	<p>OL Staff have engaged with different schools to support a whole-school improvement in Outdoor Learning. This has involved the bespoke design of continued support, particularly focusing on onsite and local Outdoor Learning. Examples include Pirniehall, Queensferry and Carrick Knowe Primary Schools. This approach will be developed via the new CLPL offer.</p> <p>Key outcomes: whole-school development of a planned and progressive approach to Outdoor Learning.</p>
<p>9.7.17</p> <p>Collaborative Work with Colleagues</p>	<p>Examples include the Syrian Resettlement Programme (climbing wall sessions at the Edinburgh International Climbing Arena) and Discover! holiday programme with Lifelong Learning Staff, including locality Lifelong Learning Development Officers</p>

<p>from Across the Council</p> <p>Maximising support.</p>	<p>(Appendix 9.7.14); school grounds development with the Estates Team; safe use of inflatables with the Health and Safety Team; onsite sleepovers with the School Lets Team; biking delivery with the Sports Team and Smarter Choices (9.7.14), Smarter Places Team; and development of inhouse provision linked to Wellbeing Hubs in partnership with the Additional Support for Learning Service and Locality Teams.</p> <p>Key outcomes: OL staff working collaboratively across the Council to support locality and City-wide priorities.</p>
<p>9.7.18</p> <p>Edinburgh Community Rowing Project</p> <p>Support for disadvantaged young people – participation and talent pathway.</p>	<p>Edinburgh Community Rowing Project is a new partnership project involving Scottish Rowing, Bridge8, University of Edinburgh and The City of Edinburgh Council (OL Team and Active Schools). The project is in the setup phase to secure funding and a hub will be based within the Wester Hailes area at Bridge8.</p> <p>Key outcomes: rowing participation and talent pathways for disadvantaged young people.</p>

Appendix 9.8 Copy of Letter to Head Teachers (August 2019)

Outdoor Learning 'Start of Academic Year' Update

Visit us at: <https://www.experienceoutdoors.org.uk/>

Important information from the Outdoor Learning Team

- 2021/22 residential bookings at Benmore and Lagganlia Outdoor Centres.
- Excursions Policy update and reminders.
- Schools and Lifelong Learning staff working and travelling overseas.
- Autumn Outdoor Learning newsletter.
- Outdoor Learning map.
- Primary Outdoor Learning challenge days (September).
- 50 Ways to Experience Outdoors in Edinburgh.
- Secondary Edinburgh Schools Adventure Race SAVE THE DATE.

NB: Orb links work best via Chrome.

Dear Head Teacher,

We hope the new academic year is going well. Please find below some key information regarding Outdoor Learning and excursions. A copy of this letter will be sent to Business Managers and please pass key information on to relevant staff.

1. Benmore and Lagganlia Outdoor Centres – 2021/22 Residential Bookings

We wish to inform all City of Edinburgh Council (CEC) schools they will very shortly be able to book their **2021/22 residential visits to Benmore and Lagganlia**. We appreciate this is well into the future, however, our residential centres are extremely busy 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 for such significant demand.

We invite you to contact the Centres between **Tuesday 20 August** and **Friday 11 October**. Please ensure the person who makes the booking has authority from the main budget holder/Head Teacher and the Business Manager is aware.

CEC schools have the opportunity for priority booking, which is before reservations open to non-CEC schools on **Monday 14 October**. There is significant demand from non-CEC schools, including other local authority schools from across Scotland, resulting in us having to turn non-CEC schools down on a regular basis. CEC schools are our priority and **we encourage you to contact the Centres as soon as possible**. 2021/2022 term dates are available via https://www.edinburgh.gov.uk/info/20074/schools/20/term_dates/4

Please find below the **proposed/provisional** charges for 2021/22. Actual charges will be confirmed by April 2020.

Please talk to each Centre regarding any additional requirements.

Arrival date**	2021/22 Provisional Charge
02 August 2021 – 27 August 2021	£295
30 August 2021 – 01 October 2021	£315
04 October 2021 – 26 November 2021	£310
29 November 2021 – 28 January 2022	£260
31 January 2022 – 01 April 2022	£310
04 April 2022 – 29 July 2022	£315

*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.	Provisional £20 per person supplement.
Benmore Sailing week.	Contact Benmore for a quote.

Key contacts:	Benmore: 01369 706 337 Lagganlia: 01540 651 265
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Evaluation feedback from schools remains excellent. We are committed to providing dedicated instructors to groups for the whole visit; delivering high quality and safe outdoor learning in largely offsite, remote and inspiring locations with specialist kit and training. This creates a fabulous personalised learning experience and we do not want to dilute this in anyway. Our instructors are extremely well qualified, generally via national governing body qualifications. As many of you know, we are not large-scale camps, operating onsite activities via different staff who are often trained inhouse.



We want to ensure every young person can experience our Benmore or Lagganlia Outdoor Centres. We are therefore offering the opportunity to book a visit by our Edinburgh based staff to support financial planning of Benmore and Lagganlia residential visits. This includes sharing good practice regarding grant applications and other funding sources; setting up early payment schemes and accessing spare clothes for residential. We are also offering to attend your information sessions for parents/carers and can give a short presentation about a Centre. These have been trialled and feedback from schools and parents/carers


has been excellent. They aim to introduce the Centres and help maximise the number of young people attending our residentials. Please book early as these are proving popular.

Key contact:	To book a visit, email Andrew.Bradshaw@edinburgh.gov.uk
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During September, the Centres will circulate a useful resource that shares existing good practice regarding residential financial planning to support families.

2. Excursions Policy

Many thanks for your continued support of the Excursion Policy. Some key updates/reminders:

- Each school is required to have a registered **Excursions Coordinator (EC)** who has attended EC training within the last 3 years. Category 3 and Category 4 excursions may not be approved until these tasks are completed. Register or update EC details via [CLICK HERE](#) (takes 3 to 5 mins). Search myHR for **CF2488** to book onto the EC training. Exceptional circumstances can apply e.g. a sudden change in EC. These will be referred by the Technical Advisers to Andrew Bradshaw.
- **Category 3** and **Category 4** excursions require the Group Leader (GL) to have attended **Group Leader (Theory)** training within the last 3 years. Search myHR for **CF2483** to book onto the GL (Theory) training.
- **GL (CF2483)** and **EC (CF2488)** training can be delivered at your schools, subject to a minimum number of normally 10 participants. This is very popular, and we recommend booking well in advance. Please contact Andrew.Bradshaw@edinburgh.gov.uk for more information.
-  The **Key Information and Consent (KIC)** forms have been updated with a few minor changes. Please introduce with your next excursion. If **KIC Annual** forms have already been distributed, **this is not a problem and introduce next time**. We will aim to update KIC forms by early May of each year for the following academic year. The latest forms can always be obtained from <https://orb.edinburgh.gov.uk/excursions> or our website <https://www.experienceoutdoors.org.uk/technical-safety/cec-excursion-planning>
- Ensure **Category 4 UK-based approvals** are sent to us no later than 3 weeks prior to departure. This allows us to complete a thorough check and to support you with any final adjustments where required.
- **Travel and Personal Accident Insurance**. Section 5 of the Excursions Policy provides information about excursions insurance. Travel and personal accident insurance must be arranged by completing a **Communities and Families**

Accounting form. Nearly all residentials, including UK-based overnight stays, require this insurance to be finalised via this form. The form and guidance will be distributed via the Excursion Coordinator eUpdate or can be requested from Jordan.Baillie@edinburgh.gov.uk. Send excursion insurance questions to excursions@edinburgh.gov.uk.



- **New training. Planning Overseas Trips – CF2747 ([CLICK HERE](#)):** a new course to support staff running, or planning to organise, overseas excursions (Group Leader training bolt on module for Overseas Trips - CF2747) at Boroughmuir High School on Wednesday 4th September, 4 – 5.30pm. It will be an opportunity to get together with colleagues from other schools to share good practice on running international excursions, and to ask questions of CEC’s technical advisor for international trips. Book via myHR using CF2747. Please share these details with staff who are involved in, or plan to be involved in, overseas trips. **Risk Assessing Excursions:** delivered at schools, normally via two sessions and includes producing risk assessments for your excursions. Contact Andrew.Bradshaw@edinburgh.gov.uk for more information. This is proving popular so please book early.

An eUpdate will be sent to all registered Excursions Coordinators (ECs) and Business Managers on **Friday 23 August**. This will provide details of how to access the updated Excursions Policy and any key revisions. Please ensure new ECs have been registered prior to this date (takes 3 to 5 minutes – link below).

Excursions Policy Resources Orb links:	https://orb.edinburgh.gov.uk/excursions https://www.experienceoutdoors.org.uk/technical-safety/cec-excursion-planning Please use these pages to access the latest forms and the current Excursions Policy. Training Link
Excursions Training:	Training Link
Other Relevant Training:	First Aid Training via the Health and Safety Team Training Link
Register your Excursions Coordinator (or update any details):	CLICK HERE Typically takes between 3 and 5 minutes.
Key contact:	excursions@edinburgh.gov.uk / Tel: 0131 469 3953

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We have created three **optional** resources to support staff with the Excursions Policy; all accessible via <https://orb.edinburgh.gov.uk/excursions>:

1	Excursions Policy Summary Guide - 10 things to help you with The City of Edinburgh Communities and Families Excursions Policy. Includes key information about training.
2	Excursions Policy Induction Guide – Excursions Coordinators (useful for staff new to CEC and/or the Excursions Coordinator role).
3	Excursions Policy Induction Guide – Group Leaders (useful for staff new to CEC and/or the Group Leader role).

3. Schools and Lifelong Learning Staff Working and Travelling Overseas

Orb link:	https://orb.edinburgh.gov.uk/workingoverseas
Key contact:	staffoverseas@edinburgh.gov.uk or Andrew Bagnall - Tel: 0131 551 4368 / 07718 668 558

IMPORTANT REMINDER: this policy and resources are for Schools and Lifelong Learning staff applying to undertake work and travel overseas (excludes excursions/travel with pupils) and includes teacher exchange programmes. They provide guidance, support, and a framework for approval. **Staff must not travel without prior approval.** Please submit the approval form as soon as possible as last-minute decisions may not be possible. If you are unsure about timescales due to waiting for information from third parties, contact us ASAP.

4. Autumn Outdoor Learning Newsletter

This will be distributed to school staff wb 26 August.

5. Outdoor Learning Map

Our new digital Outdoor Learning Map, part funded by the Scottish Natural Heritage Outdoor Learning Nature Fund, is developing well and is expected to be available this term. We are working with a few pilot schools to develop the initial content. The Map will allow contributors to share good practice and provide new ideas for delivering inspirational and effective outdoor learning. Watch this space!

<https://www.nature.scot/professional-advice/education/outdoor-learning-nature-fund>

6. Primary Outdoor Learning Challenge Days – Sep 2019 (Holyrood Park)

Many thanks for the superb response! The event is being organised by the Sport and Outdoor Learning Team, a group of CEC teachers and outdoor learning partners. It is free to CEC schools and involves a range of exciting adventures within the Park.

Media coverage from last year (open in Chrome): [Edinburgh Evening News link](#)

Key contact:	Andrew.Bagnall@edinburgh.gov.uk
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7. 50 Ways to Experience Outdoors in Edinburgh

Thank you to those schools and groups who have started to use this great resource. Developed by teachers for teachers and other staff, this resource is being used creatively across many different contexts. Schools and groups will be able to share how they have used and developed the '50 Ways' resource via the new Outdoor Learning Map. Access the resource via:

<https://www.experienceoutdoors.org.uk/resources/schools-communities>

8. Secondary Edinburgh Schools Adventure Race SAVE THE DATE

Our next race is due to be held on **Friday 12 June 2020** (provisional date and subject to final confirmation). It is designed to encourage teams to develop strategies that will enable them to complete a series of activity tasks and answer various questions located in green space across the City. Supervised groups will set off early from their own school; equipped with a GPS route tracker, a map of the City and a bus ticket. They will complete activity challenges (climbing/abseiling, cycling, canoeing, orienteering); team building/problem solving activities; summit as many of Edinburgh's seven hills as they can; and answer general knowledge questions about Edinburgh. Teams will then travel to the finish line at the City Chambers.

Key contact:	Fraser.Roberston@edinburgh.gov.uk
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We are working hard to keep you informed and support your Outdoor Learning. If you require any additional advice or support, please do not hesitate in contacting us. We will provide another update in January 2020.

Andrew Bradshaw

Yours sincerely,


Andrew Bradshaw

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

Andrew.Bradshaw@edinburgh.gov.uk

07718 660 549

Appendix 9.9 Example eUpdate (LINKS COLUMN REMOVED)

		CEC Excursions eUpdate
August 2019	Edition 7	
<p>Welcome to the seventh edition of our eUpdate. If you wish to unsubscribe, please email excursions@edinburgh.gov.uk.</p> <p>We hope you had a good Summer! Please note: Orb links work best via Chrome (you may need to copy and paste links into Chrome).</p> <p>The Outdoor Learning Team.</p> <p>http://experienceoutdoors.org.uk/</p>		
<p>CEC is not responsible for the content of external sites. The inclusion of a link to an external website via this update should not be understood to be an endorsement of that website or the site's owners (or their products/services).</p>		
	Notes	Click on the links below
1	Visit our EXCURSIONS pages via the Orb or our website.	
2	<p>REVIEWED EXCURSIONS POLICY</p> <p>Once the new INTRANET (Orb replacement) is live, we will then upload the 2019 updated Policy (September). You will be informed of this and receive a summary of key changes/updates. Until then, the current policy remains live and must be used.</p>	
3	<p>KEY INFORMATION AND CONSENT (KIC) FORMS</p> <p>KIC forms have been updated with a few minor changes. Please introduce with your next excursion. If KICannual forms have already been distributed, this is not a problem and introduce next time. We will aim to update KIC forms by early May of each year for the following academic year. The latest forms can always be obtained from:</p>	
4	<p>EXCURSIONS COORDINATOR (EC)</p> <p>Each school/establishment/service is required to have a registered Excursions Coordinator (EC) who has attended EC training within the last 3 years. Category 3 and Category 4 excursions may not be approved until these tasks are completed. Exceptional circumstances can apply e.g. a sudden change in EC. These will be referred by the Technical Advisers to Andrew Bradshaw.</p>	

5	<p>RISK ASSESSMENT TEMPLATES</p> <p>Please note: we are having to return a significant number. We will be launching example risk assessments this Autumn (via Working Party).</p> <p>Tips:</p> <ul style="list-style-type: none"> - Ensure hazards are identified e.g. ‘weather’ or ‘camping’ are too vague. - Column 2 includes ‘HOW’ as well as ‘WHO’. ‘HOW’ is often missed. - Ensure the details at the top of the RA are completed. - Ensure the risk assessment is ‘signed off’ by a senior manager. <p>See Point (6) re: new Risk Assessment training.</p> <p>Please pass on this information and thanks for your cooperation.</p>	
6	<p>EXCURSIONS TRAINING</p> <p>Review our training:</p> <p>Please note: there are some issues with dates not appearing on the CEC website. We recommend searching and booking via myHR whenever possible.</p> <p>Group Leader (Theory) – CF2483</p> <p>Excursions Coordinator – CF2488</p> <p>GL (CF2483) and EC (CF2488) training can be delivered at your schools, subject to a minimum number of normally 10 participants. This is very popular, and we recommend booking well in advance.</p> <p>New training</p> <p>Planning Overseas Trips – CF2747: a new course to support staff running, or planning to organise, overseas excursions (Group Leader training bolt on module for Overseas Trips - CF2747) at Boroughmuir High School on Wednesday 4th September, 4 – 5.30pm. It will be an opportunity to get together with colleagues from other schools to share good practice on running international excursions, and to ask questions of CEC’s technical advisor for overseas trips. Please share details with staff who are involved in, or plan to be involved in, overseas trips.</p> <p>Risk Assessing Excursions: delivered at schools, normally via two sessions and includes producing risk assessments for your excursions.</p>	
7	<p>TRAVEL AND PERSONAL ACCIDENT INSURANCE VIA CEC</p> <p>Required for nearly all residentials. See Section 5 of the Excursions Policy. First reported in June 2018. Form attached.</p>	

	Not compulsory for Duke of Edinburgh's Award Expeditions as the national scheme has limited personal accident insurance. Groups may still want to organise CEC T&PA insurance – local decision.	
8	<p>TRAMPOLINE CENTRES (Category 4)</p> <p>Groups can only visit Ryze AND Gravity subject to approval from your Head of Establishment and the Sport and Outdoor Learning Team. Jumpstation has now closed. Group Leaders must read the additional guidance, adapt the risk assessment (APPENDIX 10) provided on the Orb/new website and complete an EX4 form. Jump In (Musselburgh) is not yet approved – we will inform you of any changes.</p> <p>INNOFLATE (Livingston) is not approved.</p>	
9	<p>DofE EXPEDITIONS – WATER PROVISION (reminder)</p> <p>Technical advisers will review expedition plans carefully. Use Appendix 9 (guidance and risks assessment). DofE Group Leaders must submit an adapted Appendix 9 risk assessment with the EX4 form.</p>	
10	<p>SHE REPORTING (Excursion incidents and near misses) SHE guidance was updated in April 2018 by the Health and Safety Team. Please insert 'excursions' into the text for any reported incident.</p>	
11	<p>FIRST AID GUIDANCE (Health and Safety Team resources)</p>	
12	<p>VISITS TO LAGGANLIA AND BENMORE</p> <p>2021/22 bookings have opened for CEC groups. Contact the centres ASAP (contact details below).</p> <p>We want to ensure every young person can experience our Benmore or Lagganlia Outdoor Centres. We are therefore offering the opportunity to book a visit by our Edinburgh based staff to support financial planning of Benmore and Lagganlia residential visits. This includes sharing good practice regarding grant applications and other funding sources; setting up early payment schemes and accessing spare clothes for residential. We are also offering to attend your information sessions for parents/carers and can give a short presentation about a Centre. These have been trialled and feedback from schools/groups and parents/carers has been excellent. They aim to introduce the Centres and help maximise the number of young people attending our residential. Please book early as these are proving popular.</p>	
13	<p>AUTUMN OUTDOOR LEARNING NEWSLETTER</p>	
14	<p>SAVE THE DATE - Secondary Edinburgh Schools Adventure Race</p> <p>designed to encourage teams to develop strategies that will enable them to complete a series of activity tasks and answer various questions located in green space across the City. Supervised groups will set off early from their own school; equipped with a GPS route tracker, a map of</p>	

	the City and a bus ticket. They will complete activity challenges (climbing/abseiling, cycling, canoeing, orienteering); team building/problem solving activities; summit as many of Edinburgh's seven hills as they can; and answer general knowledge questions about Edinburgh. Teams will then travel to the finish line at the City Chambers.	
15	<p>EXTERNAL FUNDING FOR OUTDOOR LEARNING</p> <p>John Watson's Trust (deadlines throughout the year). Check the criteria carefully. <u>Excursions allowed, including residential visits.</u> Straightforward application form. An opportunity not to be missed!</p> <p>The Andy Fanshawe Memorial Trust Grants (UK). Check the criteria carefully. <u>Single residential visits not allowed.</u></p> <p>Local School Nature Grants. Sign up to receive information.</p> <p>General PDF sheet detailing different Outdoor Learning GRANTS.</p>	
16	POLICY: Latest CEC Excursions Policy (for all Non-Residential Units).	
17	POLICY: Latest CEC guidance for Residential Units.	
18	POLICY: List of CEC Adventurous Activity Approved Providers.	
19	YOUR CONTACT DETAILS: Keep us informed of any changes to your establishment's Excursions Coordinator's contact details (e.g. new person).	
Key Contacts		Email/Te l
General excursions admin and submission of forms.		
Excursions advice (general, adventurous activities/technical advice, UK based excursions) – Cliff Smith.		
International excursions advice – Andrew Bagnall.		
The Duke of Edinburgh's Award advice – Fraser Robertson		
Bangholm Outdoor Learning Centre. Craighall Gardens. Edinburgh. EH6 4RJ.		
Benmore Outdoor Learning Centre. By Dunoon. Argyll. PA23 8QX.		
Lagganlia Outdoor Learning Centre. Kincaig. Kingussie. Inverness-shire. PH21 1NG.		
Principal Officer for Outdoor Learning. Andrew Bradshaw.		



Appendix 9.10 Summary Outdoor Learning Strategy progress

Strategy Aim	Progress
In school	
1.1 City based and residential OL courses are reviewed, and developed with links to CfE meeting the needs of all learners.	Reviewed and continuously developed. New online questionnaire is used to measure impact. High satisfaction levels maintained with development points identified. Next steps: identified in the Committee Report.
1.2 Progressive pathways (3-18) are developed for Outdoor Learning including SQA Qualifications.	<p>Limited initial work. To be considered for the new OL Strategy. Potential apprenticeship DofE support re-started in 2019.</p> <p>Trainee instructor programmes well established at Benmore and Lagganlia. Significant contribution to OL workforce during training and retention as instructors. A good example of succession planning and effective induction.</p>
1.3 The excursions policy, processes and training supports Communities and Families staff in delivering safe OL experiences	<p>Major and urgent review of the Communities and Families Excursions Policy completed and implemented in 2018. Included a new training programme and forms, linked to GDPR and approval requirements. Training feedback is very good. Second review completed in September/October 2019, with links to reducing inequality, and the Council's net zero carbon target. Submitted to Committee for review. Forms updated based on feedback. Outdoor Learning and Excursion Advisory Group (OLEAG) continue to meet to provide appropriate support and challenge.</p> <p>New Schools and Lifelong Learning Staff Travelling and Working Overseas Policy created, then reviewed and delivered.</p> <p>Next steps: include direct consultation with young people and new resources including an audit tool to measure the effectiveness of progress with key considerations. OLEAG membership group to be reviewed. Explore EVOLVE.</p>

<p>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</p>	<p>Significant improvement work completed, and new capital works programme planned or started at Benmore and Lagganlia. Surplus funds have been reinvested to support priorities.</p> <p>Bangholm site to be redeveloped from August 2020 onwards. OL Team fully consulted. Proposed improvements include outdoor learning spaces, including a potential camping zone bike trail; and improved community and training facilities.</p> <p>Friends of the Award (FOTA) moved to The Risk Factory.</p> <p>New Community Rowing project proposed for the Wester Hailes area.</p> <p>Some Watersports equipment loaned to Bridge8 to support delivery in the Wester Hailes.</p>
<p>1.5 Outdoor Learning is delivered in school grounds, in the local area and on residential and international excursions</p>	<p>Significant development work completed as detailed in Committee report.</p> <p>Examples of OL Team support and development include the new website; whole-school training; Outdoor Learning Challenge Days at Holyrood Park; Edinburgh Schools Adventure Race; 50 Ways to Experience Outdoors project; and the new digital Outdoor Learning Map; and Head Teacher Briefing workshops.</p> <p>Next steps: at the heart of the new OL strategy; developed in consultation with stakeholders.</p>
<p>1.6 Lead Teachers in OL are trained and supported to develop OL in their own schools and in partnership with clusters and neighbourhoods</p>	<p>Significant work completed. 2017/18 programme redesigned. Continued into 2018/19. See Committee Report.</p> <p>Next steps: review and develop programme. Consider a method for keeping Lead teachers within a network.</p>
<p>1.7 Forest Education is developed and expanded.</p>	<p>Developed via the Early Years Team and Additional Support for Learning Service.</p> <p>A new project examining the potential of an inhouse provision linked to Wellbeing Hubs in partnership with the Additional Support for Learning Service and Locality Teams.</p>

	Next steps: further exploration of the inhouse project and consider primary support.
1.8 A comprehensive programme of CPD and CLPL supports staff from across the city in confidently and safely delivering OL	Significant development work completed – see Committee Report. A new CLPL offer is being designed for 2020. Next steps: launch new offer.
Wider Participation	
2.1 Extracurricular programmes are delivered in the city through Bangholm and key partners.	Examples include the Syrian Resettlement Programme; Discover! support; and planned signposting information for families via the new digital Outdoor Learning Map.
2.2 Residential extracurricular programmes are delivered at Benmore and Lagganlia	DofE residential programmes firmly established. Also, direct delivery via the Bangholm Outdoor Centre. Ski School at Lagganlia will be developed via the new Snowsports Centre. Benmore offers extracurricular programmes. Next steps: support community/locality group use of the Bernice Farmhouse (Benmore) and Lagganlia Snowsports Centre.
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.	Continued development in partnership within the Active Schools programme. Next steps: continued development.
2.4 An annual calendar of Primary, Secondary and special school events offer opportunities for both participation and competition	Events well established, combined with the Sports Team. OL examples include the Edinburgh Schools Adventure race (Secondary) and the Outdoor Learning Challenge Days at Holyrood (Primary). Next steps: develop existing events and signpost events via the calendar. New orienteering TRAILO events planned for 2020 onwards (inclusion).
2.5 In partnership with Active Schools, cycling is developed as a key skill for life and all pupils have the opportunity to learn and progress	Significant work completed – see Committee Report. Includes training instructors to build capacity and direct delivery. Next steps: training part of the new CLPL offer and consider bike maintenance support. Cycling highlighted in the

	reviewed Communities and Families Excursions Policy.
2.6 Orienteering and climbing are developed through training and support as a core part of school PE provision and has clear progression to existing and new club links.	New orienteering TRAILO events planned for 2020 onwards (inclusion). Updated Climbing Wall Assistant Instructor course introduced. Next steps: develop climbing and orienteering provision in partnership with Active Schools. Include training part of the new CLPL offer.
2.7 Snow sports, sailing and canoeing are developed at the residential outdoor centres to provide tailored term time and holiday programmes	Snowsports School at Lagganlia. Ski weeks available via Lagganlia. Watersport weeks available via Benmore. Support provided for the Discover! excursions including Foxlake (Watersports). Significant focus on cycling – schools and Discover! programme. This supports active travel and allows families to explore their local community safely. Next steps: signposting information of providers and events for families and staff via the digital Outdoor Learning Map. Support development of the Discover! programme, including widening provision – clear focus on local activity first.
2.8 Key partners and the wider voluntary youth sector are engaged and supported in the delivery of community based outdoor learning	Significant work completed. New OL Partner Network meetings throughout the year to share good practice and detail priorities; incorporated into the new digital Outdoor Learning Map; direct involvement in the Outdoor Learning Challenge Days - Holyrood (Primary), including a twilight workshop; regular email contact; detailed partnership working with the Green Team, Bridge8 and the Friends of the Award; and facilitating contact between schools/groups and partners.
Accessible to All	
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.	OL financial support provided to purchase DofE registration packs. Supported the setup of Friends of Benmore House. Support for the Friends of Lagganlia.

	<p>Signposting information and web support provided.</p> <p>Letter to schools to offer onsite meetings to plan funding.</p> <p>CEC schools priority booking 2 years in advance to allow for substantial forward-planning.</p> <p>1 in 5 Poverty project training and guidance highlighted.</p> <p>OL staff undertaken 1 in 5 Poverty project training.</p> <p>Partnership working the Green Team and Friends of the Award to support vulnerable young people and reduce inequality.</p>
<p>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.</p>	<p>Buildings continuously reviewed.</p> <p>Significant liaison work with families connected to young people with additional support needs. Includes family visits to the Centre and OL staff visiting schools to meet with families. Significant advantage of the Council having its own centres.</p> <p>Key Information and Consent (KIC) forms updated to support groups in obtaining accurate and key information.</p> <p>Pilot project completed with Oxfangs Primary School – case study of overcoming access issues.</p> <p>Onsite Excursion training provided to special schools – risk assessment and group Leader. Examples include Woodlands and Pilrig Park Special Schools.</p>
<p>3.3 Minority groups are engaged and barriers to participation in residential outdoor courses are explored. Residential and city based solutions are developed. Materials for outdoor learning course are available in variety of languages.</p>	<p>Increasing support with the Discover! programme.</p> <p>Syrian Refugee Resettlement pilot programme, including interpreters.</p> <p>Support and advice provided with a new locality project linked to a SportsScotland bid and girls' participation in sport.</p> <p>Support with BME female group accessing the DofE award.</p>

	Next steps: explore continuation of Syrian refugee support and other priority groups within the new OL strategy.
3.4 Children and young people who are looked after and accommodated have equality of opportunity for outdoor engagement through excursions, city based and residential Outdoor Learning courses.	Significant project underway to renew the current Excursions Policy: guidance; definition of offsite activity; training; and forms. Working party created and met to explore existing resources and guidance. New resources being developed. Next steps: complete project by January 2020.
3.5 The developing potential programme identifies children and young people who have an interest and ability in outdoor sport and provides progressive competitive pathways in climbing, cycling and orienteering.	Currently devolved to schools and groups. To be considered for the new OL Strategy. Potential apprenticeship DofE support re-started in 2019.
Recognising Wider Achievement and Attainment	
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 training and residential activities.	Significant work completed – see Committee Report. Includes new provision mapping to target resources based on key information from the schools and groups, and DofE Scotland. Next steps: continued focus on disadvantaged starters and completions. Work with QIOs to increase school evaluation and accountability.
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.	Significant increase in the JM Award, supported by the Wider Achievement Officer. Partnership support with the Green Team.
4.3 The Junior Award Scheme for School continues to be a key partnership between FOTA and the Sports and Outdoor Learning Unit. eJASS is well established and school clusters support progression from bronze to gold level. The award programme has been reviewed to ensure relevance and accessibility.	Award programme reviewed and development steps agreed with Friends of the Award and their Development Officer. There is a need to re-communicate JASS with schools – addressing evaluation feedback form schools. Schools are undertaking different wider achievement awards including the JM and RSPB Awards. Next step: review Partnership Agreement.

<p>4.4 Progressive outdoor skills awards are provided as part of both Outdoor Learning courses, community and club provision.</p>	<p>Limited initial work to date. To be considered for the new OL Strategy. Potential apprenticeship DofE support re-started in 2019.</p>
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Education, Children and Families Committee

10:00 am, Tuesday, 10 December 2019

Edinburgh Learns: Pathways to develop our young workforce

Item number

Executive/routine

Wards

Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 Approve the Edinburgh Learns Framework: Pathways to develop the young workforce, contained in Appendix 1
 - 1.1.2 Ensure impact of this framework across educational settings by agreeing to receive further annual reports from the Edinburgh Learns Pathways Strategic Board
 - 1.1.3 Note, in response to the motion from Cllr Laidlaw, the findings from a recent survey of all Edinburgh secondary schools on the breadth of learning in the senior phase, Appendix 2.

Alistair Gaw

Executive Director of Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

Report

Edinburgh Learns: Pathways to develop our young workforce

2. Executive Summary

- 2.1 This report provides a summary of the work of the Quality Improvement & Curriculum Service, in collaboration with our schools and partners, to support the improvement of Pathways to develop our young workforce in educational settings and schools. Edinburgh Learns, the Council Strategy to Raise Attainment for All, comprises key frameworks informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment for all our children and young people.
- 2.2 The Edinburgh Learns Pathways Framework is focused on improvement in employability skills and sustained, positive school-leaver destinations for all young people. It upholds the principle of local flexibility and school leaders being empowered to take their own decisions on the design of the curriculum, in the best interests of their learners. The curriculum should fulfil the entitlements of children and young people to a Broad General Education and Senior Phase. It takes account of the recently published *Scotland's Curriculum for Excellence - putting learners at the heart of education* (2019) - <https://scotlandscurriculum.scot/>. This refreshes the CfE narrative and sets it within the current context.

3. Background

- 3.1 Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this, they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

- 3.2 The Edinburgh Learns Framework - Pathways to develop our young workforce – exists to ensure: “*all learners are on the right route to the right job, through the right course via the right information*” [15-24 Learner Journey Review](#) (2018)
- 3.3 Ensuring all our learners are supported to make suitable, realistic and informed choices and follow progressive curriculum pathways that are tailored to their skills, strengths and interests is central to our inclusive economic growth and social justice ambitions.
- 3.4 By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008).
- 3.5 In common with all other Edinburgh Learns frameworks, a strategic board has been convened since November 2018 which will oversee the implementation of this workstream. Members represent all stakeholders including parents, learners and partners. The Framework has been informed by a range of educational policy, national strategy and research led by Young Scot and cited within the *15-24 Learner Journey Review* (2018) into young peoples' experiences of the education and skills system.
- 3.6 Scotland's Youth Employment Strategy implements the recommendations of the Commission for Developing Scotland's Young Workforce (DYW): “*It is about Scotland's long-term economic success and wellbeing... This will need strong leadership and firm commitments across the education and business sectors and in national and local government to deliver the changes*” (Sir Ian Wood, 2014). It seeks to improve the transition of all children and young people throughout education, from 3-18, into sustainable, productive employment, benefiting individuals and improving the economy.
- 3.7 This strategy supports one of the key priorities within the National Improvement Framework: improvement in employability skills and sustained, positive school-leaver destinations for all young people. There are key milestones for authorities, schools and partners to focus on and a range of measures to drive improvement. The headline target *to reduce youth unemployment by 40% from 2014 levels by 2021* was achieved four years ahead of schedule in 2017.

- 3.8 Local authority Participation Measures and School Leaver Destination Results enable us to assess our performance. The participation measure shows the proportion of young people aged 16-19 years participating in education, training or employment. We need to narrow the gap between the proportion of those in the most deprived areas participating in education, training and employment compared with young people in the least deprived areas.
- 3.9 School measures of attendance, attainment, engagement and inclusion will also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer.

4. Main report

- 4.1 In accordance with the recommendations arising from the *15-24 Learner Journey Review* (2018) to achieve the outcome of positive and sustained leaver destinations, our key strategic actions will focus on: Leadership; Career Information, Advice and Personal Support; Provision; and Performance self-evaluation.
- 4.2 Leadership: strong systems leadership is needed to bring together the worlds of education and business and complementary strengths in different education sectors to develop our young workforce. This is currently being achieved through the Pathways Strategic Board, Regional DYW Employer-led Board and School-College partnership.
- 4.3 We need to establish a culture based on parity of esteem and promote the curriculum offer using the Scottish Credit and Qualifications Framework (SCQF) to develop the language of progression and attainment at Levels of qualification.
- 4.4 Early Years and School senior leaders are empowered to design and implement their own curriculum model and narrative, based on national guidance, to best fit the learning needs of the children and young people within their unique educational setting.
- 4.5 Career Information, Advice and Personal Support: we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities - *#No wrong path*.

- 4.6 We need to fulfil children and young people's entitlements to personal support, enabling them to review their own learning with a key adult who knows them well, helps them to plan next steps and prepare for changes and choices.
- 4.7 Provision: We need the right balance and blend of learning options with parity of esteem between vocational and academic pathways across the system as a whole.
- 4.8 Taking curricular aims and translating them into practice is a continuous process. Getting the process of curriculum-making right is critical and <https://scotlandscurriculum.scot/5/> sets out key considerations, activities and ways of working to support this.
- 4.9 Our post-15 provision in schools is enhanced by the School-College partnership delivering additional vocational pathways at Edinburgh College campuses throughout the city. This includes Foundation Apprenticeships, alongside other Level 5 and 6 qualifications, such as National Progression Awards. The City of Edinburgh Council is now offering the Foundation Apprenticeship Children and Young People at the Hub schools of Wester Hailes and Liberton. This provides a viable pathway to the Modern Apprenticeship and ensures a skilled workforce for our expanded early years provision. The number of applications to Foundation Apprenticeships has increased significantly from last session.
- 4.10 Performance self-evaluation: Rigorous approaches to self-evaluation will build our capacity to improve outcomes for our learners.
- 4.11 The 2019 City of Edinburgh Participation measure indicates that the proportion of 16-19 years old participating was 92.2%, a 0.1 percentage point (pp) increase compared to 2018 (92.1%) and 0.7pp higher than the national rate (91.6%). Progress has been achieved through improved collaboration at a strategic level between The City of Edinburgh Council and critical partners. The overall figure of 93.6% for sustained positive leaver destinations 2017/18 is a 0.9 percentage increase compared to the previous session and is above the national figure.
- 4.12 Following its scrutiny of subject choice in schools, the Scottish Parliament's Education Skills Committee believes that substantial work must be undertaken by the Scottish Government to develop a better understanding of how subject

choices operate in practice and to address the unintended consequences emanating from the change in curriculum. The Deputy First Minister has therefore announced an independent review of the Senior Phase to explore how curriculum for excellence is being implemented for learners in S4-S6 and to identify any improvements that might be made to support the best outcomes for all young people. A survey on the breadth of learning in the senior phase across Edinburgh schools has been included (Appendix 2)

5. Next Steps

- 5.1 While there is no mandate for schools to implement any or all of the guidance contained within the suite of Edinburgh Learns documents, educational settings and schools will have opportunities to reflect on the value of the Pathways framework before the end of the school session.
- 5.2 Support early years and school settings to achieve and evaluate meaningful progress under the National Improvement Framework's priority 4: improvement in employability skills and sustained, positive school-leaver destinations for all young people.
- 5.3 Continue to implement Career Education Standard and Work Placement Standard across all educational settings.
- 5.4 Continue to explore, pilot and evaluate approaches to implementing the My World of Work portfolio as the basis for the P7 and S3 learning profiles to support transitions.
- 5.5 Conduct a thematic review of flexible and part-time pathways to ensure needs of learners being met and attendance is being accurately recorded.
- 5.6 Continue citywide tracking and monitoring of the 16+ Data Hub in collaboration with Skills Development Scotland and other partners.
- 5.7 Continue to work with key partners to provide the right support at the right time to young people who are at risk of not achieving a positive leaver destination.
- 5.8 Continue to develop the School College Partnership in the senior phase to expand the offer across SCQF levels and promote parity of esteem between vocational and academic pathways.

- 5.9 Continue to draw on the views of children and young people through participation forums such as My World of Work Ambassadors and Young Scot.
- 5.10 Ensure appropriate training is available to staff with a focus on key adult learning conversations informed by labour market intelligence and regional skills assessment
- 5.11 Report on the success of these actions as part of our annual Standards and Quality report

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement took place with school senior managers and officers within the local authority and drew on research from Young Scot. We will continue to draw on the views of children and young people through the My World of Work Ambassador forum.

8. Background reading/external reference

- 8.1 15-24 Learner Journey Review (May 2018):
<https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>
- 8.2 Scottish Parliament Education Skills Committee Report on Subject Choices in Schools (September 2019):
<https://digitalpublications.parliament.scot/Committees/Report/ES/2019/9/16/S/subject-choices-in-schools#Overall-conclusions>
- 8.3 Scotland's Curriculum for Excellence - putting learners at the heart of education (2019): <https://scotlandscurriculum.scot/>
- 8.4 City of Edinburgh Annual Participation Measure (August 2019)
https://www.skillsdevelopmentscotland.co.uk/media/45917/2019_annualparticipationmeasure_edinburgh-city.pdf

9. Appendices

- 9.1 Appendix 1 – Edinburgh Learns Framework: Pathways to develop our young workforce
- 9.2 Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Appendix 1

EDINBURGH LEARNS

Framework: Pathways to develop our young workforce



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Aims

Our goal is to ensure that **every learner experiences the best teaching and learning in all our early years' settings and schools.**

Edinburgh Learns, the City of Edinburgh Council strategy to raise attainment for all, comprises key frameworks such as: Equity; Health and Wellbeing; Parental Engagement; Teaching and Learning; Inclusion and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment.

The Framework - Pathways to develop our young workforce – exists to ensure:

“all learners are on the right route to the right job, through the right course via the right information”¹

[15-24 Learner Journey Review](#) (May 2018)

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people, from 3-18, acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person thrives and has the best opportunity to succeed, regardless of their social circumstances or additional needs. We want to develop with our partners an empowered and collaborative system, where everyone's contribution is heard and valued, and improving children and young people's outcomes from 3-18 is at the heart of everything we do.

By curriculum pathway we mean:

“the totality of all that is planned for children and young people throughout their education”²

Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens. Scotland cannot afford to be one dimensional in its approach to education. Ensuring all our learners are supported to make suitable, realistic and informed choices and follow progressive curriculum pathways that are tailored to their skills, strengths and interests is central to our inclusive economic growth and social justice ambitions.

“Ultimately, it is about the future workforce, our young people, making informed and ambitious choices about jobs and careers, ready to take their place in the world as effective contributors.”³

Roseanna Cunningham, Former Minister for Youth Unemployment, 2014

¹ 15-24 Learner Journey Review, May 2018

² Curriculum for Excellence: Building the Curriculum 3: A Framework for Learning and Teaching, June 2008

³ <https://www.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/> December 2014

Background

National Context

“we want our young people to be equipped with the skills and knowledge they need to reach their full potential in both their careers and their wider lives. We build our approach to this on three policy pillars of GIRFEC, Curriculum for Excellence and Developing the Young Workforce”⁴

Deputy First Minister John Swinney, May 2018

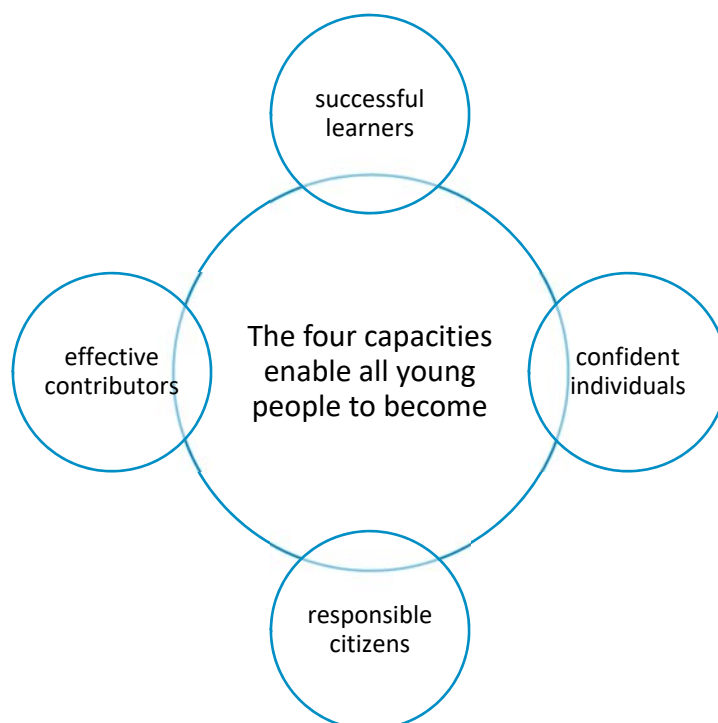
Scotland’s Curriculum for Excellence - putting learners at the heart of education (2019) - <https://scotlandscurriculum.scot/> has just been published.

This amends the initial Curriculum for Excellence (CfE) narrative and sets it within the current context.

As part of their learner journey all children and young people should have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.

It continues to place at its centre the four fundamental capacities, reflecting the lifelong nature of education and learning. Children and young people’s rights and entitlements are central to Scotland’s curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland’s place in it and the environment, referred to as Learning for Sustainability



⁴ <https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>

- a senior phase of education after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- access to a flexible range of pathways for groups of learners with differing needs, including learning opportunities leading to work-related qualifications
- opportunities to develop skills for learning, skills for life and skills for work, with a continued focus on literacy, numeracy and health and wellbeing
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

Scotland's Youth Employment Strategy implements the recommendations of the Commission for Developing Scotland's Young Workforce (DYW):

*"It is about Scotland's long-term economic success and wellbeing... This will need strong leadership and firm commitments across the education and business sectors and in national and local government to deliver the changes"*⁵

Sir Ian Wood, 2014

It seeks to improve the transition of all children and young people throughout education, from 3-18, into sustainable, productive employment, benefiting individuals and improving the economy. This strategy is one of the key priorities within the National Improvement Framework: improvement in employability skills and sustained, positive school-leaver destinations for all young people. There are key milestones for authorities, schools and partners to focus on and a range of measures to drive improvement. The headline target *to reduce youth unemployment by 40% from 2014 levels by 2021* has been achieved four years ahead of schedule in 2017.

The recent Scottish Government [15-24 Learner Journey Review](#) (2018) emphasizes the themes of excellence and equity to ensure every child and young person in Scotland can fulfil their potential. Our education system needs to provide high-quality information, advice and support so children and young people are confident in making the right decisions about their curriculum pathway in line with their aspirations and abilities. Equally, in order to ensure all young people have access to the choices that are right for them, we need the right balance and blend of learning options in our post-15 education and skills system – with parity of esteem between vocational and academic learning and pathways across the system as a whole.

⁵ Education Working For All! Commission for Developing Scotland's Young Workforce final report, June 2014

Pathways Strategic Board

To ensure that systems and processes deliver the necessary improvements, the Pathways Strategic Board meets termly.

The Board comprises:

- Senior Education Manager – Chair
- Quality Improvement Education Officer – DYW (Secondary)
- Quality Improvement Education Officer – DYW (Primary)
- Quality Improvement and Education Officer – Early Years
- Senior Leaders from each sector
- Depute Principal Educational Psychologist
- Partners:
 - SDS Regional Manager
 - DYW (Employer-led) Regional Board
 - Edinburgh College
- Professional Association Representation

The Board will monitor performance through our local authority annual Participation Measure and School Leaver Destination Results. The Participation Measure shows the proportion of young people aged 16-19 years participating in education, training or employment. We need to narrow the gap between the proportion of those in the most deprived areas participating in education, training and employment compared with young people in the least deprived areas. School measures of attendance, attainment, engagement and inclusion will also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer.

Roles, remits and responsibilities

All educators are responsible for developing and promoting a collegiate and collaborative culture to ensure:

“Edinburgh’s children and young people enjoy their childhood and achieve their potential”
Edinburgh Children’s Services Plan

To ensure a strategic approach to Pathways the Chief Education Officer

- Provides strong leadership to bring together worlds of education and business and create a better aligned system which enables smooth progression for learners and provides genuine choice

- Delivers an annual statement of progress in relation to Children's Services Plan Strategic Outcomes
- Liaises with partners including Education Scotland, the DYW (Employer-led) Board, Skills Development Scotland (S.D.S.), Edinburgh College and the South East Improvement Collaborative (S.E.I.C.) to ensure that the quality of the curriculum and learning pathways for all children and young people, is continually improved through effective collaboration

To ensure improved quality in pathways, officers work in partnership with authority support services to:

- Build collective leadership across the education and skills system
- Expand the offer and promote parity of esteem across all learning pathways, academic and vocational – increasing routes from schools into employment, further education closely linked to employment or higher education
- Consolidate partnership working with Edinburgh college and other training providers
- Devise an annual calendar of quality assurance activity in partnership with early years settings, schools and stakeholders to improve performance through rigorous self-evaluation
- Establish professional learning for all appropriate staff to improve quality of careers' advice, information and support

To ensure improved quality in pathways, school leaders and heads of establishment:

- Design curriculum rationale and narrative shaped by shared values and unique features of the school community or educational setting
- Implement curriculum based on national guidance and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities
- Collaborate effectively with partners to expand provision of learning pathways and support all young people into positive and sustained leaver destinations
- Provide equity of opportunity to maximise the successes and achievement of all our learners
- Promote parity of esteem across all learning pathways, academic and vocational – increasing routes from schools into employment, further education closely linked to employment or higher education

- Promote and shape the curriculum offer by using the Scottish Credit and Qualifications Framework (SCQF) to develop language of progression and attainment at Levels of qualification
- Engage meaningfully with children, young people, teachers, parents, partners and employers to promote understanding of different types of qualifications at each SCQF Level
- Facilitate a culture of professional learning and enquiry within own establishment to improve quality of careers' information, advice and support

To ensure improved quality in pathways, senior and middle leaders:

- Maintain focus on progressively developing skills of literacy, numeracy, health and wellbeing, digital literacy, creativity and employability across all curriculum areas and contexts of learning
- Expand flexible learning pathways which build on prior learning and ensure appropriate progression into sustained positive school leaver destinations, promoting parity of esteem between academic and vocational routes
- Develop use of *MyWOW* Profile and other tools to enable children and young people to track their own learning journey; understand strengths and areas for improvement
- Support teachers and practitioners to develop children and young people's learning about the world of work based on *Career Education Standard* entitlements
- Collaborate with partners, such as SDS Marketplace, Founders 4 Schools, Edinburgh College and DYW (Employer-led Board) to embed meaningful employer engagement based on *Work Placement Standard* across 3-18
- Ensure targeted support for equalities groups, at times of choice and change, promotes diverse participation across gender, black and minority ethnic groups, young people with disabilities and looked after/care-experienced

To ensure improved quality in pathways, educators:

- Provide earlier, relevant career information and advice based on current labour-market intelligence
- Highlight range of opportunities, learning pathways and skills required for world of work through embedded *Career Education Standard*

- Support children and young people to develop career management skills enabling them to make suitable, realistic and informed choices based on skills, strengths and preferences
- Through confident teacher judgments, alongside benchmarking and appropriate range of assessments, provide reliable evidence to plan appropriate learning pathways at key transition points
- Use robust assessment and moderation processes to track and monitor learners' progress to ensure pace, challenge and continuous progress in learning resulting in improved outcomes for all learners
- Address gender imbalances across the curriculum and challenge any prejudice-based choices about future careers
- Build ambition and better prepare children and young people for positive sustained leaver destinations through progressive learning that connects them more directly to employment
- Create opportunities for children and young people to be resilient, adaptable and value skills acquired
- Promote an international mind-set equipping all learners for the rapidly changing and increasingly globalised world

Key Strategic Actions

The strategic actions are not set out in detail in this paper as we do not seek to replicate national guidance. This section will set out advice in broad terms and signpost to the relevant publications.



Leadership

- Strong systems leadership is needed to bring together the worlds of education and business and complementary strengths in different education sectors to develop our young workforce
- We need a shared vision focused on supporting all children and young people into positive and sustained leaver destinations
- Our system needs to deliver the best value to the learner, wider society and the economy, where all learners are on the right route to the right job, through the right course via the right information
- Our starting point is to understand why the system needs to change to be better for the learner, accept this and then establish the conditions for this to be realised
- Early Years and School Senior Leaders are empowered to design and implement a curriculum model, based on national guidance, to best fit the learning needs of the children and young people within their unique educational setting
- We need to establish a culture based on parity of esteem and promote the curriculum offer using the Scottish Credit and Qualifications Framework (SCQF) to develop the language of progression and attainment at Levels of qualification (Appendix 1)

Effective transitions - Career information, advice and personal support

- Every child and young person, from 3-18, needs our educational system to provide high quality information, advice and personal support
- We must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities - *#No wrong path*⁶
- We must ensure that learners are supported to make the best choice in the first place through embedded universal and targeted support

⁶ <https://www.nowrongpath.scot/>

- We need to fulfil children and young people's entitlements to personal support, enabling them to review their own learning with a key adult who knows them well, helps them to plan next steps and prepare for changes and choices
- Confident teacher judgments, alongside benchmarking and appropriate range of assessments provide reliable evidence to plan appropriate learning pathways based on achievement of CfE or SCQF Levels at key transition points
- Robust processes to track and monitor learners' progress are used effectively to ensure pace, challenge and continuous progress in learning resulting in improved outcomes for all learners
- Children and young people's learning about the world of work should be based on the *Career Education Standard*⁷ entitlements, current labour-market intelligence and opportunities for employer engagement through the *Work Placement Standard* (Appendix 2)
- Professional learning and enquiry within all settings should focus on improving the ability of educators, especially key adults, to provide high quality careers' information, advice and personal support

Resources:

- The Scottish Credit & Qualifications Framework (SCQF) www.scqf.org.uk recognises and gives credit for range of qualifications, learning and achievements (Appendix 1)
- Skills Development Scotland www.skillsdevelopmentscotland.org.uk Developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work (Appendix 3)
- *Scottish Framework for Fair Access* (2019)
Developed in response to *Commission on Widening Access: A Blueprint for Fairness* (2016)

⁷ <https://education.gov.scot/improvement/learning-resources/Career%20Education%20Standard%203-18:%20Suite%20of%20learning%20resources>

Covers the entire learner journey, from early years to adult returners, and showcases best practice to help people from a disadvantaged background access higher education.

- *No One Left Behind* (2019)

Provision – equitable and expanded offer

- Empowerment - the curriculum rationale and narrative should be shaped by the shared values and unique features of the educational setting and local community
- The curriculum should be based on national guidance and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities
- Taking curricular aims and translating them into practice is a continuous process. Getting the process of curriculum-making right is critical and <https://scotlandscurriculum.scot/5/> sets out key considerations, activities and ways of working to support this
- We need the right balance and blend of learning options with parity of esteem between vocational and academic pathways across the system as a whole

The Broad General Education (BGE)

- Programmes of study are based on the Experiences and Outcomes and provide appropriate breadth, depth and challenge
- Skills of literacy, numeracy, health and wellbeing, digital literacy, creativity and employability will be progressively developed across all curriculum areas and contexts of learning
- S3 represents an important milestone in every young person's education:
 - Learners complete their entitlements to the BGE
 - Through personalisation and choice learners have opportunities to stretch their learning into CfE 4th Level and beyond
 - Learning pathways provide progression to a range of qualifications at appropriate SCQF Level in the Senior Phase
 - The S3 Profile enables young people to track their own learning journey; understand strengths and areas for improvement; identify future goals and pathways. It should include a focus on what they feel are their

latest and best successes. Completion of the *MyWOW Portfolio* supports this process (Appendix 3)

The Senior Phase (S4 to S6)

- Learning in the Senior Phase will continue to be active, engaging and enterprising, building directly on the BGE to ensure all learners are prepared well for lifelong learning and employment
- There should be additional flexibility to develop more appropriate learning pathways based on SCQF Levels to meet the needs of all young people (Appendix 1)
- All learners should have access to a more expanded and valued range of options at each appropriate SCQF Level
- Foundation Apprenticeships and other vocational qualifications should be embedded, providing a range of options for all learners in the senior phase by 2021
- A better aligned system will minimise unnecessary duplication at SCQF level 7 by maximising the flexibility of the four-year degree to enable learners to move, where appropriate, from S5 to year 1 and, through greater recognition of Advanced Highers, from S6 to year 2 of a university degree programme
- Support for statutory leavers, looked after/care experienced young people and those at risk of disengagement should be based on GIRFEC principles and practice and involve early identification, a planned progression pathway with the necessary support in place and be devised in partnership with either the third sector, colleges or an employer

Resources:

- Curriculum for Excellence Statement for Practitioners (2016) - the two key resources which support practitioners to plan learning, teaching and assessment are:
 - Experiences and outcomes
 - Benchmarks - these set out clear progression lines in Literacy and English, Numeracy and Maths, and across all other curriculum areas from Early to Fourth Levels
- *CfE Briefing Papers* and *Building the Curriculum* series
- <https://scotlandscurriculum.scot/5/> - curriculum making – how we do it

- Understanding the learners
- Knowing the big ideas
- Being clear on practical approaches
- Using meaningful learning networks
- Knowing your own learning and support needs
- www.myworldofwork.co.uk

Performance – self-evaluation

- Rigorous approaches to self-evaluation will build our capacity to improve outcomes for our learners. These should be based on our core principles of:
 - Collaborative
 - Proportionate
 - Supportive
 - Comprehensive
- All stakeholders within the educational setting should be involved; children and young people have a key role to play in this process
- There is robust analysis of a range of intelligence and data to monitor and track progress for all learners

Resources:

- *Insight* – online benchmarking tool to improve outcomes for learners in the senior phase by supporting secondary schools and local authorities in analysing the performance of learners across agreed measures
- Education Scotland has published key documents and a suite of learning resources to support self-evaluation and realise the ambitions around Pathways and Developing the Young Workforce
 - <https://education.gov.scot/improvement/learning-resources/career%20education%20standard%203-18:%20suite%20of%20learning%20resources>
 - How Good is our early learning and childcare?
 - How Good is OUR school?
 - How Good is our school? 4
 - STEM self-evaluation and improvement framework
 - The Career Education Standard 3-18 – Reflection Tool and Self-evaluation Wheel

- The Work Placement Standard
- Guidance on School/Employer Partnership

These aim to generate discussion around a range of reflective questions including:

- How do your plans address equality issues and help close the attainment gap?
- To what extent are learning pathways flexible and tailored to the individual needs of children and young people to enable them to make the best possible progress and support them into positive sustained leaver destinations?
- To what extent is collaborative curriculum planning with partners leading to new pathways and customised programmes for different groups of young people? Does it enable young people to progress smoothly through coherent senior phase pathways which may involve a mix of school, college and work-related provision?
- How do you involve children, young people, parents, staff and partners to ensure they have a good understanding of the different pathways available and how they can meet different needs and aspirations?

Appendices

- Appendix 1 – Scottish Credit & Qualification Framework
- Appendix 2 – Developing Young Workforce (Employer-led)
- Appendix 3 – My World of Work

Appendix 1

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

The Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

scqf
scottish credit and qualifications framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Appendix 2



As the future of work evolves, it is vital to be aware of the Labour Market Opportunities and how these connect to employer led pathways.

Diagram 1:

Demonstrates the estimated number of job openings in Edinburgh, Midlothian and East Lothian between 2017 – 2027, identifying key sectors where demand will be high.



Diagram 2:

The Partnership Model and Framework has been established to ensure all young people can have equitable access to be informed and inspired by employers.

The model also provides the opportunity for industry to shape the curriculum in partnership with educators.



¹ <https://www.skillsdevelopmentscotland.co.uk/media/44098/rsa-indesign-edinburgh-east-and-midlothian-2.pdf> p.38

More information can be found at www.DYW-EdinMidEast.com

Appendix 3

My World of Work – teacher and learner digital resources and profiling tools

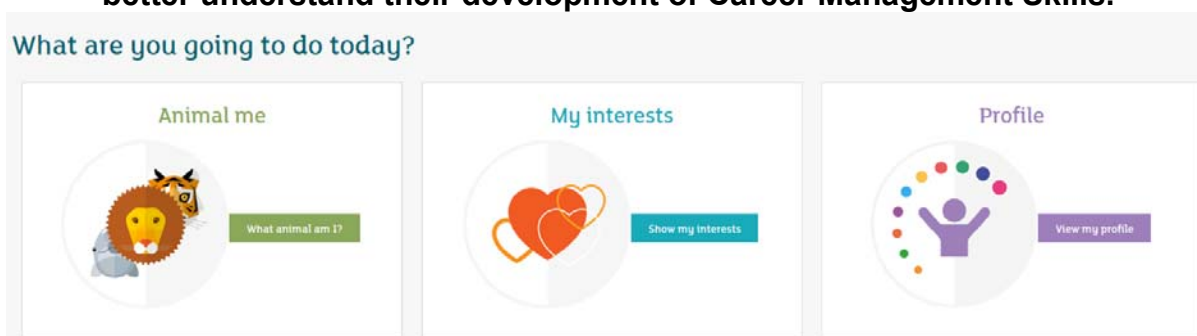
Primary Digital offer for teaching staff

How to access:

- Refer to [Before you start guide](#) for support
- Primary Teacher - creates own account by registering on www.myworldofwork.co.uk
- Primary pupils – registered by class teacher

Benefits of registering with *My World of Work*:

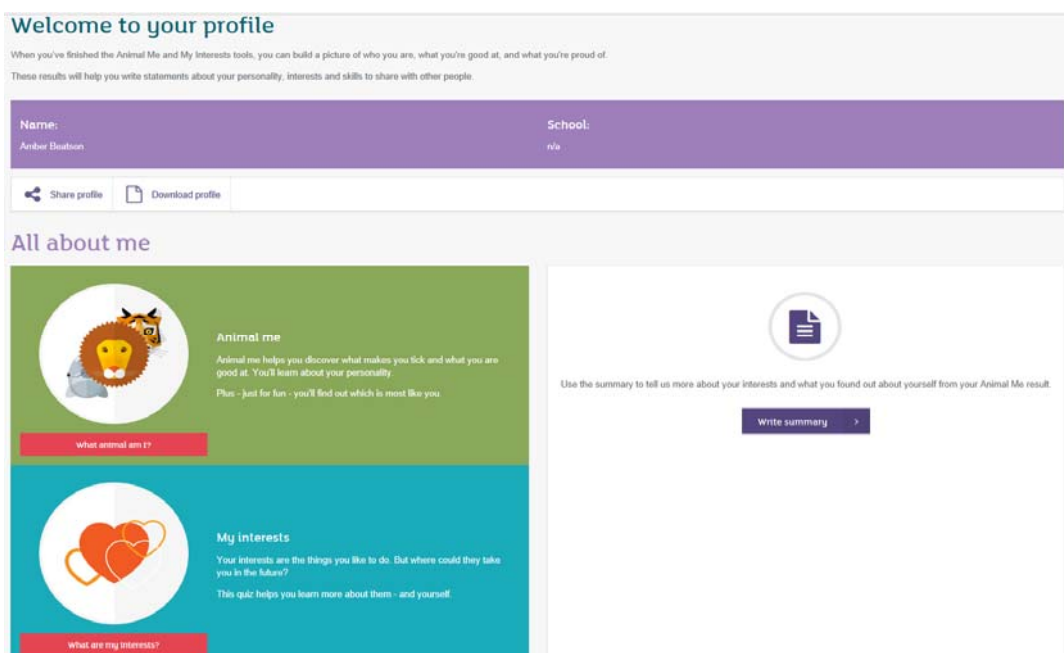
- Offers Primary Teachers a suite of resources to support the delivery of the **Career Education Standard (C.E.S.)**
- Access to **lesson plans** to support career education www.myworldofwork.co.uk/partner-resources and interactive tools for pupils www.myworldofwork.co.uk/ican.
- P5-P7 pupils **can map their learning against C.E.S. 'I can' statements** and **better understand their development of Career Management Skills.**



There are three tools created specifically for primary 5-7 pupils:

Animal me	My interests	Profile
A fun quiz that lets pupils explore their personality. At the end, they're assigned an animal, and given some ideas about the types of career that might suit them.	Lets pupils find out how their interests and likes can help them when they're making decisions. Their results will give them some ideas about jobs they might be interested in for the future.	After completing the other tools, pupils can write statements about their personality, interests and skills in their profile. This can be downloaded and shared with others.

- P7 pupils can complete the **online profiling tool** supporting transition to secondary school. Pupils can share (email) and download their profile.



Secondary School Digital offer

Teaching staff

How to access *My World of Work*:

- Secondary staff - create own account by registering on www.myworldofwork.co.uk

Benefits of registering with *My World of Work*:

- Access to suite of resources supporting **delivery of the Career Education Standard (C.E.S.)** across the curriculum
- Provision of **lesson plans** www.myworldofwork.co.uk/partner-resources to help introduce young people to a different aspect of the world of work, help them with their career management skills and support them as they use the My World of Work site. From enabling pupils to find out about their strengths, to creating a personal statement for a CV. There are a range of activities, presentations and worksheets to help develop your pupils' Career Management Skills.
- **Subject lesson inserts** link curriculum areas to the world of work. Linking subject content to relevant labour market information, job profiles and employee case studies.
- **Current Labour Market Intelligence**
- **Self-evaluation HGIOS?4** tools www.myworldofwork.co.uk/how-good-our-school-hgios

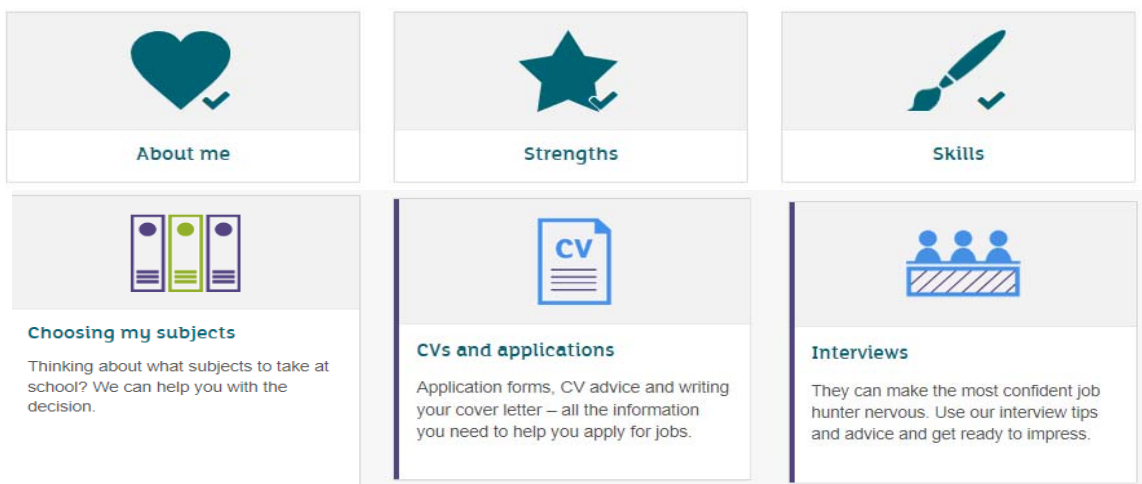
Secondary Pupils

How to access *My World of Work*:

- when S1 pupils next visit www.myworldofwork.co.uk/ican they will be invited to register on *My World of Work* and create own account
- If pupils have not used the ican resource; pupils should go direct to www.myworldofwork.co.uk to register

Benefits of registering with *My World of Work*:

- Create a profile to track the development of their skills for learning, life and work
- Access to interactive tools supporting learning about employability and Career Management Skills
- Develop leadership by signing up to be a [My World of Work Ambassadors](#) and champion the website as a valuable digital platform to develop the young workforce. Access the resources available to help ambassadors and teachers get the most from the experience.



Profiling tool

Has the “***potential to promote, very positively, the way learners understand their own learning, progress and achievement***”

CfE Briefing 3: Profiling and the S3 profile (2012)

- Reflects the uniqueness of each individual
- Helps each young person develop self-esteem and confidence, and other important attributes, through recognising their own progress and achievements
- Enables young people to track their own learning journey; understand strengths and areas for improvement; identify future goals and pathways
- Provides learners space to take ownership of the S3 Profile “*a positive statement of a young person’s latest and best achievements*”
- Supports ongoing development of a Personal Statement through the senior phase, providing information on successes in learning and a reflective summary statement of achievements, including achievements beyond school and other awards

About me

Learn more about yourself and use your interests to explore jobs and careers.

Your About me results

1 Creative

You've got a great imagination. You're good at creating new things and expressing yourself. You like doing things your way. You might enjoy design, arts, writing, music, film or performing.

2 Organiser

You always make sure things are accurate down to the smallest detail. You're great at organising tasks and following instructions. You might enjoy working with data, planning or record keeping.

3 Investigative

You're curious and good at asking the right questions. You like to observe, explore ideas and solve problems. Work which involves thinking, research or facts and figures may suit you.

Your personal summary

I am an investigative and creative person. I've enjoyed working on my art and design project in school. It's let me be creative and practical by coming up with new ideas and then figuring out how to make them work.

I enjoy leading a team which I often get a chance...

[View personal summary](#)



[Edit summary](#)



Skills

Use your skills to find career choices suited to you and make those big decisions easier.

Your skills

Communicating with people

Working as part of a team

Using other languages

Presenting to people

Finding solutions to problems

Being logical

Researching and investigating

Working with numbers

Your skills summary

Studying history has allowed me to develop excellent research skills as shown when I worked as part of a group to research local history in relation to the centenary of WWI. We identified local figures who contributed in a variety of different ways and I used my presentation skills to...

[View skills summary](#)



[Edit summary](#)



Strengths

Find out how your strengths can help you when it comes to jobs and career decisions.

Often Less often



Moral Compass

People strong in Moral Compass are guided by their strong ethical code, always acting and making decisions in accordance with what they believe is right.



Pride

People strong in Pride strive to produce work that is of the highest quality.



Orderly

People strong in Orderly like to follow processes, operating firmly within rules and guidelines.



Detail

People strong in Detail naturally focus on the small things that others easily miss, ensuring that everything is accurate and error-free.



Prevention

People strong in Prevention think ahead, to anticipate and prevent problems before they happen.

Your strengths summary

This is a summary of my Strengths results.

Step three: Get more experience

To round off your statement, think about things that you want to work on and improve for the future. Start your summary with a phrase like:

- In the future, I would like to...
- I am interested...

[View strengths summary](#)

[Edit summary](#)

Appendix 2

Senior Phase Pathways

Senior Phase Pathways

Consultation on breadth of learning in the senior phase

1. Name of school:

2. School timetable - please indicate the **total** number of periods per week:

- 27 periods per week
- 28 periods per week
- 32 periods per week
- 33 periods per week
- Other (please specify below)

Other (please specify)

3. For each year of the Senior Phase please indicate the **total** number of course options (subjects) young people are able to take:

	1 option	2 options	3 options	4 options	5 options	6 options	7 options	8 options	9 options
S4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

4. For each year of the Senior Phase please indicate if the following combinations are available:

	3+ Sciences (in addition to Mathematics)	2+ Languages (in addition to English)
S4	<input type="checkbox"/>	<input type="checkbox"/>
S5	<input type="checkbox"/>	<input type="checkbox"/>
S6	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

5. For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)	N.Q. Higher (S.C.Q.F. Level 6)	N.Q. Advanced Higher (S.C.Q.F. Level 7)	National Progression Award (S.C.Q.F. Level 5-6)	Foundation Apprenticeships (S.C.Q.F. Level 6)	Other
S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

6. For each year of the Senior Phase please indicate if there are opportunities to gain **additional** qualifications or awards (some examples given):

	Duke of Edinburgh	Work Placement Award	Core P.E./P.S.E. - Level 5/6 Personal Development Award	Other - please expand below
S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

7. If possible please provide a link to the school's senior phase offer:

8. Optional comment

Done

References

1. Curriculum for Excellence: Building the Curriculum 3: A Framework for Learning and Teaching, June 2008
2. The City of Edinburgh Council Children's Services Plan
3. Education Working For All! Commission for Developing Scotland's Young Workforce final report, June 2014
4. <https://www.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/> December 2014
5. <https://www.gov.scot/publications/15-24-learner-journey-review/>
6. Scottish Credit & Qualifications Framework: <https://scqf.org.uk/media/1174/scqf-diagram-2017-a6-web.pdf>
7. *Scotland's Curriculum for Excellence - putting learners at the heart of education* (2019) - <https://scotlandscurriculum.scot/>

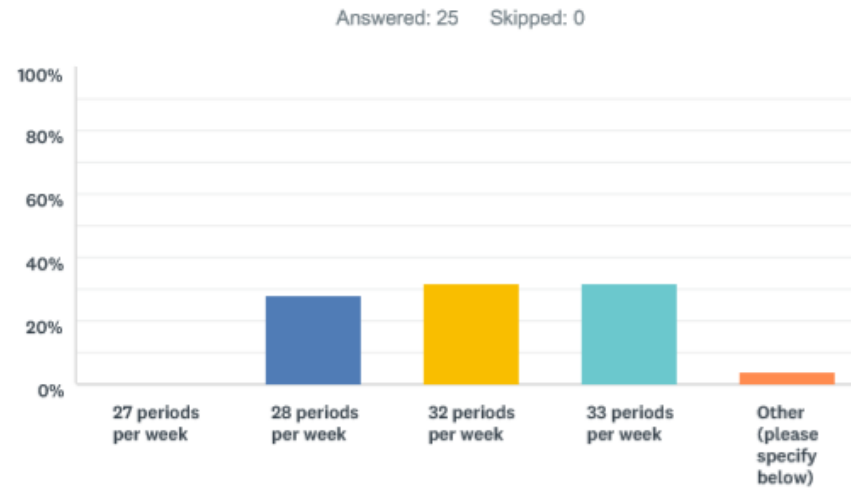
Appendix 2a – Survey on breadth of learning in the Senior Phase across Edinburgh schools

In response to the Motion by Councillor Laidlaw a survey of the breadth of learning in the Senior Phase (S4-S6) has been conducted across all 23 secondary Edinburgh schools (November 2019). Kaimes School and Howdenhall School also completed the survey.

The summary of results follows.

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Q2 School timetable - please indicate the total number of periods per week:



ANSWER CHOICES	RESPONSES	
27 periods per week	0.00%	0
28 periods per week	28.00%	7
32 periods per week	32.00%	8
33 periods per week	32.00%	8
Other (please specify below)	4.00%	1
TOTAL		25

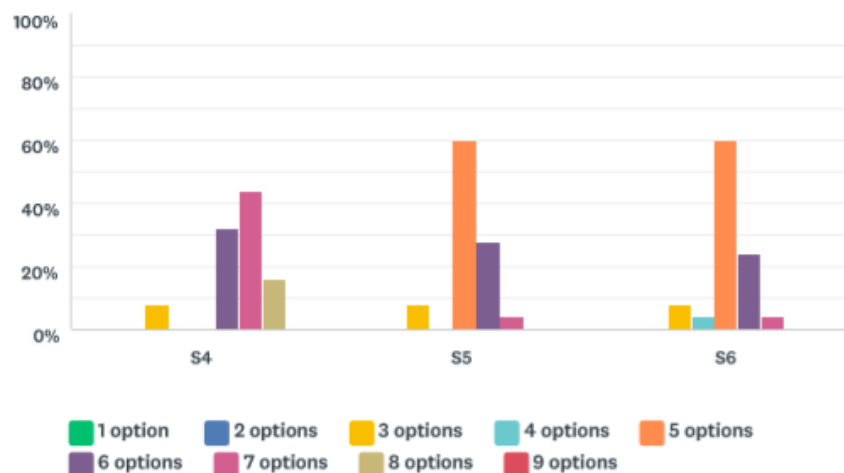
Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Motion:

- 1) The number of Nat 4/5 subjects available to be taken at S4 level at each City of Edinburgh high schools
- 2) The number of subjects allowed to be taken by each pupil at each City of Edinburgh high schools

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

Answered: 25 Skipped: 0



	1 OPTION	2 OPTIONS	3 OPTIONS	4 OPTIONS	5 OPTIONS	6 OPTIONS	7 OPTIONS	8 OPTIONS	9 OPTIONS	TOTAL
S4	0.00% 0	0.00% 0	8.00% 2	0.00% 0	0.00% 0	32.00% 8	44.00% 11	16.00% 4	0.00% 0	25
S5	0.00% 0	0.00% 0	8.00% 2	0.00% 0	60.00% 15	28.00% 7	4.00% 1	0.00% 0	0.00% 0	25
S6	0.00% 0	0.00% 0	8.00% 2	4.00% 1	60.00% 15	24.00% 6	4.00% 1	0.00% 0	0.00% 0	25

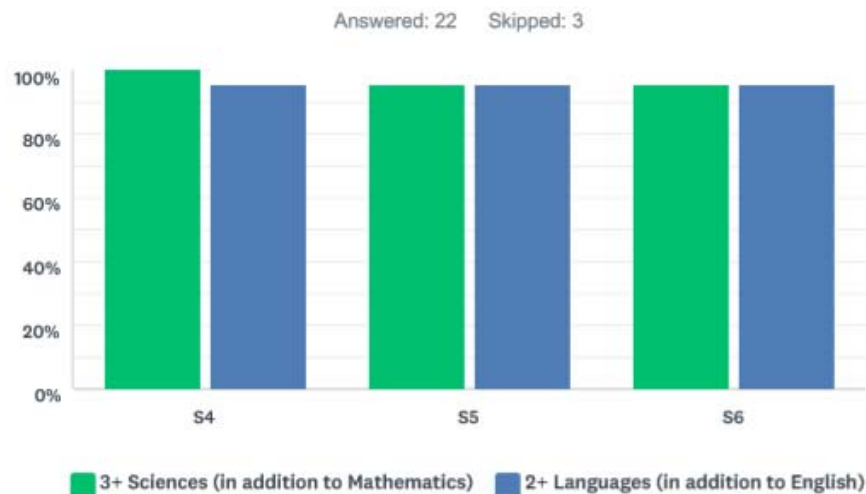
Please note the 2 schools offering 3 options in S4-S6 are Howdenhall and Kaimes.

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Motion:

- 3) The number offering the ability to take three sciences combined with Maths and English
- 4) Information on which City of Edinburgh schools offer the ability to take Nat 5 qualifications in two or more languages
- 5)

Q4 For each year of the Senior Phase please indicate if the following combinations are available:



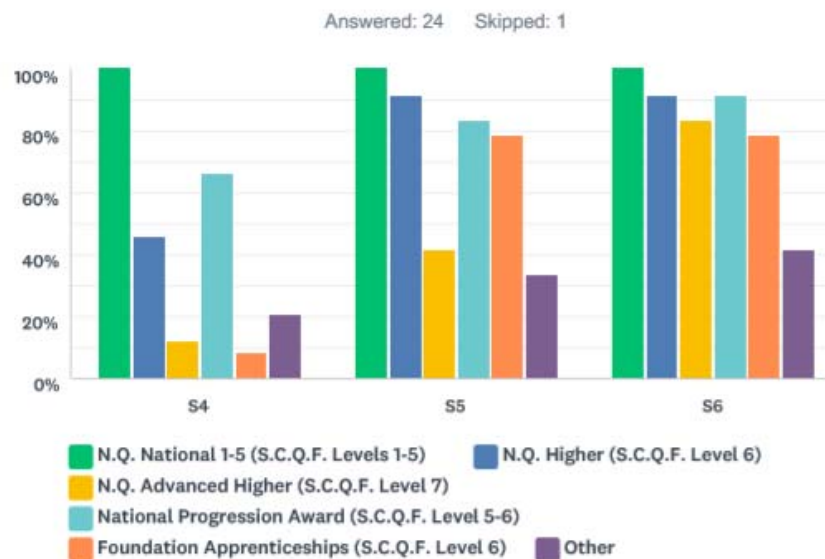
	3+ SCIENCES (IN ADDITION TO MATHEMATICS)	2+ LANGUAGES (IN ADDITION TO ENGLISH)	TOTAL RESPONDENTS
S4	100.00% 22	95.45% 21	22
S5	95.45% 21	95.45% 21	22
S6	95.45% 21	95.45% 21	22

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Motion:

- 1) The number of Nat 4/5 subjects available to be taken at S4 level at each City of Edinburgh high schools
- 2) The number of subjects allowed to be taken by each pupil at each City of Edinburgh high schools

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

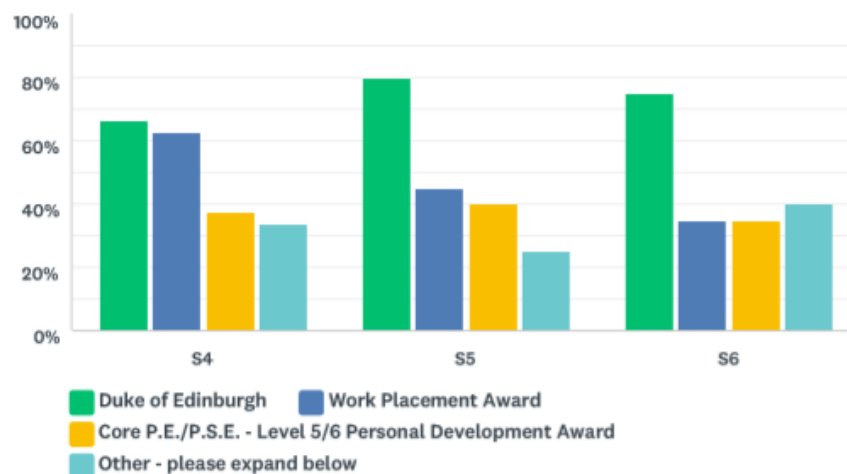


	N.Q. NATIONAL 1-5 (S.C.Q.F. LEVELS 1-5)	N.Q. HIGHER (S.C.Q.F. LEVEL 6)	N.Q. ADVANCED HIGHER (S.C.Q.F. LEVEL 7)	NATIONAL PROGRESSION AWARD (S.C.Q.F. LEVEL 5-6)	FOUNDATION APPRENTICESHIPS (S.C.Q.F. LEVEL 6)	OTHER	TOTAL RESPONDENTS
S4	100.00% 24	45.83% 11	12.50% 3	66.67% 16	8.33% 2	20.83% 5	24
S5	100.00% 24	91.67% 22	41.67% 10	83.33% 20	79.17% 19	33.33% 8	24
S6	100.00% 24	91.67% 22	83.33% 20	91.67% 22	79.17% 19	41.67% 10	24

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

Answered: 24 Skipped: 1



	DUKE OF EDINBURGH	WORK PLACEMENT AWARD	CORE P.E./P.S.E. - LEVEL 5/6 PERSONAL DEVELOPMENT AWARD	OTHER - PLEASE EXPAND BELOW	TOTAL RESPONDENTS
S4	66.67% 16	62.50% 15	37.50% 9	33.33% 8	24
S5	80.00% 16	45.00% 9	40.00% 8	25.00% 5	20
S6	75.00% 15	35.00% 7	35.00% 7	40.00% 8	20

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, October 25, 2019 10:15:50 AM
Last Modified: Friday, October 25, 2019 10:21:50 AM
Time Spent: 00:05:59
IP Address: 184.84.242.111

Page 1: Senior Phase Pathways

Q1 Name of school:

Forrester High School

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take: **Respondent skipped this question**

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below
S5	Duke of Edinburgh, Work Placement Award
S6	Duke of Edinburgh
Other	
S4 JET S5 Wider achievement unit awards	

Q7 If possible please provide a link to the school's senior phase offer:

<https://forresterhighschool.org.uk/learning-and-teaching/s4-6-curriculum>

<https://forresterhighschool.org.uk/learning-and-teaching/course-choice>

Q8 Optional comment

Currently reviewing our curriculum offer in both BGE and senior phase with the support of Creative Curriculum Catalyst Funding from Education Scotland.

#2

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, October 25, 2019 9:12:59 AM
Last Modified: Friday, October 25, 2019 11:51:05 AM
Time Spent: 02:38:06
IP Address: 184.84.242.111

Page 1: Senior Phase Pathways

Q1 Name of school:

James Gillespie's HS

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options
Other (please specify)	We also have pupils who undertake additional qualifications through, for example, Weekend Chinese schools. Others pupils take on additional subjects (e.g. another language) through study outwith the 28 periods.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)
S6	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)

Other (please specify)

Prince's Trust; Baccalaureate (Sciences and Languages)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Other

S6 - Sciences Baccalaureate. Languages Baccalaureate; AS/A Level Art, Sports Leadership Award, Dance Awards; Hospitality, Cake Decorating

Q7 If possible please provide a link to the school's senior phase offer:

We have our Course Choice Booklets and choice sheets online but Website currently under construction; those docs will be on website by end November

Q8 Optional comment

Our curriculum is under continuous review and evolves incrementally each year. (For example, we have introduced Lab Skills (S5) and Engineering Science (S3/4/5) in past 12 months in response to feedback and a changing pupil demographic.

#3

COMPLETE

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Last Modified: Friday, October 25, 2019 1:53:11 PM
Time Spent: 00:09:33
IP Address: 184.84.242.111

Page 1: Senior Phase Pathways

Q1 Name of school:

Balerno High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	We offer pupils in S5 and S6 taking courses at National 4 and National 5, short courses to supplement their timetable and to optimise their potential to achieve further qualifications.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Q7 If possible please provide a link to the school's senior phase offer:

<https://balernochs.wordpress.com/category/news-events/course-choice/>

Q8 Optional comment

Respondent skipped this question

#4

COMPLETE

Collector: Web Link 1 (Web Link)
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Last Modified: Monday, October 28, 2019 7:44:11 AM
Time Spent: 00:06:55
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

Liberton HS

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options
Other (please specify)	All pupils have the option to do level 5 NPAs during core PE.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)

Other (please specify)

Various SQA Awards at multiple levels, NVQs.

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Other

Various coaching awards certificated by governing bodies.

Q7 If possible please provide a link to the school's senior phase offer:

<https://libertonhighschool.org/2018/02/22/senior-phase-course-choice-guide/>

Q8 Optional comment

Respondent skipped this question

#5

COMPLETE

Collector: Web Link 1 (Web Link)
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Last Modified: Monday, October 28, 2019 9:17:40 AM
Time Spent: 00:05:34
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

St Thomas of Aquin's RC High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week****Q3** For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
Other (please specify)	
Caritas award	

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Other - please expand below
S5	Duke of Edinburgh
S6	Duke of Edinburgh, Other - please expand below
Other	
National 4 and % RE in S4 and Caritas in S6	

Q7 If possible please provide a link to the school's senior phase offer:

<https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2018/11/Curriculum-Policy-November.pdf>

Q8 Optional comment

You are welcome to come and visit St Thomas, discuss the curriculum on offer and the attainment and achievement outcomes for pupils as well as experience the learning and teaching at the school.

#6

COMPLETE

Collector: Web Link 1 (Web Link)
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IP Address: 23.46.211.47

Page 1: Senior Phase Pathways

Q1 Name of school:

Trinty academy

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other

Other (please specify)

College options for S4/5/6, JET for S4 YASS for S6

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Other - please expand below
S5	Duke of Edinburgh, Other - please expand below
S6	Duke of Edinburgh, Other - please expand below

Other

Saltire award. leadership in S6

Q7 If possible please provide a link to the school's senior phase offer:

Please contact on this

Q8 Optional comment

Respondent skipped this question

#7

COMPLETE

Collector: Web Link 1 (Web Link)
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IP Address: 184.28.188.12

Page 1: Senior Phase Pathways

Q1 Name of school:

Leith Academy

Q2 School timetable - please indicate the total number of periods per week:**28 periods per week**

Other (please specify):

28 period week, plus an hour across the week for Key Adult time

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Flexible plans like JET allow some S4 to pick up other awards (hence 7). Mostly 6 subjects in S4.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award
S5	Duke of Edinburgh, Work Placement Award
S6	Duke of Edinburgh, Work Placement Award

Other

We deliver Sport and Fitness NPA through PE. We do the Employability award lev 5 through PSE.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#8

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 28, 2019 2:17:13 PM
Last Modified: Monday, October 28, 2019 2:23:41 PM
Time Spent: 00:06:27
IP Address: 2.22.228.21

Page 1: Senior Phase Pathways

Q1 Name of school:

The Royal High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	7 options
S6	7 options
Other (please specify)	Max 7 but less If take Highers as level 4/5 is allocated 4 blocks a week vs 6 for H and AH. S4-6 cohort.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)
S5	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Other (please specify)

Baccalaureate, DEC, JET

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award
S5	Duke of Edinburgh, Work Placement Award, Other - please expand below

Other

Mental health award, volunteering award

Q7 If possible please provide a link to the school's senior phase offer:

<https://royalhigh.wordpress.com/curriculum-info/>

Q8 Optional comment

Respondent skipped this question

#9

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, October 29, 2019 11:51:37 AM
Last Modified: Tuesday, October 29, 2019 11:55:24 AM
Time Spent: 00:03:46
IP Address: 23.52.0.47

Page 1: Senior Phase Pathways

Q1 Name of school:

Boroughmuir High School

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week****Q3** For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Other (please specify)

HNC via the School college partnership

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Other - please expand below
----	------------------------------------

Other

RMPS - SQA award Personal Finance - SQA H&WB Award - SQA

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, October 29, 2019 1:59:08 PM
Last Modified: Tuesday, October 29, 2019 2:08:59 PM
Time Spent: 00:09:50
IP Address: 104.98.116.189

Page 1: Senior Phase Pathways

Q1 Name of school:

Gracemount High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Where applicable some pupils have individualised pathways

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English)
S6	2+ Languages (in addition to English)

Other (please specify)

2 Languages were offered in S5/6 however there was not enough uptake and didn't run.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Other (please specify)

City & Guilds Bike Maintenance

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh
S6	Duke of Edinburgh

Q7 If possible please provide a link to the school's senior phase offer:

http://www.gracemounthighschool.co.uk/School_Documents_Page/Course_Choice/index.html

Q8 Optional comment

The school is focussed on enhancing the range of vocational qualifications available to young people.

#11

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, October 30, 2019 8:10:41 AM
Last Modified: Wednesday, October 30, 2019 8:24:10 AM
Time Spent: 00:13:29
IP Address: 65.158.202.52

Page 1: Senior Phase Pathways

Q1 Name of school:

Castlebrae Community High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below
S5	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below
S6	Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below, Duke of Edinburgh

Other

All pupils undertake a Steps to Work programme that originates in S2 and completes with the S4 work experience. The partnership we have with Foxlake allows pupils the opportunity to be trained and deliver in a work environment. This forms an integral part of the learning.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

We seek to address any individual needs in terms of coursing. This has led to Level 6 qualifications in S4 when appropriate. Our strategic direction has also led to partnerships being active providers within our curriculum. This is exemplified through the provision of partners in Hospitality, Drama, Music Technology, Mandarin, Events Award, Dance, and Business Studies (S3 this year looking to senior phase next).

#12

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 28, 2019 10:45:12 AM
Last Modified: Wednesday, October 30, 2019 2:38:51 PM
Time Spent: Over a day
IP Address: 23.36.15.45

Page 1: Senior Phase Pathways

Q1 Name of school:

Holy Rood RC High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

3 Sciences available in S5 and S6 depending on up take from pupils.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S6	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4 **Work Placement Award, Other - please expand below**

S5 **Work Placement Award**

S6 **Work Placement Award, Other - please expand below**

Other

Caritas Award (S6), JET (S4) and JET Plus (S5), Duke of Edin Bronze offered in S3, plans in place to offer Duke of Edin Silver Award in the senior school

Q7 If possible please provide a link to the school's senior phase offer:

http://www.holyroodrchighschool.co.uk/?page_id=89

The link above takes you to the Parent and Carer Zone Page of the school website, under the General Resources list.

Q8 Optional comment

Respondent skipped this question

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, October 30, 2019 6:22:05 PM
Last Modified: Wednesday, October 30, 2019 6:23:42 PM
Time Spent: 00:01:36
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

Wester Hailes Education Centre

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics)
S5	3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Other - please expand below
S5	Duke of Edinburgh
S6	Duke of Edinburgh
Other	
SQA Employability award.	

Q7 If possible please provide a link to the school's senior phase offer:

<http://www.whec.edin.sch.uk/the-curriculum/>

Q8 Optional comment

Respondent skipped this question

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, October 31, 2019 1:49:37 PM
Last Modified: Thursday, October 31, 2019 1:52:28 PM
Time Spent: 00:02:51
IP Address: 65.158.202.54

Page 1: Senior Phase Pathways

Q1 Name of school:

Tynecastle High School

Q2 School timetable - please indicate the total number of periods per week: Other (please specify):
 27.5 (x 60 minutes)

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award
S5	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Q7 If possible please provide a link to the school's senior phase offer:

Under review currently (at the stage of survey consultation with parents/carers, students and staff)

Q8 Optional comment

Respondent skipped this question

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 11:28:37 AM
Last Modified: Friday, November 01, 2019 11:42:58 AM
Time Spent: 00:14:20
IP Address: 23.52.0.95

Page 1: Senior Phase Pathways

Q1 Name of school:

Firrhill High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**,
 Other (please specify):
 plus 5 x 10min registration each morning

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Although it is possible to do 5 in S6 we normally would limit that to a maximum of 4.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), Other
S5	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S6	National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)

Other (please specify)

Skills for Work - Sport & Recreation, Early Education & Childcare & Hairdressing. Level 4 Scottish Studies Award. Sports Leader Award. JET and JET+

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh
S5	Duke of Edinburgh
S6	Duke of Edinburgh

Other

Saltire Awards (for volunteering)

Q7 If possible please provide a link to the school's senior phase offer:

<http://firrhillhigh.org/information/course-choice-information>

Q8 Optional comment

Respondent skipped this question

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 12:08:17 PM
Last Modified: Friday, November 01, 2019 12:10:08 PM
Time Spent: 00:01:50
IP Address: 2.20.70.4

Page 1: Senior Phase Pathways

Q1 Name of school:

St Augustine's High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	4 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Work Placement Award
S6	Work Placement Award

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 5:07:59 PM
Last Modified: Friday, November 01, 2019 5:17:46 PM
Time Spent: 00:09:47
IP Address: 184.84.242.103

Page 1: Senior Phase Pathways

Q1 Name of school:

Kaimes School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	3 options
S5	3 options
S6	3 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available: **Respondent skipped this question**

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given): **Respondent skipped this question**

Q7 If possible please provide a link to the school's senior phase offer: **Respondent skipped this question**

Q8 Optional comment

We are currently undergoing a curriculum review. We are reviewing the period lengths/number of periods and exploring the SQA suite with particular focus on N2 and 3 awards including sciences, travel skills and personal development. This will feature in the offer for session 2020/21

#18

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 5:50:41 PM
Last Modified: Friday, November 01, 2019 6:01:09 PM
Time Spent: 00:10:27
IP Address: 23.52.0.95

Page 1: Senior Phase Pathways

Q1 Name of school:

Portobello HS

Q2 School timetable - please indicate the total number of periods per week:**Other (please specify below)**

Other (please specify):

31 50 min periods and 20 mins Key Adult each morning, so a variation of a 33 period week

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Reduced from 8 in S4 following Curriculum Review. Current S4 will be first group to go through this model.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

All possible in principle, though some clashes could occur depending on other choices.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other

Other (please specify)

We do accommodate occasional qualifications for gifted and talented young people eg H Maths in S4, N5 Maths in S2

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award
S6	Other - please expand below

Other
DofE running in S3 for an inclusion group, otherwise it is extra-curricular. Sports Leader offered. Actively looking to expand Saltire, PDAs etc

Q7 If possible please provide a link to the school's senior phase offer:

We can send our eBooklet separately.

Q8 Optional comment

Respondent skipped this question

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 04, 2019 9:07:10 AM
Last Modified: Monday, November 04, 2019 9:11:17 AM
Time Spent: 00:04:07
IP Address: 184.27.141.198

Page 1: Senior Phase Pathways

Q1 Name of school:

Broughton HS

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	NB Schools had staffing budgets reduced around 5 years ago on the assumption that S6 would only study 3 subjects on average. We were also told that strong consortium arrangements would be put in place to optimise opportunities versus travel and staffing costs.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

Some languages, including Polish are not picked up on Insight as they are not offered by SQA.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh
S5	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Q7 If possible please provide a link to the school's senior phase offer:

<https://www.broughton.edin.sch.uk/curriculum/course-choice-s4.html#s5-s6>

Q8 Optional comment

Respondent skipped this question

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 04, 2019 12:23:05 PM
Last Modified: Monday, November 04, 2019 12:59:26 PM
Time Spent: 00:36:20
IP Address: 2.20.70.4

Page 1: Senior Phase Pathways

Q1 Name of school:

Currie Community High School

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)
S6	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh
S5	Duke of Edinburgh
S6	Duke of Edinburgh

Q7 If possible please provide a link to the school's senior phase offer:

<http://curriehighschool.co.uk/wp-content/uploads/2018/12/Moving-Into-and-Within-the-Senior-Phase-Information-Book-2019-20.pdf>

Q8 Optional comment

Work placement award will be delivered next session as part of the revised work placements opportunities we are bringing in

#21

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, October 25, 2019 11:18:59 AM
Last Modified: Tuesday, November 05, 2019 5:00:34 PM
Time Spent: Over a week
IP Address: 23.46.211.47

Page 1: Senior Phase Pathways

Q1 Name of school:

Craigroyston Community High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options
Other (please specify)	In all year groups, there is flexibility for pupils to take an additional subject if appropriate - for example, an additional language or ESOL.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6), Other
S5	N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	Other, Foundation Apprenticeships (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), N.Q. Advanced Higher (S.C.Q.F. Level 7), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)

Other (please specify)

We usually do not present Higher in S4 or Advanced Higher in S5 although have done previously for Languages/ESOL.

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Other - please expand below, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Work Placement Award, Duke of Edinburgh
S6	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below

Other

Senior Phase Electives linked to qualifications instead of Core PE/RE - although both are represented in the SP Electives menu.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

We are spending significant time looking at our current S3 curriculum - there is breadth but not necessarily depth. This is likely to change in the coming session to better prepare pupils for Senior Phase.

#22

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 05, 2019 9:03:46 PM
Last Modified: Tuesday, November 05, 2019 9:09:49 PM
Time Spent: 00:06:03
IP Address: 65.158.202.38

Page 1: Senior Phase Pathways

Q1 Name of school:

Craigmount

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	6 options
S6	5 options
Other (please specify)	In S5 our learners study 5 full courses and 1 wider achievement option.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Other (please specify)
Skills for work courses

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award
----	-----------------------------

Q7 If possible please provide a link to the school's senior phase offer:

<http://craigmounthighschool.co.uk/wp-content/uploads/2019/01/Senior-Course-Choice-Booklet-2019-2020.pdf>
<http://craigmounthighschool.co.uk/wp-content/uploads/2019/01/S3-to-S4-Course-Information-Booklet-2019-20-002-002.pdf>

Q8 Optional comment	Respondent skipped this question
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#23

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 06, 2019 10:38:33 PM
Last Modified: Wednesday, November 06, 2019 10:40:16 PM
Time Spent: 00:01:42
IP Address: 95.101.63.14

Page 1: Senior Phase Pathways

Q1 Name of school:

Howdenhall School (Edinburgh Secure Services)

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	3 options
S5	3 options
S6	3 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available: **Respondent skipped this question**

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S6	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Other - please expand below
S5	Other - please expand below
S6	Other - please expand below

Q7 If possible please provide a link to the school's senior phase offer:

ACHIEVE

Q8 Optional comment

Respondent skipped this question

#24

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 07, 2019 4:11:22 PM
Last Modified: Thursday, November 07, 2019 4:19:35 PM
Time Spent: 00:08:12
IP Address: 81.52.134.6

Page 1: Senior Phase Pathways

Q1 Name of school:

Drummond Community High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available: **Respondent skipped this question**

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S5	Foundation Apprenticeships (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), N.Q. Higher (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	N.Q. Advanced Higher (S.C.Q.F. Level 7), N.Q. Higher (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award, Duke of Edinburgh
Other	Saltire Volunteering in S6; Career Ready in S5 & S6; Mental Health award in core PSE in S5 & S6.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#25

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 08, 2019 10:55:50 AM
Last Modified: Friday, November 08, 2019 11:37:30 AM
Time Spent: 00:41:40
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

Queensferry CHS

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options
Other (please specify)	In S5, young people can take 5 or 6 courses depending on the level of study. In S6 , young people can take 4, 5 or 6 subjects, again dependent on level and nature of study.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

Possible through consortium or college partnerships. Depends on demand, year to year, if school alone can provide - annual straw polls inform course choice and can change depending on consumer demand.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. Higher (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), Other
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Other (please specify)

S4 - Group awards in personal development level 2 and 3 dependent on cohort and needs

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Other - please expand below

Other

S3 is when Duke of Edinburgh bronze award is offered in the formal curriculum. Silver and gold is offered as an extra curriculum opportunity across the senior phase. Dance leaders and sports leaders awards are also available in the senior phase.

Q7 If possible please provide a link to the school's senior phase offer:

Not available. Straw polls due to take place next week which will then inform senior phase offer for next session.

Q8 Optional comment

Approximately 100 students engage in schools- college partnership extending the school's provision and allowing more vocational opportunities for young people. Partnerships with Forth Valley and Edinburgh colleges with in school programme delivery. As a coastal community we deliver Maritime Nat5 skills in partnership with Port Edgar water sports - one of the few or only schools in Scotland delivering this . Work placement is offered across the senior phase and can be timetabled for young people , if appropriate. We continue to engage young people in the career ready programme annually.

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Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

Edinburgh Learns Inclusion Framework

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note completion of a clear framework and vision for inclusion including consultation with children and young people.
 - 1.1.2 Note the completion of the recent school survey of flexible (part time) timetables as part of the framework board actions.
 - 1.1.3 Agree to receive annual reports on inclusion.
 - 1.1.4 Agree that the board will have a minimum of three meetings annually. The board will identify strategic tasks in relation to inclusion and liaise with senior managers to request the establishment of working groups to progress them.
 - 1.1.5 Note the continued hard work of pupils, staff, parents and partners to develop positive and inclusive learning communities.

Alistair Gaw

Executive Director of Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

Edinburgh Learns Inclusion Annual Report

2. Executive Summary

- 2.1 This report summarises the work of the Edinburgh Learns Framework board in 2019-20 finalising the framework document. During 2019-2020 the Edinburgh Learns Inclusion Framework has been consulted on, finalised and disseminated to all schools.
- 2.2 The board will meet three times annually and the annual report will pull together relevant data to track our inclusive practice. The board will use data to identify key strategic tasks in relation to inclusion.

3. Background

- 3.1 Collaborative work on Inclusion over the last 3 years has pulled together a multi-disciplinary shared approach to our inclusive practice strategy.
- 3.2 In 2019-2020 this was incorporated into the Edinburgh Learns Framework. This ensures it sits within our wider citywide strategy for school improvement and planning.

4. Main report

- 4.1 The Edinburgh Learns framework sets out a clear vision for Inclusion. This was developed in consultation with children and young people.
- 4.2 Our learning communities are committed to inclusion and our quality improvement reporting and local inspections demonstrates this.
- 4.3 The board will track and report on key data related to inclusion.
- 4.4 There has been a commitment to reducing the impact of exclusion on children and young people. Our data over the last three years shows a downward trend in numbers of exclusions and days lost through exclusion.
- 4.5 Our tracking of requests for special provision shows that most requests for provision result in a placement offer. For example at the end of the 2017-2018 session 102 (88%) of the 116 requests for secondary specialist provision were offered a

placement in specialist provision (this includes special schools such as Woodlands and Gorgiemills and secondary resource provisions such as Drummond and Craigmount).

- 4.6 In secondary schools there has been a downward trend in the number of requests for specialist placements.
- 4.7 Reducing the numbers of pupils who have less than 85% attendance is currently a target in our strategy to improve overall pupil attendance. This is the first year this shift in focus has been introduced and it will be tracked by the board over subsequent years.
- 4.8 We recognise the need to better track and monitor flexible (part-time) timetables. A clear procedure to allow us to do this is now in place and is being implemented in all schools. We have surveyed all schools in relation to the number and quality of flexible (part-time) timetables and pupil involvement in the planning process.

5. Next Steps

- 5.1 Support the implementation and embedding of the key policy and procedures for inclusion disseminated during 2018-2019
- 5.2 As part of the process of implementation ensure accurate recording of flexible timetables, physical harm or weapons in school and physical intervention to prevent harm (as outlined in the procedures) to allow citywide tracking and monitoring
- 5.3 Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for care experienced learners
- 5.4 Continue to draw on the views of children and young people through participation forums such as Youth Talk, My Kind of Edinburgh and themed topics such as Mental Health. Specifically consideration of appropriate levels of engagement work that could be taken forward with young people who have experience of exclusions and flexible timetables, especially those who are care experienced, to gather their views on their educational experience and the forward Change that would help get it right for them.
- 5.5 Continue capacity building in mainstream through evidence based approaches such as nurture, the Wellbeing Academy and Seasons for Growth
- 5.6 Continue to work with key partners and voluntary organisations to provide the right support at the right time to children and families who are at risk of not being 'Included, Engaged and Involved'
- 5.7 Ensure appropriate training is available to staff with a focus on Relationships, Learning and Behaviour
- 5.8 Continue to explore, pilot and evaluate approaches to increase attendance for vulnerable learners

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1 Edinburgh Learns Inclusion has consulted with Children and Young People to develop a meaningful shared vision for inclusion.
- 7.2 Consultation and engagement took place with school senior managers, school partners and officers within the local authority.
- 7.3 There are no anticipated health and safety, governance, compliance or regulatory implications caused by this framework.
- 7.4 There are no anticipated impacts relating to carbon impacts, adaptation to climate change or sustainable development.

8. Background reading/external references

- 8.1 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- 8.2 Included, Engaged, Involved 2 (2017)
- 8.3 The Additional Support Needs Act
- 8.4 Equality Act (2010)
- 8.5 Developing a positive whole-school ethos and culture – relationships, learning and behaviour (2018)
- 8.6 Health and Social Care Standards; My support my life (2017)

9. Appendices

- 9.1 Appendix 1: Edinburgh Learns Framework

EDINBURGH LEARNS

Inclusion



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Appendix 1: Inclusion within the Edinburgh Learns Frameworks

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;

We belong,

We contribute,

We learn,

We are supported and we help others.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises key frameworks which are co-constructed between officers and Headteachers, informed by data and research, and which provide the strategies known to be successful to raise attainment.

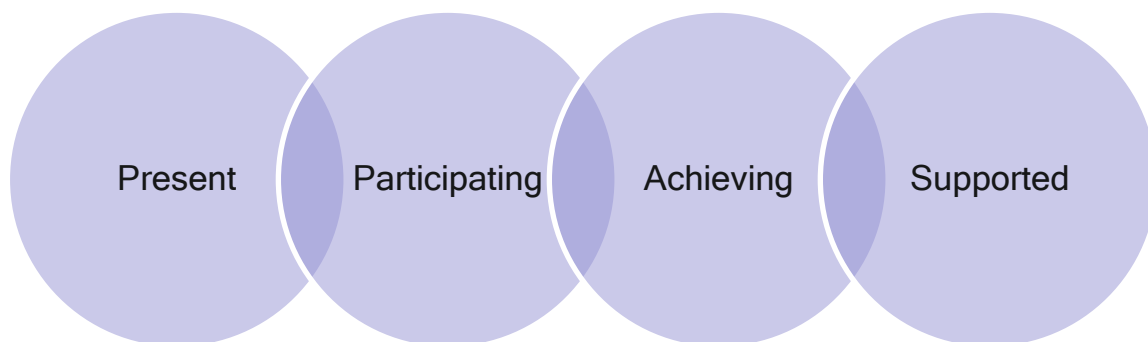
This framework details the actions required by all to ensure the ongoing development of inclusive learning communities¹ and positions the policy Included, Engaged, Involved in Edinburgh at the heart of all Inclusive Practice in the city. It provides the links to supporting procedures, legislation and guidance. It recognises that inclusive practice has implications for all aspects of learning communities and requires a strong collaborative approach from all services working with children and families. The strategic aims that form the basis of the framework are detailed in appendix 1. The Edinburgh Learns Inclusion board will maintain an oversight of tasks incorporated elsewhere and focus action on tasks specific to this framework.

¹ Learning community describes all schools and early years' establishments managed by City of Edinburgh Council, partner providers and school placements commissioned by the authority.

This framework outlines our local approach to key national priorities and guidance in relation to inclusion for all learners;

- [Included, Engaged, Involved 2 \(2017\)](#)
- [The Additional Support Needs Act](#)
- [Equality Act \(2010\)](#)
- [Developing a positive whole-school ethos and culture – relationships, learning and behaviour \(2018\)](#)
- [Health and Social Care Standards; My support my life \(2017\)](#)
- [Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#)

Scottish Government policy and guidance promotes a presumption to provide education in a mainstream setting and the development of inclusive learning communities where every child is:



Present

The best Inclusive Practice can only happen when children attend school. This requires partnership working and the rigorous application of [policies and procedures](#) to maximise attendance.

Maximising time in school including [reducing exclusion](#) is a priority locally and nationally. Absence and exclusion prevents children from being; present, participating, achieving and supported. National statistics on exclusions from schools indicate that children and young people are more likely to be excluded where they:

- are assessed or declared as having a disability;
- are looked after;
- are from the most deprived areas;
- have an additional support need (ASN); and
- have an additional support need that has been identified as social, emotional and behavioural

Included, Engaged, Involved 2 (2017) emphasises;

'the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.'

Participating

To ensure all learners are actively participating, an appropriate ethos must be in place. [The Behaviour in Scottish Schools Research \(2016\)](#) linked staff perception of positive school ethos directly to behaviour.

Climate and ethos are key determinants in developing inclusive learning communities. All learning communities should engage directly with families, learners and staff to foster a positive and inclusive environment based on positive relationships, partnership and the development of consistent messages and values. National and local best practice in relation to relationships, learning and behaviour and managing and reducing risk are outlined in our [local procedures](#). Education Scotland's National Improvement Hub provides guidance and resources on meaningful [pupil participation](#).

Achieving

All learners should have access to a varied curriculum tailored to meet their needs and which supports them to achieve their full potential. Learners should be supported to overcome barriers to learning (short or long term). For some this may include an individualised education programme, adjustments or adaptations and careful differentiation of their opportunities and experiences within the curriculum.

Supported

All learners should be given the right help, at the right time, from the right people, to support their wellbeing in the right place and allow them to reach their full potential. Assessing and meeting individual additional support needs is carried out through our local implementation of the national framework 'Getting it Right for Every Child'.

Edinburgh's Children's Partnership, [Children's services plan](#) describes a whole service approach to prioritising and supporting the delivery of integrated outcomes. Many of the priorities described relate directly to inclusion and the plan emphasises the partnership's commitment and shared responsibility to work collaboratively to achieve improved outcomes for all our children and families. Central to this there is a strong local approach to Getting it Right for Every Child which must continue to be implemented by all.

A significant number of our learners have additional support needs. These can either be short or long term. [The CIRCLE Inclusive Practice \(primary and secondary\) and Up, Up and Away \(early years\) resources](#) outline our local strategies to meet individual needs as well as key features of inclusive learning communities.

Our online '[Inclusion Hub](#)' is also a source of information and resources for all staff. Alongside this we have a clear staged approach to support and intervention, from adjustments to the classroom or early years environment to specialist provision. This is referred to as our pathways to support.

Journey to Inclusion

Collaborative self-evaluation has an enormous potential for fostering system-wide improvement, *'Put simply, the evidence is that by helping others you help yourself.'*ⁱ Networking and collaboration are identified as key strategies for strengthening the overall improvement capacity of the system. More specifically, frameworks and activities for moving knowledge around, sharing expertise and collectively developing effective practice.

Through this process, collecting evaluation data on the most vulnerable learners was found to lead to a re-focusing of attention around contextual factors acting as barriers to participation and learning. Locally our CIRCLE and Up, Up and Away resources support staff to proactively consider contextual factors that may be acting as barriers for learners.

Research projects highlighted the importance of the attitude of staff and learners in enabling everyone to experience a fair, welcoming and inclusive learning community.

Belonging and Positive Relationships

Research has shown that pupil identification with school predicts better academic, psychological and behavioural outcomes.^{ii iii}

Restorative practices is a culture and approach that encourages positive and supportive relationships. Research in Scottish schools has shown that restorative practices can have a positive impact on reducing exclusions and conflict. This research suggested that when restorative practices are part of whole school culture, rather than limited to intervention for conflict, the approach leads to long term gains for the whole school.^{iv}

Pupil Support Assistants (PSAs)

Research^v tells us that PSAs are at their most effective when they have had time to plan and prepare with teachers. This supports findings from local research in Edinburgh schools (2014). In circumstances where PSAs work well alongside teachers in providing excellent supplementary learning support, research has noted good emerging evidence that PSAs can provide noticeable improvements to pupil attainment.

Research by the Education Endowment Foundation led to the development of key [recommendations and resources](#) to support schools to make effective and best use of their PSAs. The English research suggested that it was the decisions made by school leaders about how to best use PSAs that best explained the impact of the support in the classroom on pupil progress.^{vi}

Vision and Values

A learning community where each child is valued as an individual and which supports their sense of belonging and efficacy is a central component of inclusion.

Learning communities should articulate what demonstrating inclusive values means within their individual context. It could be helpful to directly link this to Edinburgh’s core practices, the 4 Rs. Finding the right language to make this meaningful to parents, learners and staff could form part of a process of community engagement and participation.

Supporting the whole learning community to understand and contribute to the vision and values for Inclusion is something that takes time and proactive engagement.

Core Principles for Practice

Edinburgh’s core principles are summarised as the ‘4 Rs’:

- Relationships
- Rights Respecting
- Resilience building
- Restorative

The 4 Rs reflect existing strengths we need to continue to build on to realise our vision for Edinburgh’s children and is an integral part of our one service ethos and approach.

In order to improve the wellbeing of all children the 4 Rs must inform and be visible in all our practice. They should also be reflected throughout policy, planning, procedure and professional development at all levels and across all staff and partners.

Training and Development

The Health and Wellbeing framework of Edinburgh Learns identifies key training and resources that support the development of inclusive learning communities. These support the development of individual practitioner skills and whole school approaches to Inclusion.

Sharing and Developing Effective Practice

There are examples of effective inclusive practice in all of our schools. Although we recognise that one size does not fit all we know that we can learn from each other. Sharing effective practice within and between schools will help us to develop and build on our strengths and gain a better understanding of what works locally.



To support inclusion, the Chief Education Officer²:

- Provides an annual statement of Inclusion in Learning to the Children and Families Committee as part of the Communities and Families Standards and Quality Report.
- Provides clear local authority stretch aims for education linked to the Children's Partnership Plan, to work towards inclusion for all children (being present, participating, achieving and supported).
- Provides support and challenge to senior leaders to retain the focus on inclusion.
- Maintains oversight of resourcing direct to schools and through partner supports in relation to maximising and making best use of resources for inclusion.

To support inclusion, school leaders

- Develop an ethos of inclusion, a culture of mutual respect and shared values. Firmly embed policies, procedures and practice that ensure these principles are upheld.
- Demonstrate commitment to developing the 4 Rs in their learning community through on-going professional learning and development, and appropriate levels of support and challenge.
- Provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- Ensure policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in the Included, Engaged and Involved in Edinburgh policy and accompanying key procedures.
- Plan and manage resources proactively and efficiently to support effective inclusive practice.
- Seek out and contribute positively to partnerships which will lead to better outcomes for children and young people and in particular for those at greatest risk due to social circumstances or additional needs.
- Ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.

To support inclusion, all communities' and families' staff

- Demonstrate a commitment to the four key features of inclusion ensuring all children are: present, participating, achieving and supported.
- Act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- Demonstrate a commitment to developing core practice in relation to the 4 Rs.

² Chief Education Officer also refers to officers of Communities and Families Education Service

- Model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).
- Act in the belief we can be a positive adult influence that a child needs in their life.
- Contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.
- Promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services are built on respect and strong communication.
- Demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- Have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- Act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.
- Actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.
- Recognise behaviour as communication. When pupils struggle with aspects of their behaviour, staff working collaboratively with families to develop alternatives to meeting the underlying needs such as the strategies outlined in the Inclusive Learning and Collaborative Working (CIRCLE) resource.
- Implement approaches to positive relationships and inclusion as outlined in Edinburgh's Inclusive Learning and Collaborative Working (CIRCLE) resource, Pupil Support Guides and establishment policies and procedures.

Quality Assurance and Governance

To check that systems and processes deliver the necessary improvements, the following arrangements will be incorporated into the work of the Communities and Families Service:

- The Edinburgh Learns Inclusion board meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer
- This group, chaired by a Depute Principal Psychologist, comprises:
 - Headteacher / DHT from each sector (Early Years, Primary, Secondary, Special)
 - Quality Improvement Officer
 - DHT Additional Support for Learning Service
 - Community Learning and Development Manager
 - Service Manager: social work
 - Senior Manager: NHS
 - Edinburgh Together / Voluntary Sector
- The Inclusion board will also share information with the Edinburgh Children's Partnership Group and Education, Children and Families' Committee as appropriate.

School Self-Evaluation for Inclusion

To effectively ensure the development of an inclusive ethos and learning environment, Headteachers can incorporate the following key features into Standards and Quality and Improvement Planning:

- **Present (We belong):** tracking, monitoring and review of attendance and exclusion
- **Participating (We contribute):** tracking, monitoring and review of flexible / alternative timetables and positive destinations, views of children and families with a focus on belonging and participation in the wider life of the school
- **Achieving (We learn):** tracking, monitoring and review of attainment (including wider achievement) and progress in Individual Education Programmes, evaluation of targeted interventions including deployment and focus of PSAs
- **Supported (We are supported and we help others):** views of children and families evaluation of Child Plans, including evaluation of deployment and focus of PSAs

Collaboration: self-evaluation through: Inclusive Practice Reviews, Team Around the School, Supported Self Evaluations. Review of service level agreements with key partners.

It is important that this includes a focus on tracking and planning for target groups who are recognised as being more vulnerable to marginalisation (eg. LAC, 1st quintile, Additional Support Needs) as part of attainment report and SQIP. The Edinburgh Learns Equity strand outlines further specific guidance for equity profiling.

Appendices

Appendix 1: Inclusion within the Edinburgh Learns Frameworks

(adapted from Inclusive Practice reviews Edinburgh 2016-17)

Child Friendly City – supporting inclusion for all	Edinburgh Learns and Strategic Frameworks
Succinct citywide vision – Included, Engaged, Involved policy and Edinburgh Learns Inclusion strand	Inclusion Framework
Vision known by all –at all levels the vision for inclusion informs behaviour and professional dialogue.	Inclusion Framework
Consistency – consistency in approaches across settings and professions. A strong 'team Edinburgh' collaborative approach centred on the Included, Engaged, Involved policy.	Inclusion Framework
High quality career long professional learning revisited over time – core training is available for all council staff.	Health and Wellbeing and Equity Framework
Whole school and community approaches - the local authority 4Rs and GIRFEC informs and shapes all Edinburgh practice	Inclusion and Health and Wellbeing Framework
Matching supports to needs – 'doing with not to' there is flexibility in the strategies and supports available. Services listen and meet individual needs.	Inclusion Framework and Social Work SDS
Demonstrating and developing effective practice – we share strong local evidence based practice.	All Edinburgh Learns Frameworks
Valuing all staff – PSA's are often members of the school support team that can provide key protective supports allowing pupils to sustain and progress in mainstream school.	Wellbeing Academy

Tracking authority data – authority data is collated and tracked to support local authority self-evaluation,	All Edinburgh Learns Frameworks, School Improvement Planning
Key policies and procedures are reviewed and kept up to date with respect to Inclusion (<i>Informed by Included, Engaged, Involved 2</i>).	Inclusion Framework
Accessing Timely Support and Advice – There is a sense of collaboration across schools, partners and forums such as CMRG. This allows timely proportionate responses and access to resources.	Inclusion Framework

Inclusion in Practice	Edinburgh Learns and Strategic Frameworks
Leadership – school leadership teams have a strong commitment to including and meeting the needs of all learners within their school and community.	Leadership Framework
Training and development –with a focus on strengthening individual understanding of inclusion and developing a high level of staff skill in implementing classroom based inclusive practice.	Health and Wellbeing Framework Learning and Teaching Framework
Whole school approaches - schools have clear whole school approaches to promote inclusion that are understood and implemented consistently by all.	Inclusion Framework Health and Wellbeing Framework
School vision and values – the shared vision and values of the school is evidenced through the experience of pupils, carers, staff and school partners. The vision is evidenced by and linked to positive outcomes for pupils.	Inclusion Framework and Parental Engagement Framework
Communication – there are strong communication systems across schools. These involve all staff and equip them to meet learners’ needs.	Equity Framework

<p>Tracking and monitoring - schools have effective tracking and monitoring systems in place that allow them to track and examine individuals and school trends.</p>	<p>Equity Framework</p>
<p>Curriculum – schools continue to develop flexible curricula based on effective learning pathways to positive and sustained post school destinations for all their learners. Particular consideration is given to how pathways for vulnerable learners are coherent and meaningful over time.</p>	<p>PathwaysFramework Learning and Teaching Framework</p>
<p>Key Adults – all staff understand that they have a role in supporting all pupils. There should be a commitment to developing resilience building relationships at all levels.</p>	<p>Inclusion Framework Health and Wellbeing Framework Equity Framework</p>
<p>Links with Feeder Primary Schools (cluster Working?) –. Schools work to develop a sense of cluster identity to improve continuity across ages and stages throughout a child's educational experience.</p>	<p>Inclusion Framework</p>
<p>Pupil and Parent Voice –Pupils and parents should feel and see evidence that they belong and are active participants in the school community and their learning.</p>	<p>Inclusion Framework Parental Engagement Framework</p>
<p>Models of self-evaluation and HGIOS 4 – schools supported by key partners actively engage in self-evaluation on the theme of inclusion. This includes a commitment to improve attendance, attainment and positive outcomes and seek alternatives to exclusions.</p>	<p>Quality Improvement Framework ? Equity Framwork Inclusion Framework</p>

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Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

School session dates amendment 2020/21

Executive/routine
Wards
Council Commitments

1. Recommendations

The Education, Children and Families Committee is asked to:

- 1.1 Approve the proposed amendment to the Christmas holiday dates for 2020/21.

Alistair Gaw

Executive Director for Communities and Families

Contact: David Maguire, Principal Officer – Engagement and Involvement

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Report

2. Executive Summary

- 2.1 On 5 March 2019, the Education, Children and Families Committee approved a motion to consult with head teachers on a potential change to the Christmas holiday dates for 2020/21. Head teachers were asked whether the dates should remain as previously agreed or be changed in line with the motion. 72% of respondents agreed with the proposed change.

3. Background

- 3.1 The motion was submitted by Councillor Laidlaw. It noted that the agreed Christmas holidays for the school year 2020/21 are from Thursday 24 December 2020 to Wednesday 6 January 2021, with the last day in school being Wednesday 23 December. The motion recognised that many pupils and staff need to travel and/or prepare for Christmas and that the agreed dates could make that more difficult.
- 3.2 The motion requested that head teachers be consulted on the proposal that Tuesday 22 December 2020 becomes the last day of term with the holiday from Wednesday 23 December 2020 to Tuesday 5 January 2021. Committee approved the motion.
- 3.3 The issue was first raised through the Consultative Committee with Parents (CCwP) and discussed at its meeting on 28 February 2019. The convener agreed to canvas head teacher opinion. The specific date change was also discussed at the CCwP on 5 December 2019.

4. Main report

- 4.1 All head teachers were asked whether they thought the existing dates should be maintained or changed in line with the motion.
- 4.2 112 heads responded. 81 (72%) thought that the holidays should change and 31 (28%) thought that they should stay as they are. The response was consistent across the sectors (early learning and childcare, primary, secondary and special).

5. Next Steps

- 5.1 If the proposed change is approved, the session dates for 2020/21 will be updated on the Council website and schools informed of the change.

6. Financial impact

- 6.1 There are no financial impacts associated with this report.

7. Stakeholder/Community Impact

- 7.1 The issue of session dates for 2020/21 was raised initially at the Consultative Committee with Parents.

8. Background reading/external references

- 8.1 [School session dates consultation](#). Education, Children and Families Committee 6 March 2018

9. Appendices

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Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

Supporting Inclusion – Flexible Timetables

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the results of the survey into the implementation of the flexible timetables procedure and recording process
 - 1.1.2 agree the next steps

Alistair Gaw

Executive Director for Communities and Families

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E-mail: sean.bell@edinburgh.gov.uk | Tel: 0131 469 3129

Supporting Inclusion – Flexible Timetables

2. Executive Summary

- 2.1 All children and young people are entitled to full time education provision. In some circumstances to support a learner's inclusion it may be necessary to implement a package of support that could be achieved using a flexible or alternative timetable to benefit a learner. Article 29 of the UN Convention on the Rights of the Child (UNCHR) states that a child or young person's education should help their mind, body and talents be the best they can.
- 2.2 The City of Edinburgh procedure for flexible and alternative timetables was launched across all City of Edinburgh Council schools in April 2019. This was one of several procedures related to Inclusion and the Scottish Government Guidance Included, Engaged, and Involved-2(2017).
<https://orb.edinburgh.gov.uk/downloads/file/30747/procedure>
- 2.3 A survey of the implementation of the flexible timetables procedure demonstrates that flexible timetables are used sparingly, when appropriate, and the voice of children and young people is sought and heard in the planning process. There is also solid evidence of appropriate inter-agency involvement in both planning meetings and individual support plans for learners.

3. Background

- 3.1 All children and young people have a statutory right to full time education. The City of Edinburgh Council procedure recognises that in some circumstances it may be necessary to implement a package of support that could be achieved using a flexible or alternative timetable. Learners who might benefit from a flexible or alternative timetable may include:
- young carers
 - pupils reintegrating into school following illness or exclusion
 - pupils with complex health needs
 - pupils attending a part time college placement or extended work experience
 - pupils accessing an alternative timetable
 - Emotionally Based School Refusers
- 3.2 A flexible or alternative timetable can be agreed as part of the GIRFEC child's planning process following a clear shared assessment that it is in a child's best

interests and likely to be beneficial in meeting the individual child's identified needs. Parents, partners working with the pupil and when possible the pupil themselves should all be involved in this process.

3.3 The decision to implement a flexible timetable should;

- take account of the best interests of the child
- ensure decisions based on informed assessment
- consider the views of the parent and child
- have the approval of parent/s based on a clear understanding of the partnership arrangement with the school clearly documented within a Child's Plan or letter which is shared and agreed accurate with the parent/s.
- take account of parents' rights and responsibilities and the rights of the child
- inform pupils and parents what support they can expect from school and where to go for advice
- comply with the statutory responsibility for safeguarding and promoting the welfare of pupils

4. Main report

4.1 As part of the ongoing work to ensure the new procedures were fully embedded a survey was sent to all schools requesting feedback on their flexible timetables and reminding them these had to be appropriately logged and monitored on SEEMIS and at the level of school and child planning.

4.2 The summary of data in this report is based on returns from 63 (72%) primary schools, 19 (83%) secondary schools and 5 (50%) special schools.

4.3 Flexible timetables are short-term measures and the data in this report represents a snapshot at 25 October 2019.

4.4 Pupils attending City of Edinburgh Council Schools are normally required to attend classes for:

- 22.5 hours per week from P1 to P3
- 25 hours per week from P4 to P7
- 27.5 hours per week from S1 to S5

4.5 As of 25 October 2019 the data (see appendix one) from 63 (72%) of primary schools showed that there were 43 pupils recorded as having flexible timetables. Scaling this up to all 88 primary schools would suggest a figure of 60 children across all primary schools. There are approximately 31,200 pupils enrolled in city primary schools. The rate of 60 children from 31,200 represents 0.002% or 2 per thousand pupils.

4.6 Of the 43 primary children recorded as having flexible timetables 8 were recorded as having timetables of 21 hours or more. This is a very minor reduction in hours and should be seen as a reasonable temporary adjustment. If these 8 learners are

removed from the data and the numbers scaled up across the city this would give a rate of 0.0015% or 1.5 per thousand pupils.

- 4.7 As of 25 October 2019 the data from 19 (83%) of secondary schools showed that there were 141 young people recorded as having flexible timetables. Scaling this up to all 23 secondary schools would suggest a figure of 170 young people across all secondary schools. There are approximately 19,800 young people enrolled in city secondary schools. The rate of 170 young people from 19,800 represents 0.009% or 9 per thousand young people.
- 4.8 Of the 141 secondary school learners recorded as having flexible timetables 40 were recorded as having timetables of 21 hours or more. This is a very minor reduction in hours and should be seen as a reasonable temporary adjustment. If these 40 learners are removed from the data and the numbers scaled up across the city this would give a rate of 0.006% or 6 per thousand learners.
- 4.9 The local authority procedure in relation to flexible timetables states that appropriate pupil planning should take place and that the child or young person's views should be sought and taken into account. The review showed that:
- 90.4% of the flexible timetables were agreed collaboratively through GIRFEC child planning meetings.
 - In 86.2% of the cases this included the view of the child or young person
 - In 80.3% of these cases the school felt that the views of the child or young person had an impact on the planning process
- 4.10 In situations where the school reported the child or young person was not actively involved there were several themes noted:
- The child was very young (P1 or P2), most were in primary
 - The child had additional support needs that made this challenging e.g. they were non-verbal.
 - The child or young person was not willing to give their views at this point in time
- 4.11 Data on children and young people receiving 10 hours or less (see appendix 1) was examined in more detail. Of the 8 children in primary, seven had active child planning meetings involving relevant professionals and parents/carers and in the eighth situation the child planning meeting had been arranged to take place. The reasons for the limited hours of attendance included:
- serious health issues,
 - recent trauma
 - a phased start to P1
 - high levels of distress in school
 - social emotional and behavioural needs.
- 4.12 Across secondary schools there were 49 pupils who attended less than 10 hours a week. The largest proportion (30) of these young people were described as having significant challenges with anxiety, mental health or non-attendance (young peoples' views said they did not want to be in school). All of these young people

were categorised as Emotionally Based School Refusers. Seven young people were struggling with health issues and had health involvement, seven had social emotional and behavioural needs. Two of the situations on further analysis should have been considered alternative timetables (one attended college 4 days a week and the other had taken up a vocational opportunity).

- 4.13 In 44 of the 49 situations GIRFEC young person's planning meetings had taken place. The young person's views had been sought and taken into account. All young people had a team of professionals involved in planning. These included combinations of Educational Psychology, Additional Support for Learning Service, Education Welfare Service, Health services, CAMHS, Social Work amongst others.
- 4.14 There were 5 young people in secondary schools who had 10 hours or less who did not yet have a GIRFEC plan. On further examination of these learners one was taking up a vocational opportunity so was not a flexible (reduced) timetable: one was in S6 and had agreed an appropriate reduced timetable, one was related to medical issues, one was related to emotional and anxiety difficulties which affected their ability to attend school. In the latter example CAMHS and counselling support was provided for the young person.
- 4.15 In secondary there were 11 pupils recorded as 0 hours in school. Five of these pupils were in S4, three were in S5, two were in S3 and one was in S2. Most (nine) of these young people were anxious non-attenders who had an off school-site package of support including outreach teaching from the ASL service. There were examples of good alternative and suitable teaching and support in place including:
- Support from the school-based Pupil Support Officer who is part of the Wellbeing Academy.
 - CAMHS involvement and teaching on CAMHS premises
- 4.16 The data and further examination of individual situations demonstrated that:
- Schools are actively embedding the flexible timetable procedure and recording process
 - There is a limited but appropriate use of flexible timetables
 - There is good child and young person planning in place and the views of children and young people are actively sought and taken into account in planning
 - There is good inter-agency planning and support in place for learners accessing flexible timetables
 - There remains some confusion as to when an arrangement is a reasonable adjustment, alternative timetable or a flexible timetable. Work is ongoing to support this understanding.
 - When school survey returns were cross referenced with SEEMIS recording of the 32 primary schools who were confirmed to have flexible timetables in place 60% were recording them on SEEMIS
 - When school survey returns were cross referenced with SEEMIS recording 21 (91%) of the 23 secondary schools were recording their flexible timetables on SEEMIS

- 4.17 For children and young people who require flexible timetables, it is important that the local authority is able to engage young people in a variety of alternative educational and vocational activities on an off school site. There are currently some very good alternative educational, skills based and vocational activities in place. We have increased the use of forest schools, we are engaged with third sector providers such as Spartans to provide sports training, and bespoke packages around sailing and boxing have been designed for individual young people. These packages look to build on the strengths of the young people and create a flexible education programme tailored to their needs. They can also be a key part of a planned return to full time education. The Virtual Learning Environment has also been used to augment learning linked to National Qualifications in Maths, English and Biology, (Nat4, Nat5 and Highers).
- 4.18 Further work is being undertaken to increase the range and availability of alternative flexible education pathways with a number of third sector providers, such as Barnardo's and Children First. ASL staff are also working closely with Community Learning and development workers and the Council's Outdoor learning service to increase flexible learning opportunities.

5. Next Steps

- 5.1 Educational psychologists are continuing to examine all the cases involving learners with flexible timetables. In particular the educational psychologists will speak directly with the 27 learners with flexible timetables who were identified as being care experienced to further hear the views of these children and young people.
- 5.2 Data in relation to individual schools has been shared with QIOs and will be used in discussion with schools.
- 5.3 The Edinburgh Together project is a commissioned service from the third sector that supports learners with additional support needs to remain in school. Edinburgh Together are piloting offering additional support to learners with flexible timetables.
- 5.4 Ongoing advice and support will be given to schools to ensure that the flexible timetable procedure and recording process is fully embedded.
- 5.5 The use of flexible timetables will be continued to be reported and surveyed.
- 5.6 Further expansion of flexible educational pathways will be developed in conjunction with the third sector, CLD and outdoor Learning service.

6. Financial impact

- 6.1 It is expected that this work will be carried out within existing roles and remits, and therefore there is no additional financial impact.

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement took place with schools and stakeholders during the development of the procedure.

8. Background reading/external references

- 8.1 The City of Edinburgh procedure for flexible and alternative timetables
<https://orb.edinburgh.gov.uk/downloads/file/30747/procedure>

9. Appendices

- 9.1 Appendix 1 Data on flexible timetables

Appendix 1

School Stage of Pupils on Flexible Timetables

Primary

	Number of pupils	% of primary total
P1	11	25.6%
P2	4	9.3%
P3	2	4.7%
P4	8	18.6%
P5	6	14.0%
P6	4	9.3%
P7	8	18.6%
	43	100%

Secondary

	Number of pupils	% of secondary pupils
S1	9	6.4%
S2	30	21.3%
S3	29	20.6%
S4	53	37.6%
S5	17	12.1%
S6	3	2.1%
	141	100%

Specialist

	Number of pupils
P1	1
P4	1
P7	1
S5	1
S6	1
	5

Hours of Education

Number of hours in school	Number of primary school pupils	% of primary total	Number of secondary school pupils	% of secondary total	Number of pupils in specialist provisions	% of specialist total
0	0	0	11	7.8%	0	0
0 to 5	3	7.0%	17	12.1%	0	0
6 to 10	5	11.6%	32	22.7%	1	20%
11 to 15	12	27.9%	15	10.6%	0	0
16 to 20	14	32.6%	22	15.6%	1	20%
21 plus	8	18.6%	40	28.4%	3	60%
unclear	1	2.3%	4	2.8%	0	0
	43	100%	141	100%	4	100%

Pupils Receiving 10 hours or Less

Primary

	Number of pupils	% of primary total
P1	2	25%
P2	0	0%
P3	0	0%
P4	3	38%
P5	2	25%
P6	1	13%
P7	0	0%
	8	100%

Secondary

	Number of pupils	% of primary total
S1	1	1.7%
S2	12	20.0%
S3	10	16.7%
S4	25	41.7%
S5	10	16.7%
S6	2	3.3%
	60	100%

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Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

South East Improvement Collaborative

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education and Children and Families Committee is asked to:

- 1.1.1 note the progress of the work to date and next steps
- 1.1.2 note the updated SEIC Phase 2 plan and
- 1.1.3 request further updates

Alistair Gaw

Executive Director of Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality,
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Report

2. Executive Summary

- 2.1 The Regional Improvement Collaboratives were designed to ensure collaboration between education practitioners resulting in improvements in outcomes for learners. The work is not intended to replace core local authority functions and the supposition is that the whole is greater than the sum of its parts. Doing this has required forming new, productive relationships and honing communication skills.
- 2.2 This report detailing the progress to date across the workstreams identified in the original plan, can be described as good within the timescales identified, but more work needs done to ensure more classroom practitioners and therefore learners fully benefit. The subsequent plan aims to achieve this.

3. Background

- 3.1 A report in November 2018 outlined the South East Improvement Collaborative phase 2 plan that met the principle of the joint agreement between COSLA, SOLACE, ADES and the Scottish Government.
- 3.2 The South East Improvement Collaborative Plan (Phase 2) was used as a strategic driver for the collaborative work between the 5 authorities (City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders). The initial budget for SEIC was set at £9m.
- 3.3 There are currently 6 workstreams with specific aims to improve outcomes: Quality Improvement, Data and Analysis, Leadership and Professional Learning, Mathematics and Numeracy, Equity and Parental Engagement and Emotional Wellbeing.
- 3.4 There are a growing number of networks emerging as a direct response from practitioners that help to create a collaborative culture. These networks allow groups of practitioners to work together and learn from each other.
- 3.6 The aims are agreed as;
 - Improving our attainment and achievement, including closing the attainment gap.
 - Improving quality in our schools and early years' settings.

4. Main report

- 4.1 Considerable activity has taken place over the course of last session to strengthen collaboration across the local authorities in the south east of Scotland. To support the Regional Improvement Collaboratives Education Scotland and other national bodies have reconfigured their offer around these geographical regions. New officers from Education Scotland have been recruited into new posts in the 'Support' section (Appendix 2), including posts for Digital Learning, Improving Gender Bias, Numeracy. Managing change within the education system at this level requires clear communication and governance. As we continue to implement this change, officers in Edinburgh are working hard with colleagues across other local authorities to ensure maximum impact for staff and learners in our schools.
- 4.2 As the objectives of SEIC work are also the objectives of schools and local authorities, it is difficult to state the impact of SEIC as a separate entity. For that reason workstreams are analysing the impact of the professional learning they offer through pre and post measures. The overall impact of improved outcomes for learners will be attributed to a combined effort from various sources.
- 4.3 A major focus for collaboration happened during the additional in service day of 21 October 2019 (Appendix 5). As this date was agreed subsequent to School Improvement Plans being published, some schools had planned their days already, however many of our practitioners benefited. Some of the activity included an **E-Collaboration Pack** containing resources to support collaboration at all levels. Film clips, professional reading and audit tools were included and an online sharing of resources termed, The Big Share, is ongoing..

4.4 Progress to date (Edinburgh Based workstreams)

Emotional Wellbeing Workstream

***Priority** - To improve the emotional wellbeing of our young people by providing them with the tools to lead and improve the Emotional Wellbeing opportunities within their own schools. The outcome is young people will engage in a variety of universal and bespoke activities that will lead to the gaining of the SEIC Wellbeing Charter*

- The workstream is now hosted by Scottish Borders Council however the Edinburgh SEIC QIO still has this as a priority. The workstream, designed to be led by Young People now has representation of young people across the SEIC including 4 Edinburgh Young People. They are SEIC Emotional Wellbeing Champions.

Consultation and engagement took place in 21 October 2019 where 5 Edinburgh schools were represented by S4 – S6 pupils and staff. The aims of the day were:

- To enhance our understanding of the need for good Emotional Wellbeing and the role of our schools in helping us achieve this.
- To improve our capacity to take forward aspects of school improvement.
- To begin to create an agreed vision of what would constitute a SEIC Emotional Wellbeing charter.

Craigroyston Community High presented and shared their film to an audience of 103 attendees. Feedback from this has identified Emerging themes:

- Communication – being heard and listened to
- Young people skilled and empowered to help other young people
- Being taken seriously either with their mental health concerns or through their ideas to improve Emotional Wellbeing

Progress on the workstream has supported the creation of the SEIC charter and will need the support of the agreed adult practitioner group to ensure key people are able to validate collaboratively with the Emotional Wellbeing Champions. Young Scot are in the process of producing an offer to co-design the charter mark with this group.

4.5 Equity and Parental Engagement workstream

4.5.1 The two priorities of the Equity Workstream:

- To provide clear strategic guidance and support to schools on parental involvement and engagement, in line with National frameworks and improvement advice.
- To increase awareness of the national & local context about Equity and share good practice of effective strategies, use of improvement methodologies and the way we measure impact in order to mitigate the effects of poverty.

Progress to date:

- 4.5.2 Equity workstream Parental Engagement in-service event: Edinburgh delegates represented 11.1% of attendees. Strong presenter representation from Edinburgh including Digital Literacy, Family Learning, 1 in 5.
- 4.5.3 The Equity SDO has developed strong links with Edinburgh Learns Strategic Boards for Equity and Parental Engagement to enhance partnership working and align priorities.
- 4.5.4 Through partnership working with the Life Long Learning team & the City of Edinburgh Council QIO for Parental Engagement, training has been provided across the SEIC on Family Learning practice in Edinburgh. This was highly evaluated by all delegates from across five local authorities. This partnership will continue through re-engagement events for identified Parental Engagement leads in Edinburgh.
- 4.5.6 Partnership working between the Equity workstream and the Life Long Learning team to provide access across the SEIC to Edinburgh's Understanding barriers and causes of poverty training. This is fully funded by the Equity Workstream.
- 4.5.7 Partnership working between the City of Edinburgh Council Attainment Advisor and Equity Workstream SDO to develop an Equity Network in Edinburgh and provide opportunities for professional learning.
- 4.5.8 Probationer Teacher Training on Parental Engagement has been set up for Edinburgh probationer teachers. This has been enthusiastically embraced with 50 probationers in Edinburgh signed up within the first month.

4.5.9 Parental Engagement leads have been identified in 10% of schools in Edinburgh. Practitioners were provided with a Resource Action pack, highlighting the evidence base, SEIC and national good practice, self-evaluation & improvement planning tools, and opportunities for further collaboration. Enthusiasm for a Family Engagement worker network has been demonstrated throughout Edinburgh. The Equity Workstream SDO is working with the City of Edinburgh Council Attainment Advisor and QIO with Parental Engagement strategic remit to establish this and provide required professional learning.

4.5.10 Research Bulletins have been circulated to Edinburgh Schools. They identify good practice, research, policy documents, planning tools and opportunities with regard to Equity & Parental Engagement.

4.5.11 Professional Learning film on Unconscious Bias and Parental Engagement developed. This provides a powerful resource that has captured the experiences and words of our families across Scotland and provides a professional learning platform to explore Unconscious Bias further within school setting. Circulated to all Edinburgh Schools.

4.6 **Networking**

Although at early stages, an increasing number of City of Edinburgh practitioners are involved in collaborative working across the SEIC. Many schools have established networks through either facilitating or attending SEIC events. Others have made their own connections working collaboratively on an area of improvement. Evaluations from City of Edinburgh staff who have participated in SEIC work shows a direct positive impact on their confidence in improving outcomes in the classroom.

4.7 **Engagement**

All City of Edinburgh schools have had the opportunity to engage in a SEIC activity. However, schools have autonomy over engagement as they are aware of what will support the identified needs of their own school and what additionality the authority is offering that can be enhanced by the work of SEIC

5. **Next Steps**

5.1 The SEIC phase 2 (updated) plan has been revised for session 2019/20 and can be found on the [SEIC website](#). Regular updates available on Twitter and Glow.

6. **Financial impact**

6.1 Funding of £1.2 million was allocated from the Scottish Government to support the focus on developing collaboration. Funding has not yet been confirmed for the current phase but a similar amount has been requested. All 5 local authorities contribute to the work of SEIC within existing staff.

7. Stakeholder/Community Impact

7.1 Please refer to the SEIC [phase 2 plan](#) (update).

8. Background reading/external references

- 8.1 The following papers were relied on in the preparation of this report in terms of Local Government (Scotland) Act, 1973:
- South East Improvement Collaborative Plan phase 2 (update)
 - Regional Improvement Collaboratives (RICs): Interim Review, February 2019
 - National Thematic Inspection – Readiness for Empowerment, December 2018

9. Appendices

- 9.1 Appendix 1 Edinburgh Leads
- 9.2 Appendix 2 SEIC and Education Scotland Team
- 9.3 Appendix 3 SEIC Newsletter
- 9.4 Appendix 4 Percentage of Edinburgh Schools represented at SEIC Workstream in service events
- 9.5 Appendix 5 SEIC Inset Evaluation

9.1 Appendix 1 - Edinburgh Leads

Information detailing workstream leads and Edinburgh Representation

Workstream Title	Workstream Lead	Edinburgh Representation
Using the Pupil Equity Fund to close the gap	Lorna Sweeney, Schools & Lifelong Learning Service Manager, Edinburgh City Lorna.sweeney@edinburgh.gov.uk	Edinburgh: Lorna Sweeney, Service Manager; Hazel Kinnear, Head Teacher; Sharon Muir, QIO; Jennifer Ross, CEC Attainment Advisor <i>NB: Improvement/Attainment Advisers for LAs within the SEIC provide support</i>
Mathematics and Numeracy	Karen Haspolat, Quality Improvement Officer, East Lothian khaspolat@eastlothian.gov.uk	Edinburgh: Darren McKinnon, Quality Improvement Manager
Quality Improvement Approaches	Jackie Funnell Education Manager, Fife Council Jackie.Funnell@fife.gov.uk	Edinburgh: Jackie Reid, Quality Improvement Manager

Data and Analysis	Stuart Booker, Executive Support Officer, Fife Council Stuart.Booker@fife.gov.uk	Edinburgh: Stuart Osborough, Data Planning & Insight Officer <i>NB: Improvement/Attainment Advisers for LAs within the SEIC provide support</i>
Professional Learning / Development & Leadership	Nicola McDowell Schools Group Manager, Midlothian nicola.mcdowell@midlothian.gov.uk	Edinburgh: Anna Gray, Quality Improvement Manager
Emotional Wellbeing	Michelle Strong Chief Officer Education mstrong@scotborders.gov.uk	Edinburgh: Michelle McLean – SEIC QIO CEC Shelley McLaren – HT 4 x CEC young people <i>NB: The workstream is made up of young people from the 5 Local Authorities. Adult names to be confirmed by SBS</i>

Networks		
Additional Support Needs	Alistair Haldane Education Manager Fife Council Alistair.Haldane@fife.gov.uk	Edinburgh: Anna Gray, Quality Improvement Manager
Early Learning and Childcare	Lynn Paterson Edinburgh Lynn.Paterson@edinburgh.gov.uk	Edinburgh: Donna Murray, Quality Improvement Officer
Digital Technologies	David Imrie Digital Skills Lead Officer Fife Council David.Imrie@fife.gov.uk	Edinburgh: Jenni Robertson, Quality Improvement Education Officer Louise Sibbald, Principle Teacher
1+2 Languages	Ann Robertson East Lothian Bethan Owen Edinburgh Bethan.Owen@edinburgh.gov.uk	

Appendix 2 - SEIC and Education Scotland Team

The following table outlines the SEIC team that will provide the support to drive forward the key aims within the SEIC plan.

SEIC Team to support SEIC Empowered System	
Quality Improvement Manager	Education Support Officer (Professional Learning)
Quality Improvement Officer (Borders)	Education Support Officers (Digital) x 2
Quality Improvement Officer (East Lothian)	Senior Development Officer (Equity)
Quality Improvement Officer (Edinburgh)	Statistician/Data Analyst
Quality Improvement Officer (Fife)	Project Officer (0.5)
Quality Improvement Officer (Midlothian)	Support Assistant

The table outlines the newly formed Education Scotland SEIC team where identified staff support workstream and network activity as well as other elements within the SEIC Empowered System. The Education Scotland team also support work within individual local authorities.

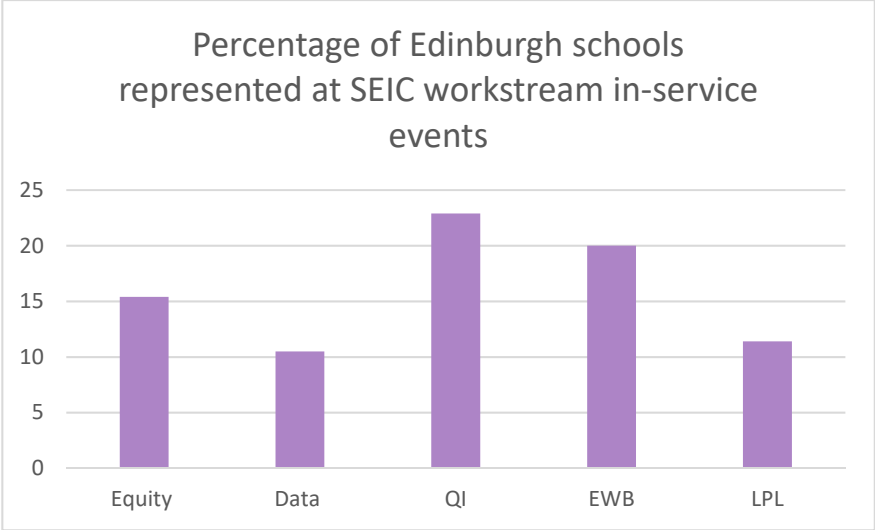
Education Scotland Team to support SEIC	
Senior Regional Advisor	
Senior Education Officer – Inclusion & Equalities	Education Officer – Inclusion & Equalities
Senior Education Officer – Technologies	Education Officer – STEM
Senior Education Officer – Languages	Education Officer – Digital Skills
Senior Education Officer – NIF Advisor – Vacant	Education Officer – Numeracy
Lead Specialist – Professional Learning & Leadership	Education Officer - CLD
Attainment Advisor (Borders)	Development Officer – Mentors in Violence Prevention
Attainment Advisor (East Lothian)	Development Officer – Food & Health
Attainment Advisor (Edinburgh)	Development Officer – Improving Gender Balance & Equalities
Attainment Advisor (Fife)	Development Officer – Digital Skills
Attainment Advisor (Midlothian)	Development Officer - CLD

Appendix 3 - SEIC Newsletter

Information from across the SEIC

<H:\September newsletter 2019 v3.docx>

Appendix 4 - Percentage of Edinburgh schools represented at SEIC workstream in-service events



The inaugural SEIC common In-service An Evaluation

Back in June 2019 the SEIC Board asked the team to take forward a joint inset on the 21st October. The aims were as follows:

- To spread an awareness of the work of the SEIC.
- To involve as many practitioners as possible.
- To host an event in each of the 5 local authorities.
- To create events linked to each of the workstreams.
- To involve our networks on the day.
- To share emerging practice.



Both the task and the timescale were ambitious. It was innovative and exciting. It was decided that the theme for the day was to be 'collaboration'. To reach as many practitioners as possible it was agreed to have a mixture of sign-up events and targeted events along with an 'eCollaboration pack' which included:

- Video welcome by Carrie Lindsay, Lead for the SEIC.
- Video keynote from Mr John Swinney, Deputy First Minister.
- SEIC Animation describing workstreams and networks.
- SEIC film 'We are SEIC'.
- Extract on Collaborative Professionalism by Hargreaves and O'Connor.
- Suggestions on professional discussion on collaboration, 'What is it'?
- Self-evaluation tool based on HGIOS4, HGIOELC and HGIOURS.
- Suggestions on future developments.
- Links to the Big Share and accompanying video.
- Suggestions on other forms of engagement e.g. Conversation area in GLOW.
- The Big Pledge.
- Suggested Professional reading.
- Action Plan proforma.

What follows is an early evaluation of the events which made up the Inset Day.

These initial reports cover the events and workshops.

There is also an evaluation of the Big Share hosted on GLOW

Data and Analysis hosted in East Lothian

Equity hosted in Scottish Borders

Quality improvement and ASN hosted in Fife

Maths/Numeracy and Emotional Wellbeing hosted in Edinburgh

Subject networks hosted across the SEIC

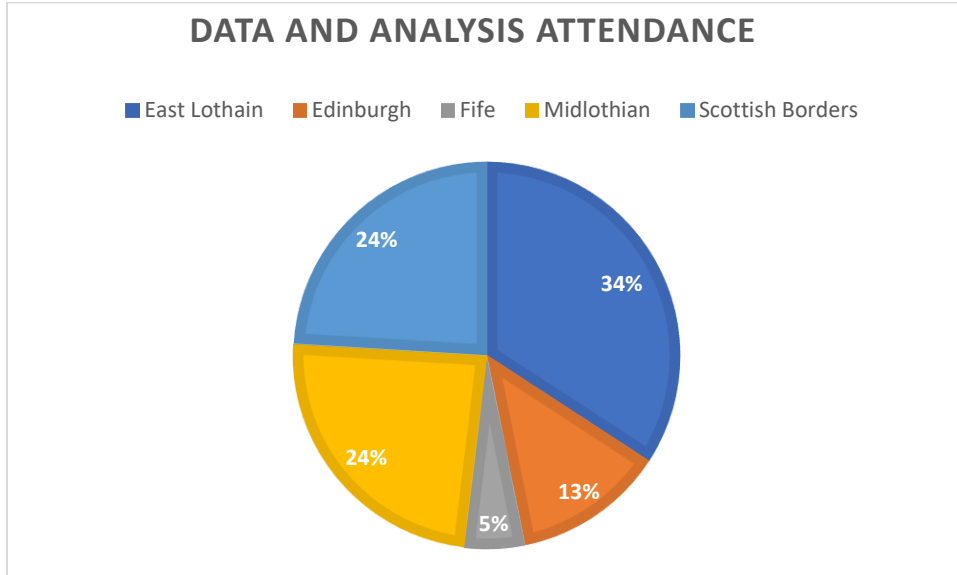
Professional Learning hosted in Midlothian

Early Years hosted in East Lothian, Midlothian and Fife

1 + 2 hosted in East Lothian

Data and Analysis Workstream

Numbers and Attendance - 82 delegates attended in total



What professional standards did the event support?

Standards for Leadership and Management

The Professional Standard	Professional Actions
4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making	<ul style="list-style-type: none"> Develop a culture of evidence-informed practice Ensure systematic evidence collection and analysis against national and international benchmarks Use collated evidence to inform decision-making; Encourage and enable staff to use data to plan teaching, learn
4.1.3 Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement strategies	<ul style="list-style-type: none"> Ensure that data is gathered systematically from a wide range of stakeholders; Share data to inform decision making and to identify priorities
4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities	<ul style="list-style-type: none"> Identify key areas for improvement using the evidence gathered
4.1.5 Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda	<ul style="list-style-type: none"> Undertake regular and systematic review of progress towards the school's priorities Establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan

Keynotes, Workshops and Seminars

Keynote - The Power of Data in understanding your school/cluster - Fiona Robertson

Seminar – The SSR – Interpretation (Stuart Booker and Fiona Robertson)

Workshop – The SSR – Creating the narrative (Stuart Booker and Fiona Robertson)

A choice of workshops

Workshop 1 – SNSA - Using SNSA Data to Support Improvement (1.5 Hours) *Isabelle McGeehan* (25 Delegates)

Workshop 2 - BGE Toolkit and Insight (45 min each) (Split into 2 groups – 25 secondary delegates, 26 primary delegates) Facilitators and trainers - *Adam Naylor, Stephanie Murr, John Hand*

All workshops focused on interpretation (creating a narrative around progression in your school/cluster)

Comments from the day



“Many thanks for organising such a very information inset day on data analysis, I certainly gained a lot of knowledge that I have taken back to my school.” (PT from SBC)

“The Insight workshop was really useful, it made me think outwith my department about whole school attainment” (PT from Midlothian)

“This is so useful, I’ve had SNSA on my whole school remit for 2 years. Now I can do the analysis properly to plan for improvements for both teachers and pupils.” (PT from CEC)

“The conversations round the table is great, a powerful keynote which is making people think” (Attainment Manager)

“Many thanks and thanks for a great session” (PT from East Lothian)



Delegates identified a variety of learning from the day, which included;

- Better understanding how and what we use to monitor progress and shape our improvement agenda.
- Be more mindful of how important data is in informing change. Raised awareness of how to use SNSA.
- Confidently find/use SNSA platform and manipulate the data using tags.
- Use of the BGE benchmarking tool to aid CFE level discussions. Explore my own department/ school narrative more.
- Be able to support SMT in identifying targets for SQIP and pupils/faculties requiring extra support.
- A great opportunity to partner with High Schools on Insight, share learning

Next Steps (identified by delegates)

1. “On the day, I discussed that I was looking to work on using data to track wellbeing, particularly around the QI 3.1. I wondered if this was something that we could take forward within SEIC and look to get other professionals working together on developing a tracking system in school for this?” (Jen McHale, PT Pastoral Galashiels Academy)
2. “Well done today on a great event. I spoke to you at the end of the conference regarding collaborating with others on skills audits. Please feel free to pass my details on to any others you think might be interested.” (Shona Sloan, Liberton HS)
3. “Guidance on the expectations of effective tracking systems in the BGE, that supports progression across sectors was identified by many in the morning group session.”

Equity Workstream

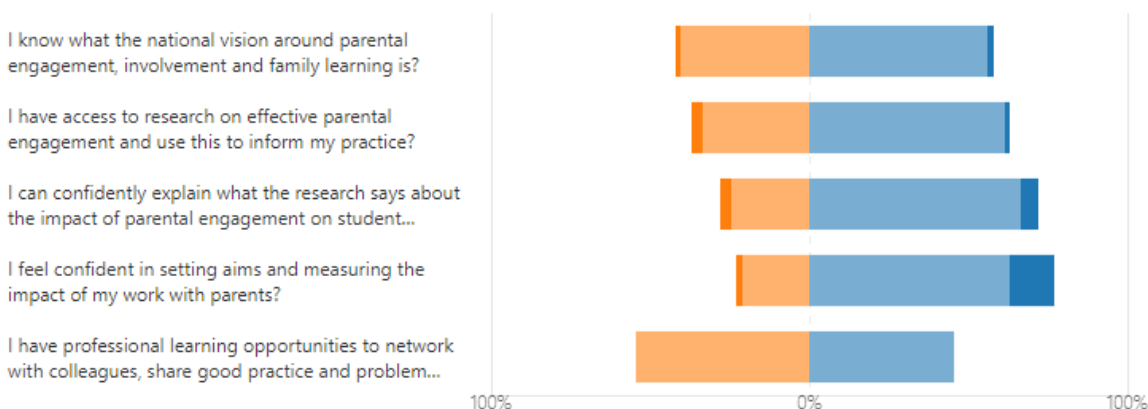
The aim of the event was to provide inspiration, practical ideas and skills to effectively lead Parental Engagement in schools. Practitioners had the opportunity to collaborate with, and gain insight from, Digital Technology experts, CLD, Family Learning officers, DYW officers, and schools and parents sharing their own experience. Education Scotland Attainment Advisors led a session on the importance of building authentic relationships and the planning process which gave practitioners the tools to set clear aims, measures and evaluate their work with parents.

This was well attended, bringing together 135 practitioners and partners from across the five local authorities and across all sectors.

<p>Sector representation:</p> <ul style="list-style-type: none"> • Secondary: 10% • Primary: 75% • Early Years: 7% • Special Schools: 2% • Other partners: 6% 	<p>LA representation:</p> <ul style="list-style-type: none"> • East Lothian: 16% • Edinburgh: 7% • Fife: 1% • Mid Lothian: 38% • Scottish Borders: 37% 	<ul style="list-style-type: none"> • Class teachers: 51% • DHT: 5% • Home-link worker/PSA: 13% • PT: 17% • Other: 5% • HT: 9%
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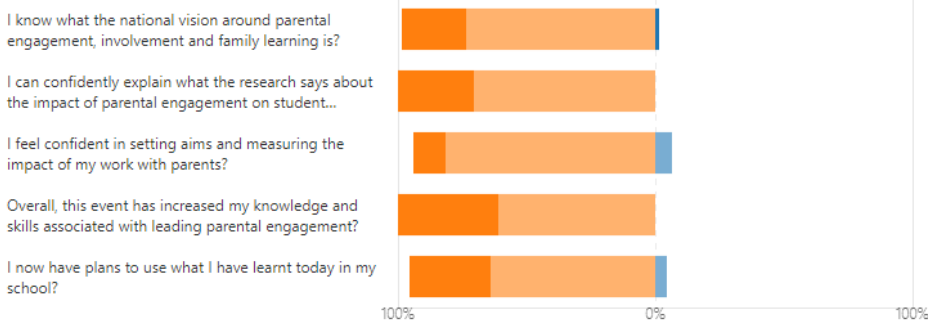
Baseline measure

■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree



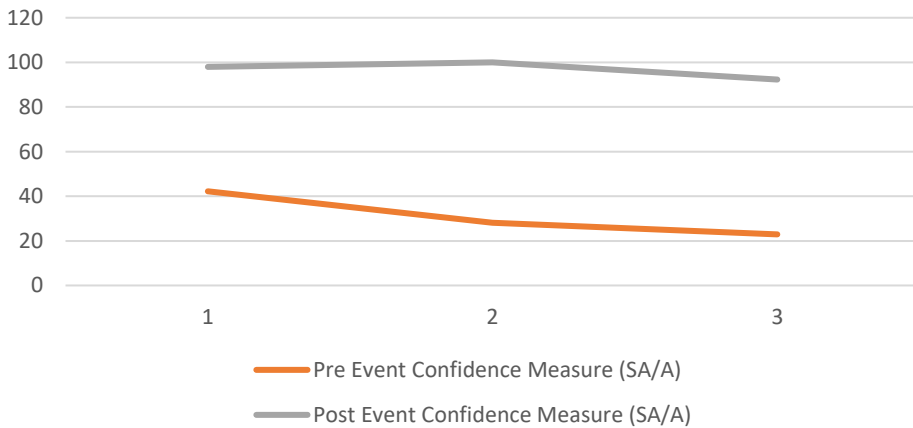
Impact statement: Knowledge & understanding before and after the event in-line with the three aims increased significantly (Chart 3). 38.5% strongly agreed and 61.5% agreed (100% SA/A) that this event had increased their knowledge and skills associated with leading parental engagement. With regard to participants' use of the new knowledge and skills, 30.8% strongly agreed and 64.6 agreed (95.4% SA/A) that they now had plans to use what they have learnt today in their school.

Strongly Agree Agree Disagree Strongly Disagree



1	I know what the national vision around parental engagement, involvement and family learning is?
2	I can confidently explain what the research says about the impact of parental engagement on student outcomes?
3	I feel confident in setting aims and measuring the impact of my work with parents?

Chart 3: Pre and Post event confidence measures



Impact statement - Individual sessions:

The individual sessions were very well received, with practitioners gaining insight, inspiration and tools to effectively lead parental engagement in their setting. Almost all participants rated Family Learning – practice & evaluation, 1:5 – understanding barriers, Parents’ perspectives & St David’s High School as extremely useful/useful, with most participants rating Connecting through digital, Langlee PS, Leading Change, CLD as extremely useful/useful.

Fantastic event - really useful. Thank you.

PNS v inspirational - keep going - you are amazing

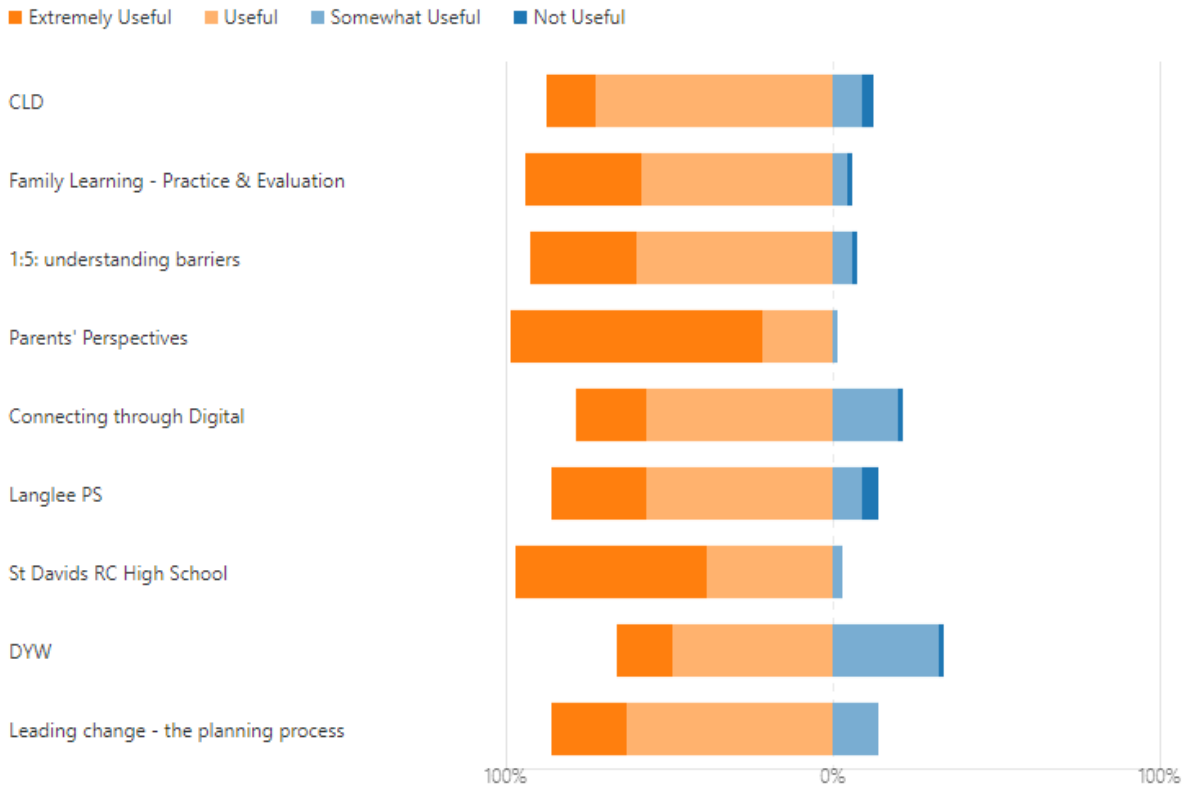
A great event - opened my eyes.

Really enjoyed the event, it gave me lots of practical ideas and tools. Excited to go back and lead on this

Very informative!

2. What Went Well? Please rate the following sessions in terms of usefulness?

[More Details](#)



Next step:

Based on feedback from schools about what they want with regard to Equity and Parental Engagement:

- Follow up engagement event on how to embed the planning process and how to measure the impact of work (Appendix 2). This will be a collaborative event, 2-hour event, held in January, where teachers can bring their parental engagement planning templates and gain support and an opportunity to collaborate on the improvement process.
- The Equity Workstream will be communicating termly Research Bulletins to shining a light on research with regard to Equity and Parental Engagement to identified leads and event attendees. This will also be shared on other on-line platforms and via established LA comms.
- The Equity workstream will be collaborating with Attainment Advisor and the Life Long Learning Team in Edinburgh to develop networks of home-link workers and a PEF network group.

What schools have said they want:

- Re-engagement event in Local Authority on how to use improvement methodology to lead change in your setting? Developing aims, tests of change, measuring impact & reporting outcomes?
- Re-engagement event to continue collaboration networks between staff with a parental engagement remit.
- Receive monthly Educational Bulletins shining a spotlight on professional reading and research about parental engagement and equity?

- Re-engagement event in your ... 33
- Re-engagement event to cont... 36
- Receive monthly Educational ... 32



Emotional Wellbeing Workstream

OVERVIEW

The day was designed to allow our young people the opportunity to hear from their peers who shared effective practice across all 5 authorities, participate in workshops and contribute to our plenary for planning next steps within the workstream. Market stall areas were available to allow all attending, the opportunity to connect with organisations that support them within their local authority and nationally and the chance to network with other young people was created and promoted throughout the day.

AIMS

To enhance our understanding of the need for good Emotional Wellbeing and the role of our schools in helping us achieve this.

To improve our capacity to take forward aspects of school improvement.

To begin to create an agreed vision of what would constitute a SEIC Emotional Wellbeing charter.

ATTENDANCE

25 high schools were represented on the day with only 2 schools who had registered unable to attend.

City of Edinburgh	5 schools
East Lothian	2 schools
Fife	6 schools
Midlothian	6 schools
Scottish Borders	6 schools

Other young people attended as representatives of Scottish Borders Quarriers Service and Midlothian Youth Platform.

In total **103** people attended on the day.



PRESENTATIONS AND WORKSHOPS

Presentations were given by

- East Lothian Mental Health Champions (film clip)
- Jedburgh High School
- Midlothian 100 days of Mental Wellbeing
- Craigroyston Community High



The audience, staff and pupils, engaged well both in presentations and the workshops. This was facilitated by the excellent venue.

Workshops were delivered by

- Children and Young People's Improvement Collaborative
- Young Scot
- Scottish Youth Parliament
- Kirkcaldy High School LGBTQ+ Champions
- Youth and Philanthropy Initiative – Scotland (adult workshop)



CAPTURING DATA AND EVALAUTION

Mentimetre was used to capture views and evaluations.

It was also used to gather key information to support the next steps of the workstream in creating a charter. The views were gathered by Young Scot who will send the raw data to the workstream allowing for deeper analysis which we will then use to create an action plan.

It is hoped that this information will be with the SEIC team by October 31st.

Individual workshops also created their own evaluations and we will share information between organisations.

Young people were asked to share good practice and what their next steps might be using post its. This information has been collated and there are key themes emerging. Full analysis of these will be shared once the mentimetre data has been gathered to ensure a full and robust analysis is made.

SOFT “ON THE DAY” EVALUATION

As the event was for pupils it is hard to give feedback on the workshops as adults were encouraged not to attend them however the pupils spoken to seemed to be positive about these and had ideas about where they wanted to go next. Many young people made new connections on the day as they were designated workshops to go to. There was a lot of buzz about “What happens in your area?” and strategies were shared.

Colleagues who supported the organisation of the event (Janice Watson, Michelle Matthews and Christine Brown) all received verbal feedback which was positive. Staff made comment of the value in being able to have relevant conversations with colleagues in a relaxed environment. Feedback from staff about the session they attended with YPI - Scotland was extremely positive.

Comments from young people included

It has been good to learn about how to hold a meeting

I enjoyed meeting people from other schools and hearing what they do!

I want to learn more about LGBTQ+ issues

EMERGING THEMES

From the information we have available, there are some recurring themes for support and development emerging.

- Communication – being heard and listened to
- Young people skilled and empowered to help other young people
- Being taken seriously either with their mental health concerns or through their ideas to improve Emotional Wellbeing

NEXT STEPS

Organising the young people who are workstream leads to be able to communicate safely using GLOW and Microsoft Teams.

Finalising the key adult members across all 5 Local authorities (it may be the support of the board is required to finalise this).

Collate the information and data from the day and use it to co-design a rationale, procedure and criteria for the charter. This will include evidence and impact.

Support the schools who have identified next steps by sharing best practice, pointing them in the direction of support within their local authority, across the SEIC or nationally that will allow them to improve their area of focus.

Improve the way in which we communicate directly with young people (we have asked for their ideas through our evaluation).

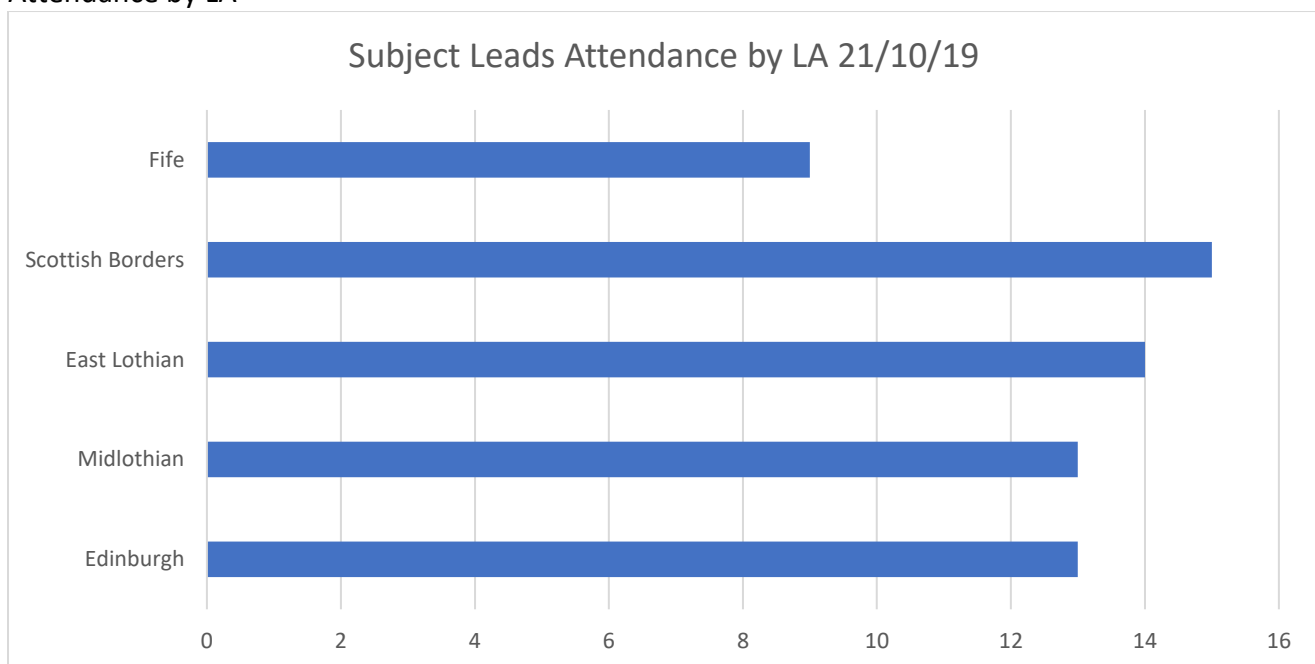
SUMMARY

The audience, staff and pupils, engaged well both in speaker sessions and the workshops. This was facilitated by the excellent venue and organisation around the whole event. Everyone was impressed with the quality of the pupil presentations and the fact they had all attended in their own time.

Secondary Subject Networks

18 of the 19 networks (Physics has only 3 leads and two could not be released from school) met with only subject leads to plan and begin work for this session and beyond. 62 leads out of a total of 98 took part.

Attendance by LA



The Leads followed the following programme for their day:

- 09.45 Registration/Coffee
- 10.00 Host to facilitate an introduction exercise (please make us aware of any LA not represented)
- 10.15 Video links x3 (on power point – slides 3 and 4)
- 10.30 Reading task/discussion – Collaborative Professionalism (What can we do)?
- 11.00 Discussion Exercise - Feedback from LA's on the plan (appropriate adaptations made)
- 11.30 Group Exercise - CLPL Event Planning or beginning of collaborative work within the plan
- 12.30 Lunch**
- 13.15 Group Exercise - CLPL Event Planning or beginning of collaborative work within the plan
- 14.15 Discussion – Creation of communication to subject teams within schools (proforma to be completed)
- 14.45 Plenary – Roles and responsibilities and requests for support/resources (proforma to be completed)
- 15.00 Finish

Modern Languages compressed the above into the afternoon and attended the 1 plus 2 network event in the morning. Our Physics lead in Midlothian organised a collaboration event in Midlothian for Midlothian Physics teachers and offered places for ELC Physics teachers too.

Next Steps from the Day

Leads confirmed the plans made on 20th June 2019 and made amendments based on feedback from local authorities. Plans are variable depending on subject areas, however here are some examples of the plans for collaboration in subject areas coming this session and beyond.

- SEIC Inset events for subjects in May and Oct 2020
- Various SQA CPD events arranged, with dates advertised for all authorities to attend (some evenings and Saturdays. E.g. N5 Cake event for HE, N3-5 Fashion and Textiles event. N5 Practical Cookery Course assessment support.
- SEIC CLPL sessions Nov, Jan and March organised by authorities in turn In Maths.
- Opening up of LA Subject Collaboration afternoons to allow reps to attend from across the SEIC.
- Organising SEIC Numeracy Moderation Events with Education Scotland – Early to 4th Level. 14th November and 18th March. (20 delegates per authority)
- Uploading of resources and Photos of verified work at various levels on SEIC Secondary Network Teams (on Glow)
- Presentations on NPA options to subject specialists in Business Education
- A SEIC Biology Learning Festival
- Collaborative work and meetings as curriculum areas to support skills development
- Ask for Primary school reps in art and design to share standards and support transition

Next Steps for Strategic Direction

- Create links with primary sector for each network
- Group some subjects together in curriculum areas for some meetings (particularly around skills development)
- Plan communications and support that is equitable across networks

The SEIC Big Share

The Big Share has helped to establish the start of a platform and a bank of resources that are useful for a range of practitioners. A wide range of resources have been shared from Early to Senior Levels and across the entire curriculum.

It was also very positive to see professionals sharing reading they would recommend and Practitioner Enquiry they have engaged in.

During the share we saw the greatest participation from Midlothian Council Practitioners followed by Fife. We have had some engagement from East Lothian Practitioners. Some authorities have had less involvement due to the development of their digital footprint around GLOW. While this is growing there are still solutions required re access issues to allow for greater usage as a depository for emerging practice.

We have already been contacted by subject networks from Maths/ Numeracy and English/ Literacy to help create their own online platforms/networks. Stewart is to meet with them in the next few weeks to help plan and establish this within the SEIC Sharepoint Eco-System.

Moving forward, we will continue to showcase the Big Share as a place to access resources and engage in professional dialogue. This will include highlighted good/excellent content.

SEIC
Big Share
Monday 21st October
2019

AFTER TWO DAYS...



Over 1600 Documents Shared



Over 750 Views on Sharepoint



Over 425 YouTube Views



Over 50 Conversation Posts

Join in at bit.ly/SEICBIG

Quality Improvement Workstream

Aims:

Support the professional autonomy and empowerment of practitioners in their on-going self-evaluation for self-improvement journey.

Provide opportunities to collaborate, share practice, strategies for improvement and offer challenge for continuous improvement

Presenting Schools

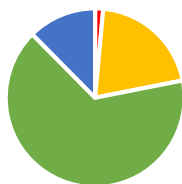
- EL - Innerwick & Elphinstone
- CEC - Holy Cross & Flora Stevenson's
- Fife - Townhill, Crossgates & Elie
- ML - Bonnyrigg
- SCS - Duns & Morebattle

Attending schools

- EL - Campie, Sandersons Wynd, Haddington, Wallyford, Law, Winygoul, Pencaitland, Preston Tower, Cockenzie
- CEC - Cramond, Gilmartin, Dean Park, St Mary's, Wardie, Juniper Green, Longstone
- Fife - Kirkcaldy North, Anstruther, Newport, Coaltown, Cardenden, St Agatha's, Hill of Beath, Kennoway, Cairneyhill
- ML - Danderhall, Gore glen, Lawfield, Rosewell, Mayfield, Sacred Heart, Strathesk
- SCS - Brooklands, Walkerburn, Fountainhall, Glendinning, Cockburnspath, Stirches, Greenlaw, Ayton, Broughton, Newlands, Edenside

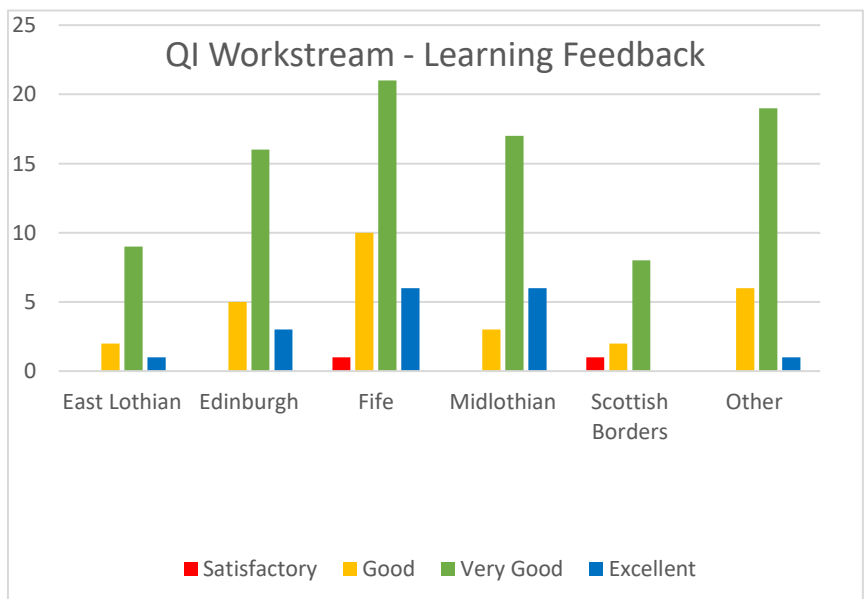
Evaluation Feedback

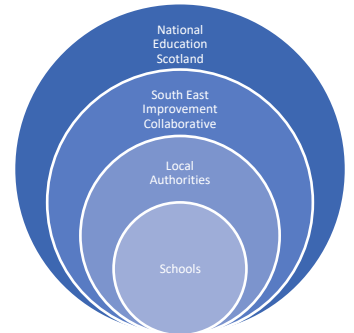
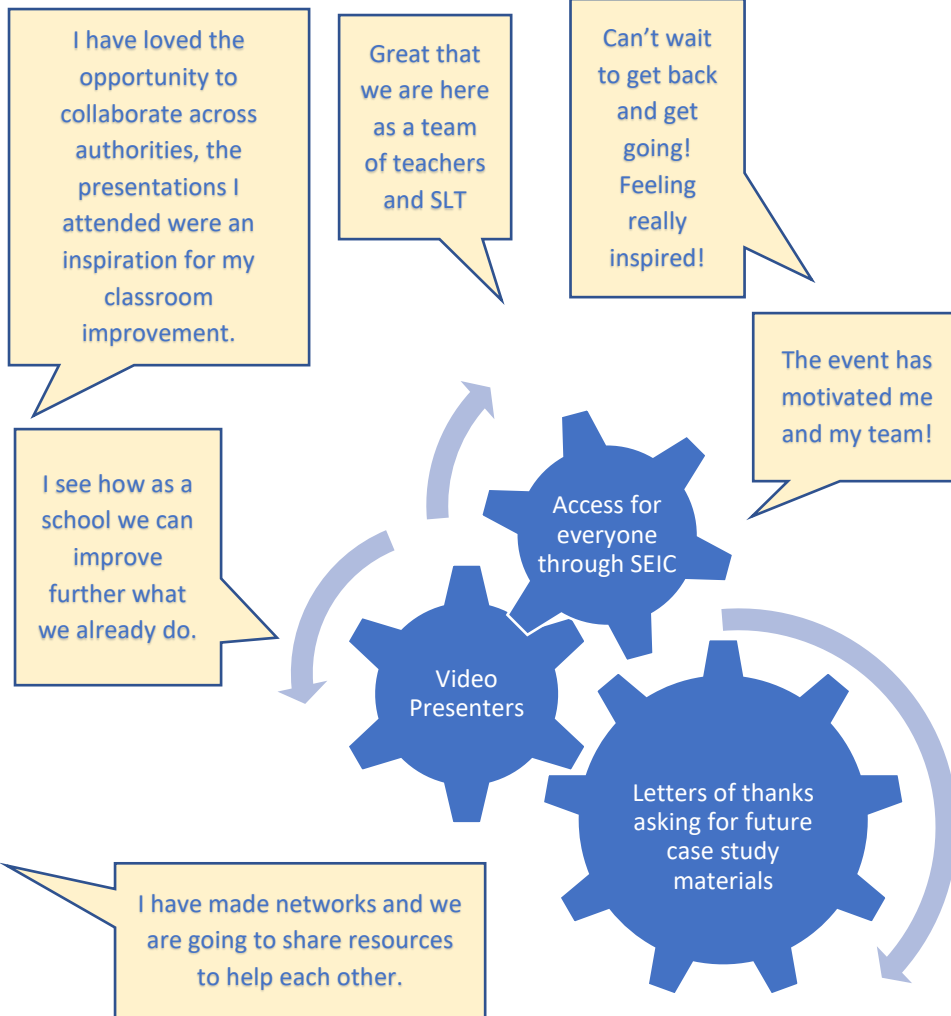
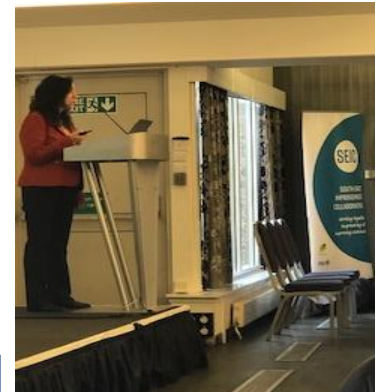
Overall



- Satisfactory
- Good
- Very Good
- Excellent

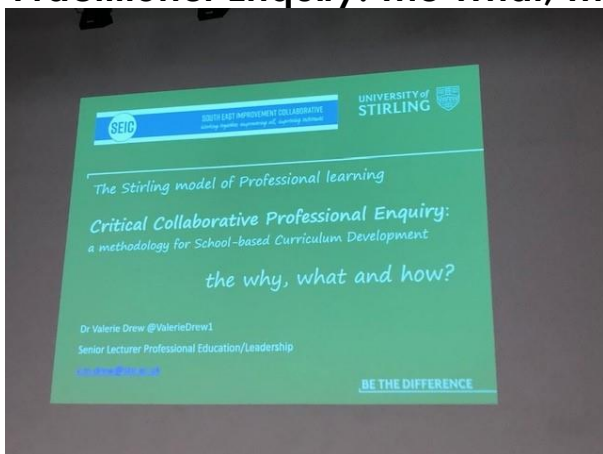
QI Workstream - Learning Feedback





Leadership and Professional Learning Workstream

Practitioner Enquiry: The What, The Why and The How



Overview

The Practitioner Enquiry In-service Day comprised a mixture of workshop inputs which offer a range of expertise, insights and perspectives on Practitioner Enquiry as well as opportunities to collaborate with colleagues.

There were inputs from a wide variety of our colleagues and partners, University of Stirling, University of Edinburgh, practitioners from our SEIC Local Authorities as well as national organisations, Education Scotland and GTCS.

Structure of Day

10-11am	Welcome, SEIC videos, Keynote; Workshop 1 Workshop 2 Workshop 3 11.05 -11.55 12.50 -13.40 13.45 -14.35
Group 1	CCPE Theatre GTCS Rm 002 CEC Rm 128
Group 2	CCPE Theatre Education Scotland Rm 009 PLaCE Rm 125
Group 3	GTCS Rm 002 ML Rm 125 CCPE Theatre
Group 4	ES Rm 009 EL Rm 128 CCPE Theatre
Group 5	SB Rm 125 CCPE Theatre PLaCE Rm 125
Group 6	Fife Rm 128 CCPE Theatre ES Rm 009
14:40	Plenary and The Big Pledge,
15:00	Close

Abbreviations, Presenters & Rooms

CEC City of Edinburgh Council, Juliet Lunnis	Room 128
CCPE Collaborative Critical Enquiry; Dr Valerie Drew	Ashleigh Gray Theatre
EL East Lothian Practitioners	Room 128
ES Education Scotland; Emma Andrew	Room 009
Fife Fife Practitioners	Room 128
GTCS General Teaching Council Scotland; Jacqueline Morley	Room 002
ML Midlothian Practitioners	Room 125
SB Scottish Borders Practitioners	Room 125
PLaCE Professional Learning as Critical Enquiry, Dr Gill Robinson & Lynsey Struthers	Room 125

Keynote

Dr Valerie Drew, a well-respected academic from the University of Stirling, who has written and lectured extensively on practitioner enquiry, provided the keynote address on the theme of Collaborative Critical Professional Enquiry. Dr Drew also ran 3 smaller consecutive interactive workshops which all delegates attended over the course of the day.

Presenters

The rest of the content of the day was supported by our regional and national partners who sit on the Leadership & Professional Learning Workstream.

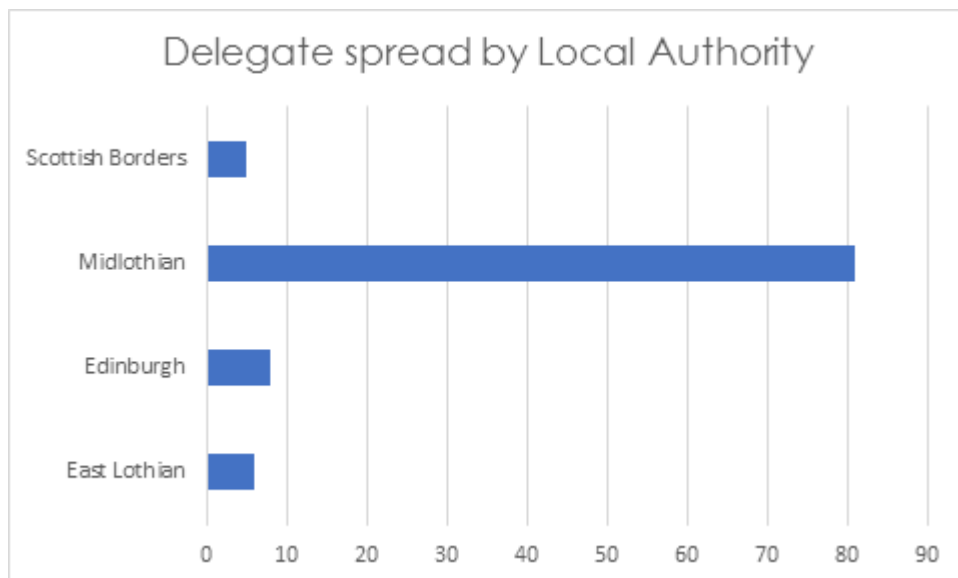
- **City of Edinburgh Council** - Juliet Lunnis ran a session on Lesson Study
- **East Lothian Practitioners** - Jenni Ewan, Fleur Hoole, Jerry Tracey and Mark Rathie all presented their practitioner enquiries.
- **Education Scotland** - Emma Andrew ran three sessions on Teacher Leadership and Practitioner Enquiry.
- **Fife Practitioners** – Danny Hubbard, Charlotte Coyle, Rose Laing, Liz Wilson and Suzanne Anderson all presented their practitioner enquiries.
- **General Teaching Council Scotland** - Jacqueline Morley ran two sessions on Professional Learning using the National Model of Professional Learning.
- **Midlothian Practitioners** – Suzanne Blake and Gerry MacFarlane presented their practitioner enquiries.
- **Dr Gill Robinson University of Edinburgh & Lynsey Struthers DHT Lasswade High School** ran a session on Professional Learning as Critical Enquiry.



Delegates

There were 101 delegates who attended from 42 schools across 4 Local Authorities – see Chart 1. The bulk of delegates came from Midlothian, then Edinburgh, East Lothian, and Scottish Borders. There were no delegates from Fife.

There were 3 Head Teachers, 3 Depute Head Teachers, 1 CCDW, 2 Supply teachers and 80 teachers and 12 visiting specialist teachers.



Possible explanations for this spread of attendance

- Fife run an in-depth and well attended professional learning programme about practitioner enquiry.
- Travel to Midlothian for the event from Fife may have been prohibitive
- Midlothian delegates may not have wanted to travel to another local authority
- Midlothian has identified the use of practitioner enquiry as a priority for session 2019-20
- This event was aimed at classroom practitioners, however, 3 schools attended with their Head Teachers.

Anecdotal Feedback

Feedback will come from The Big Pledge, however on the day much anecdotal feedback was noted:

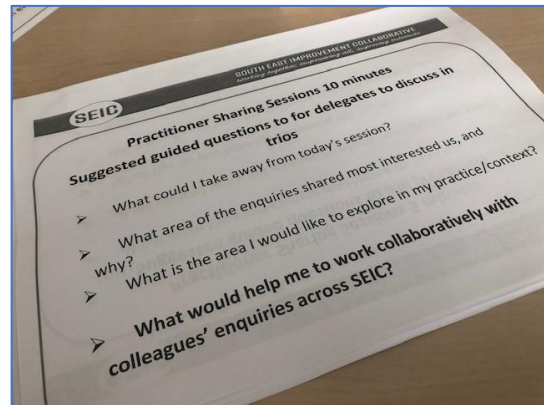
- It is so good to have a choice of professional learning – this in service was definitely **not** one size fits all
- It was good to see all the layers of practitioner enquiry
- It was useful to see the Whole School approach to enquiry through PLaCE
- Refreshing to have people who have actually carried out enquiry whilst doing their day job of teaching – makes it seem achievable
- Great to see so many like-minded teachers are enquirers
- Looking forward to seeing how SEIC can hook up comparator schools for enquiry opportunities
- Really interesting to hear about the National Model for Professional Learning – had not heard of this before
- The importance of critical reading of research literature was stressed by Dr Valerie

Drew. Practitioners were encouraged to engage with research literature as an essential starting point from which practitioner enquiry can be built, but also to critique what they read and refrain from adopting one theory of education without question. This viewpoint was widely acknowledged as a sensible approach – which reinforced the professionalism of practitioners.

- The opportunity to hear honest and practical presentations from practitioners who had undertaken a professional enquiry at their school was valued by delegates. Delegates were inspired to take forward their own practitioner enquiry after hearing about the experiences of others.
- Practitioner Enquiry was demystified.
- The benefits for the professional development of the practitioner engaging in enquiry were stressed by presenters. Delegates found this inspiring.

Recommendations/Next Steps

- Sign up offer to be advertised for 2 weeks prior to Eventbrite sign ups opening
- Longer opening time for sign-ups (was 3 weeks, possibly 4 weeks)
- Longer time between sign ups closing and event to allocate more time for workshop allocation/additional spaces & presenters
- Potential to Offer same event twice – use 2 host Local Authorities
- Allocate equal or proportional space allocations per Local Authorities
- Analysis of The Big Pledge data to ascertain impact of Professional Learning
- The creation of a SEIC Practitioner Enquiry Network to enable small scale enquiry to be scaled up – this is already happening jointly in East Lothian and Midlothian and once evaluations have been carried out this could be across SEIC.



Early Years Network

Literacy Event at Greengables Nursery

Workstream/Network	Early Years Network – Edinburgh
Professional Learning Descriptor	Raising attainment in Early Years Literacy
Event Overview	<p>Session 1: Transforming Practice in Early Years Literacy with Firm Foundations in Traditional Tales</p> <p><i>Sharing ways of working with stories to raise attainment for all children</i></p> <p>This session looked at an approach taken in Cameron House Nursery School where traditional tales were used to support the development of children’s understanding of narrative development through play and storytelling. This approach emerged from a practitioner enquiry which was part of a wider professional enquiry carried out by a group of ten settings across Scotland, who were all exploring different aspects of enactive and discursive narrative development.</p> <p>This session was led by Head Teacher Chris McCormick and Nursery Teacher, Shauna Mackintosh.</p>

Session 2: The impact of collaborative enquiry in raising attainment in Literacy.

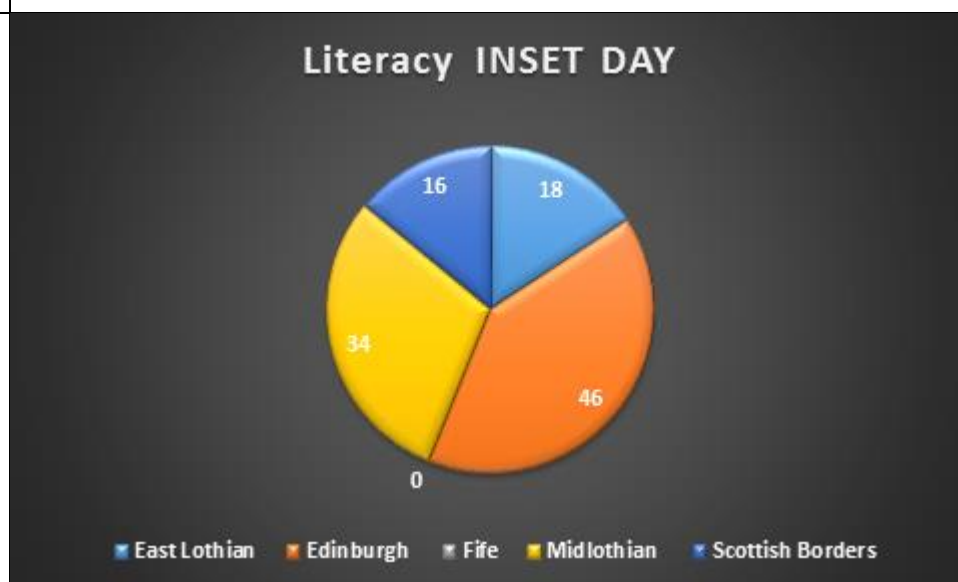
Strategies developed and employed through collaborative learning in literacy

This session explored how Greengables Nursery School worked collaboratively both within the nursery and with the wider professional enquiry group, in order to raise attainment in literacy, which led to them being a finalist at the Scottish Education Awards this year in the Raising Achievement in Literacy category. It explored the impact of a Froebelian approach to literacy and both universal and targeted approaches. This included Interactive Storytelling and Play Stories, which emerged from the collaborative professional enquiry, Hanen, sustained shared thinking, the Visual Support Project and the input of our Equity and Excellence Lead.

This session was led by Head Teacher Catriona Gill and Carrieanne Donoghue.

The sessions were followed by a visit to Greengables Nursery and an opportunity to network with early years staff across the SEIC.

Attendance



57 delegates from four Local Authorities attended.

Feedback

- “A fantastic day! Very beneficial to my professional development.”
- “Very informative and stimulating session.”
- “Both sessions were full of information and gave practical ideas.”
- “The importance of incorporating literacy at every opportunity and talking about sounds.”
- “Will be more confident introducing alternative stories.”
- “Felt totally inspired to get back to nursery, choose my fairy-tale and get started!”

Takeaways from session 1 – using the idea of story ribbons based on Blooms Taxonomy, using more traditional tales and mind mapping children’s ideas.

Takeaways from session 2 – the importance of physical development for handwriting, spending more time storytelling and offering opportunities for acting stories, and using songs and rhymes to develop phonological awareness particularly in P1.

Curiously, one delegate commented that the session was too focussed on nursery and one commented that it was too focussed on primary.

ASN Network ASD Event**Overview of day/aims/**

The aim of the day was primarily three fold:

- to allow staff from across the 5 SEIC authorities to an opportunity to **network** and discuss their ASD practice /knowledge and context.
- To **share** knowledge and understanding across a series of workshops
- To consider how knowledge, resources and support can be shared across the five SEIC authorities going forward.
-

10.00 - 10.30am	Welcome
10.30 – 11.00am	Video presentations
11.00am – 11.45am	Workshop 1 x3 (45 Mins)
11.50am – 12.35 pm	Workshop 2 x3 (45 Mins)
12.40pm – 1.30pm	Lunch - Sandwiches and Fruit selection
1.30pm – 2.15pm	Workshop 3 x3 (45 Mins)
2.20pm – 3.00pm	Plenary

Presenter/Session Content

9 workshops were presented over three 45 minute sessions

Work shop session were allocated based on demand and everybody who registered was able to be offered their 3 choices.

Session 1 11.00am -11.45am

- | | | |
|-----------------------------------|------------|--------------|
| 1. Demand Avoidance | Fife | 20 Delegates |
| 2. Using Visuals in the Classroom | Fife | 25 Delegates |
| 3. Mediated Learning | Midlothian | 35 Delegates |

Session2 11.50am – 12.35pm

- | | | |
|---|-----------|--------------|
| 4. Demand Avoidance Ruth Chalmers | Fife | 39 Delegates |
| 5. Supporting ASD in the Mainstream Setting | Borders | 23 Delegates |
| 6. Adaptive Skills and Skills Development | Edinburgh | 18 Delegates |

Session 3 1.30pm – 2.45pm

- | | | |
|---|-----------|--------------|
| 7. ASD in Girls - Judith Scott/Ceri Titley | Fife | 20 Delegates |
| 8. Supporting ASD in the Mainstream Setting | Borders | 29 Delegates |
| 9. Adaptive Skills and Skills Development | Edinburgh | 21 Delegates |

Delegate Overview

Delegates attended from the 5 SEIC authorities and from a variety of roles.

Anecdotal feedback from the day

I would have liked time to chat about the content of the workshops afterwards so we could ask questions, discuss points etc. It was slightly rushed but I understand that was down to time.

It was a great day, well organised. We were all able to reflect on our practice and with children we have worked with and the impact our support has on their learning and development.

The pace and timings were good and I would advocate that this was largely due to having 3 workshops. The setting was good and it was great to interact with menti. Perhaps some pre-reading or preparation of an issue to bring to a networking forum for next time?

I heard from another teacher that the ASD in girls was very good and would like to have gone to the talk. Maybe it could be run again or powerpoint shared?

Sometimes sessions seemed a bit short for what was being covered (particularly true for Supporting ASD in mainstream setting) There wasn't sufficient time to explore resources displayed which would probably have been useful. I think we would have benefitted from more time for questions and discussion on how to support specific learners. All trainers were very well informed with lots of expertise to offer. A very valuable, thought-provoking day.

I was sorry that I could not stay for session 3 but I found both workshops I did attend both informative and interesting. They were well delivered. I would like the opportunity to take a course in mediated learning and would like courses to be offered that may take a little less than 5 days or that are offered over more weeks in after school sessions.

Great day. Fewer workshops would mean more in-depth training

Thoroughly enjoyable and informative day. Perhaps the video clips and some background information on ASD could be sent out to attendees to access before the day to allow time for greater discussion and exploration of the topics presented?

Very well organised comprehensive day. Thank you

Great format. Spaces limited though, many more wanted to attend. Good to network.

It was well presented and a good layout of various workshops. My concern with the third workshop that I attended, Adaptive Skills, is not something I could progress and use in a mainstream set up.



Alistair Haldane – Welcoming delegates and setting the scene

Ruth Chalmers delivering the first of her 2 session on Demand Avoidance



Modern Languages 1 + 2 network

Key Themes - Positives	Key Themes – for Future Development
<p>Networking- There was a very positive response for the opportunity to network with other practitioners, collaborate and share ideas on the day</p> <ul style="list-style-type: none"> • Good to work with other teachers on 1+2 • Liked meeting of secondary and primary teachers • Great to share with other authorities 	<p>Further Networking Opportunities – The opportunity to engage in similar learning sessions was a common theme for future development.</p> <ul style="list-style-type: none"> • More regular 1+2 meetings • More regular events to collaborate and perhaps focus on something to try and feed back • Wish we had more CLPL for all teachers with such useful input
<p>Resources- It is clear from individual responses that practical resources shared on the day were of great value. The variety and implementation of resources and ideas was overwhelmingly valued positively</p> <ul style="list-style-type: none"> • Good to get some practical & useful resources • Really liked that all 3 workshops I took part in included practical activities and ideas useful for the classroom • Lots of great new ideas to try with my class and cascade to colleagues • Lots of ideas – not too overwhelming with prep. and timing. 	<p>Opportunities for Deeper Discussion – Practitioners felt that, collaboration and deeper understanding would take place if there was more time allocated for peer discussion.</p> <ul style="list-style-type: none"> • More time for discussion • A bit more time for discussions at the end of sessions? • Time could have been used more constructively
<p>On the Day Experience (Quality of Workshops) – The feedback about the organisation, set up and quality of input was positive and reflected the needs of participants own development</p> <ul style="list-style-type: none"> • Fantastic day with great active learning opportunities. • Found the day really enjoyable and inspiring! • A really well organised day with knowledgeable speakers 	<p>Clearer Detail – A small number of practitioners felt that they would have liked further detail on the purpose of the workshop i.e. which sector the learning was intended for.</p> <ul style="list-style-type: none"> • Maybe make it clearer which groups are primary/secondary • Make it clearer if certain workshops are focussed on primary or secondary
<p>Planning, Progression and Delivery of Curriculum – Being able to relate workshops to planning, teaching and assessing of 1 plus 2 was a strength supporting practitioners to deliver effectively</p> <ul style="list-style-type: none"> • Really inspirational talk on raising attainment • Helpful to see progression • Planning framework helpful • Good to think about simple assessments for moving on a level 	

Education, Children and Families Committee

10.00am, Tuesday, 10 December 2019

Revenue Monitoring 2019/20 – month six position

Executive/routine Wards Council Commitments	Routine City-wide
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1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the net residual budget pressure of £4.45m which remains at month six;
 - 1.1.2 note that approved savings and operational efficiencies in 2019/20 total £4.334m, with £3.009m on track to be delivered in full; £0.320m assessed as amber, pending further detailed implementation plans and £1.005m assessed as being at risk of not being delivered;
 - 1.1.3 note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on 23 January 2020 and to the meeting of this committee on 3 March 2020.

Alistair Gaw

Executive Director of Communities and Families

Contact: Brendan O'Hara, Acting Principal Accountant

E-mail: brendan.o'hara@edinburgh.gov.uk | Tel: 0131 469 3620

Revenue Monitoring 2019/20 – month six position

2. Executive Summary

- 2.1 The report sets out the projected month six revenue monitoring position for the Communities and Families service, based on analysis of actual expenditure and income to the end of September 2019, and expenditure and income projections for the remainder of the financial year.
- 2.2 The total projected (full year) gross budget pressure is currently £9.95m, partially offset by mitigations totalling £5.50m, resulting in a net residual budget pressure of £4.45m.
- 2.3 The Executive Director of Communities and Families is fully committed to making all efforts to identify management action to reduce the budget pressures. However, given the magnitude of these pressures, there is the potential for a significant level of overspend. Progress on the implementation of mitigation measures will be reported to the Finance and Resources Committee on 23 January 2020 and to this Committee at its meeting on 3 March 2020.

3. Background

- 3.1 The total 2019/20 net budget for Communities and Families is £419.0m
- 3.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2019/20, based on analysis of month six data.

4. Main report

Overall Position

- 4.1 The Communities and Families service is projecting net budget pressures of £4.45m at month six.

Gross Budget Pressures and Management Action

- 4.2 To date, projected gross budget pressures of £9.95m have been assessed. The main service areas affected include temporary accommodation, home-to-school

transport, efficiency targets, community access to secondary schools and central costs relating to schools. Management action of £5.50m has been identified, which leaves a net residual budget pressure of £4.45m.

4.3 Temporary accommodation

The shortage of suitable temporary accommodation is leading to the service having to place individuals in bed and breakfast and shared accommodation. This is the costliest provision as the proportionate level of housing benefit the Council receives is low in comparison to other accommodation types. Mitigating action is being taken to reduce the use of bed and breakfast and shared accommodation and to deliver additional housing benefit.

4.4 Home to School transport

The costs to transport pupils have increased significantly in recent years. The increased costs relate primarily to the number of children with additional support needs receiving individual transport. To address the increase, work has been undertaken to refresh the transport policy, introduce a Travel Allocation Panel to assess all applications for transport, identify opportunities to share transport where possible and reduce the use of external providers and taxis and make use of existing internal capacity. This has stemmed the increase seen in recent years and made some reductions to overall expenditure. A reduction in individual taxis has reduced the in-year pressure, however, at this stage there is still expected to be a significant pressure of £1.8m in 2019/20 and work is ongoing to identify further measures that can accelerate savings opportunities.

4.5 Efficiency and management savings

The service has a target to achieve £0.2m of management savings and the service's direct share of the Council-wide efficiency of 1.55% is £1.797m. This is to be delivered from service-wide management savings and vacancy control, deletion of a number of vacancies within Safer and Stronger Communities and additional income. DSM funded posts, externally funded posts and essential child protection social work posts are exempt from vacancy control actions. Recurring savings to date total £0.9m and there will be full-year benefits delivered in 2020/21.

4.6 Community access to secondary schools

The net income target for community access has a pressure of £0.8m. Mitigating actions from working with Edinburgh Leisure to reduce PPP costs and increase income have yet to be delivered. Further actions are being considered to manage the pressure in future years. This includes enhanced marketing of under-utilised space and the continuation of price harmonisation with Edinburgh Leisure's other facilities.

4.7 Central costs related to supporting schools

Pressures exist on non-devolved school-related budgets including the costs of cleaning materials, refuse collection and grounds maintenance. Management of these areas is being reviewed to address the pressure, however, the scope to reduce costs significantly this financial year is limited.

- 4.8 Appendix 1 provides further details on these areas of pressure and mitigating action.
- 4.9 Financial risks in the Communities and Families revenue budget for 2019/20 include increased demands for home to school transport due to rising rolls, potential shortfall on workforce savings and delivery of mitigating actions related to temporary accommodation.
- 4.10 There is a further potential pressure relating to the number of Unaccompanied Asylum-Seeking Children (UASC) that have arrived in the city in recent months. There have been 20 new arrivals in the past three months mainly from Vietnam. The majority have been placed in our own residential provision but there has been the need to purchase a small number of placements from other providers. The service is currently assessing the financial implications of this increase for the short and longer term.
- 4.11 Communities and Families is fully committed to making all efforts to identify mitigations to reduce the existing pressures, and to identify and implement management actions required to address these. These include vacancy control measures, a review of reserves, identification of income generation opportunities, an examination of the scope to stop or reduce planned levels of expenditure, and the identification of any spend-to-save opportunities.

Savings Delivery – Approved Savings 2019/20 Budget

- 4.12 The approved budget savings and operational efficiencies for Communities and Families for 2019/20 total £4.334m. Progress in the delivery of the savings programme is reviewed regularly.
- 4.13 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, £3.009m of savings and efficiencies are on track to be delivered in full (green); £0.320m, mainly relating to workforce controls, requires further work (amber); and £1.005m, mainly relating to management savings and workforce controls is at risk of not being delivered. Further details are included in Appendix 2.

5. Next Steps

- 5.1 Work is ongoing to identify mitigating measures through continued workforce and discretionary expenditure controls to manage financial risks and take timely remedial action, where any further adverse variances become apparent.

6. Financial impact

- 6.1 The report highlights projected net budget pressures of £4.45m for 2019/20. This position is subject to active monitoring, management of risks and identification of further mitigation.

7. Stakeholder / Community Impact

- 7.1 There is no direct relevance to the report's contents. The Council undertook a budget engagement exercise when developing the 2019/20 revenue budget.
- 7.2 There is no direct relevance of the report's contents to impacts on carbon, adaptation to climate change and sustainable development. The Council's revenue budget includes expenditure impacting upon carbon, adaptation to climate change and contributing to sustainable development. In addition, all budget proposals are now subject to an upfront assessment across these areas.

8. Background reading / external references

- 8.1 None

9. Appendices

- 9.1 Appendix 1 Summary of forecast net revenue budget pressures;
- 9.2 Appendix 2 Summary of approved budget savings 2019/20

Appendix 1

Forecast Areas of Budget Pressure and Management Action

Service area	Forecast Pressures £m	Mitigation - Recurring £m	Mitigation - One-off £m	Net Residual Pressure £m	Description
Safer & Stronger Communities – Temporary Accommodation	2.500	0.500	1.200	0.800	The shortage of suitable temporary accommodation is leading to the service having to place individuals in B&B and Shared Accommodation. This is the most costly provision as the proportionate level of housing benefit the Council receives is low in comparison to other accommodation types. Recurring mitigating action is from expected additional housing benefit. One-off mitigation relates to additional income from Revenue Collection Officers and Rapid Rehousing Transition Plan funding
Home to School Transport	2.300	0.500	0.000	1.800	Expenditure on home to school transport increased from £5.5m in 16/17 to £7.4m in 18/19. In addition, approved savings of £0.4m in 2018/19 have not yet been delivered. Mitigating actions to reduce individual taxis based on routes in place from August has reduced the in-year pressure
Efficiency and Management savings	2.000	0.900	0.200	0.900	Further mitigation from vacancy control. Savings delivered to date total £0.9m and there will be full year benefits delivered in 20/21 to address the balance. Children's Services saving assumed to be one-off pending more detailed analysis
Edinburgh Leisure - Community Access to Secondary Schools	0.800	0.000	0.000	0.800	Projected shortfall in income from sports lets, pre-6pm lets and non-sports lets
Community Justice	0.700	0.000	0.500	0.200	Unfunded pay awards for s27 CJ staff partially mitigated by non-s27 and non-staff underspends
Schools – non-devolved costs	0.600	0.000	0.000	0.600	Grounds maintenance, refuse collection and cleaning materials
Schools	0.400	0.000	0.400	0.000	Demographic pressures in DSM staff budgets due to rising school rolls. Mitigated by one-off funding from excess carry forwards
Libraries - income	0.300	0.000	0.000	0.300	Ongoing pressure on fees, charges and room hire
Primary school lets	0.150	0.000	0.000	0.150	Reduced income from school closures for maintenance
Adult education	0.100	0.000	0.000	0.100	2018/19 pressure partially mitigated in 2019/20
Department-wide	0.100	0.000	0.100	0.000	One-off ICT refresh charges, mitigated by one-off savings from additional investment
Children's services	0.000	0.000	1.000	-1.000	One-off savings from additional investment
SSC - Family & Household Support	0.000	0.000	0.200	-0.200	Staff vacancies
	9.950	1.900	3.600	4.450	

Appendix 2

Summary of approved budget savings 2019/20 with RAG assessment

Proposal description/area	2019/20 approved saving	Saving RAG assessment		
		Green	Amber	Red
	£m	£m	£m	£m
CHILDREN'S SERVICES				
Efficiencies in the delivery of accommodated children's services	0.510	0.405		0.105
Support for Learning Management	0.200	0.200		
ASN adaptations to mainstream schools	0.100	0.100		
NHS commissioned services	0.100	0.100		
Carers' Act Funding	0.075	0.075		
	0.985	0.880	0.000	0.105
SCHOOLS & LIFELONG LEARNING				
Edinburgh Leisure (Year 1 - Pay uplift)	0.350	0.350		
Enabling Educational Efficiencies – Third Party Grants (2018/19 additional spend)	0.250	0.250		
Library service - reduce book fund	0.200	0.200		
Heritage language	0.042	0.042		
	0.842	0.842	0.000	0.000
SAFER & STRONGER COMMUNITIES				
Police funding	0.522	0.522		
Invest in Revenue Collection Officers	0.175	0.175		
Invest to reduce temporary accommodation voids rates	0.090		0.090	
Adoption of Scottish Government Framework for electricity and gas	0.030		0.030	
	0.817	0.697	0.120	0.000
Total approved savings 2019/20	2.644	2.419	0.120	0.105
Efficiencies Workstream 2019/20				
Management savings - Dept-wide	0.640	0.240		0.400
Workforce control - C&F	0.700		0.200	0.500
Workforce control - SSC	0.350	0.350		
	1.690	0.590	0.200	0.900
Total approved savings and operational efficiencies	4.334	3.009	0.320	1.005

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Education, Children and Families

December 2019

Primary and Special School Lets Update: Performance information October 2019

Agenda Item 7.1
Executive/routine
All Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the data on the performance of the School Lets Team in; October 2019.
 - 1.1.2 note the intention to monitor and revise the performance targets to better match the timescales set out by the Asset Managements Works Programme and Facilities Management colleagues
 - 1.1.3 note the intention to improve customer service by exploring different options

Alistair Gaw

Executive Director for Communities and Families

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Primary and Special School Lets Update

2. Executive Summary

- 2.1 The Primary and Special School Lets Team have issued 3224 permits as of 15th October.
- 2.2 There is, currently, a two week target from receiving a request to issuing a response; either a confirmation the let can go ahead or a refusal. Performance monitoring is performed by Business Support through Key Performance Indicators (KPI) (see the table in Main Report 4.1)
- 2.3 The two week target allows the School Lets team to request Facility Technician cover to allow the school to be opened and a booking request to go ahead. Facility Technicians are offered these optional extra hours and it is at their discretion to take up the offer of overtime.

3. Background

- 3.1 The KPI's were tracked and reported until reorganisation took place following the Business Support Review earlier in the year. It was recognised that the KPI should be reintroduced.
- 3.2 A revised KPI was agreed by Senior Management and is outlined in the table in the Main Report section, 4.1.
- 3.3 Further discussion will be required as the performance data is collected.
- 3.4 Further discussion will be required as the notice period may need to be extended where a request is raised for a school in the Asset Management Works programme (AMW). These requests go to the schools' Project Manager for approval before Facility Technician cover is sought. This causes an inevitable delay.

4. Main report

4.1 The KPI report for October 2019 is as follows:

October 2019 Key Performance Indicators – The Targets	Capacity Agreed	Actual Volume	Achieved	% Achieved	Issues and Breakdown of results	Remedial Action Agreed?
The total Number of School Let Permits issued in a monthly period (actual volume) and the number of permits that were provided for these requests within the approved 2 week time frame (achieved)	All	59	46	78%	A significant number of booking requests are sent in on old forms. These cause more work for the School Lets Team as they have to be manually inputted onto the sheets.	Weekly meetings have been put in the diary for management and the School Lets team to meet and review the FM tracker and creating action plans for any requests approaching the target deadlines. Where possible, requests on old forms are being refused.
Out of the total volume how many of these requests came into the school lets mailbox, allowing for the agreed minimum two weeks turnaround timescale?	All	59	30	51%	Short notice requests require the School Lets Team to focus on these requests while requests made on time are not progressed as quickly as they could be.	A further e-mail from Andy Gray was sent to all schools emphasising the need to give at least two weeks' notice.

5. Next Steps

- 5.1 KPI information will be collected retrospectively for September and any refinements to the KPI definition will be made. The general notice period and the AMW notice period will be reviewed/introduced.
- 5.2 Improvements in the Computer Aided Facility Management system will speed up the management around requesting Facility Technician cover.
- 5.3 The option of an online application form will be investigated. The potential benefits to the customers as well as a decrease in workload and increase in accuracy for the School Lets team make the opportunity worth exploring.

6. Financial impact

Not applicable.

7. Stakeholder/Community Impact

Not applicable.

8. Background reading/external references

Not applicable

9. Appendices

None

Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

Breakfast Clubs: St Francis RC, Niddrie Mill and Ferryhill Primary Schools Update Report.

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the process for children and families to transition from the Venchie referred breakfast club into the universal breakfast club at St Francis (RC) and Niddrie Mill Primary School.
 - 1.1.2 Note that the attendance pattern of children continuing to attend the Venchie referred breakfast club broadly follows the attendance pattern of St Francis (RC) and Niddrie Mill Primary Schools.
 - 1.1.3 Note the continued progress of Ferryhill Primary School universal breakfast club.
 - 1.1.4 Agree that key evidence provided indicates that there is no significant, detrimental impact on the attendance of children as a result of their transition from the referred to the universal breakfast clubs.

Alistair Gaw

Executive Director for Communities and Families

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E-mail: Christine.mckechnie@edinburgh.gov.uk | Tel: 0131 469 3784

Report

2. Executive Summary

- 2.1 This report responds to Councillor Laidlaw's addendum to the Education, Children and Families Committee Report "Breakfast Clubs: St Francis RC, Niddrie Mill and Ferryhill Primary Schools" which was approved by Committee on 8 October 2019.
- 2.2 This report provides members of the Committee with an update on the attendance of St Francis RC and Niddrie Mill pupils who currently or previously attended the Venchie referred breakfast club. It also provides attendance information on Ferryhill Primary School pupils who no longer attend Drylaw referred breakfast club.

3. Background

- 3.1 The "Breakfast Clubs: St Francis RC, Niddrie Mill and Ferryhill Primary Schools" report was presented to the Education Children and Families Committee on 8 October 2019. As an addendum to the recommendations, Committee requested a report highlighting the impact on attendance of the children no longer attending the Venchie or Drylaw referred breakfast clubs. Committee recommended that a further update was required within one Committee cycle.
- 3.2 The background to the previous [Committee report](#) 3.1 – 3.11 remains the same and can be found via the link.

4. Main report

- 4.1 Representatives from the Venchie and St Francis and Niddrie Mill Primary Schools met with a Senior Education Officer on 26 September 2019. The meeting focused on the development of a joint plan to support individual children and families transition smoothly from the referred breakfast club to the universal breakfast club in the children's respective schools. A further meeting, which included a representative from Social Work, was held on 10 October 2019. The transition from the referred to the universal breakfast club comprises 23 children attending Niddrie Mill and three children attending St Francis (RC) Primary Schools.
- 4.2 Child Planning Meetings were scheduled in October for Niddrie Mill parents utilising the services of the Venchie breakfast club. Seven planning meetings have already been held. From these meetings, five parents have accepted the offer of a place at the universal breakfast club should the Venchie close. Seven parents turned down the offer to attend a Child Planning Meeting and three families have exceptional circumstances so planning meetings have not been held at this point. Due to work

commitments, two parents were unable to attend with the remaining parents choosing to reschedule the initial Child Planning Meeting date. The planning meetings held afforded the opportunity to discuss with parents strengths and concerns around school attendance and steps going forward to facilitate their transition into the universal breakfast club. Parents concerns were shared and individual solutions were explored to address issues arising.

The manager from the Venchie was also present at the Child Planning Meetings to support the families in the transition plan. All families who wish a place in the universal breakfast club will be encouraged to take up their place by the end of the academic term in December 2019. Child Planning Meetings to discuss the transition into the universal breakfast club for the three children who attend St Francis Primary School were held in May. One family with two children have now taken up the offer of a place in the universal breakfast club. The other family declined and continue to attend the referred breakfast club at the Venchie.

- 4.3 Currently, the Venchie referred breakfast club remains operational and children from St Francis and Niddrie Mill Primary Schools continue to attend their provision. At present, two of the three St Francis children and one Niddrie Mill child previously attending the Venchie referred breakfast club, now attend the universal breakfast club delivered in St Francis/Niddrie Mill Primary Schools. The children have settled well into the universal breakfast club and it is reported that they continue to make good progress.
- 4.4 The transition of children from the Drylaw referred breakfast club to the Ferryhill universal breakfast club is complete. The Head Teacher highlighted significant benefits including improved relationships and direct links between home and school. The universal provision in conjunction with other strategies in school provides high quality support for all children who require it. If the start of the school day presents a challenge for children, Ferryhill Primary also offer support at the 'Rocket Club'. This provision is delivered by Pupil Support Assistants and is led by a Pupil Support Officer who is trained in the new LIAM (Let's Introduce Anxiety Management) support programmes. All staff at the Rocket Club have been trained in Emotion Talks. Breakfast is also provided as part of this offer. The removal of transport has been addressed using a solution focused approach where by the adults are supported to bring the children to school each day. The revised approaches in school are meeting the needs of the children and families well.

Appendix 1: Children attending Niddrie Mill Primary School.

- 4.5 Shows the % rolling monthly attendance for pupils attending the breakfast club against the attendance for the rest of the pupils attending Niddrie Mill Primary School. Data is shown from session 2018/19; January 2019 until June 2019 and then for session 2019/20 from August 2019 to October 2019.
- 4.6 Twenty four children attended the Venchie breakfast club in session 2018/19. This number increased to 26 children for the current session up until the end of September when one child transferred to the universal breakfast club. Currently, 25 children from Niddrie Mill Primary School attend the Venchie breakfast club.

- 4.7 The data shows that the attendance of the referred breakfast club pupils broadly follows the pattern of attendance for the rest of the school. In 2018/19, this was an average of 4% lower than the rest of the school. To date in 2019/20, the average is almost 2% lower.

Appendix 2: Children attending St Francis Primary School.

- 4.8 Shows the rolling monthly % attendance for pupils attending the Venchie referred breakfast club against the attendance for the rest of the pupils attending St Francis Primary School.
- 4.9 Data is shown from session 2018/19; January 2019 until June 2019 and then for session 2019/20 from August 2019 to October 2019.
- 4.10 Seven children attended the Venchie breakfast club in January 2018, this reduced to three children by June 2018. Two of the three children transferred to the universal breakfast club after the October break. One child from St Francis Primary School still attends the Venchie breakfast club.
- 4.11 The data shows that the attendance of children in the referred breakfast club broadly follows the pattern of attendance for the rest of the school. In 2018/19 the average attendance for the referred breakfast club was ten percentage points below the attendance for the rest of the school.
- 4.12 From August 2019, the attendance for children attending the Venchie breakfast club is on average 2.7% higher than the rest of the school. Initially this represents three pupils and now represents one pupil. This suggests the comparison is largely insignificant.

Appendix 3: Children attending Ferryhill Primary School.

- 4.13 Shows the rolling monthly % attendance for pupils attending the Drylaw referred breakfast club against the attendance for the rest of the pupils at the Ferryhill Primary School.
- 4.14 Data is shown from session 2018/19 January 2019 until June 2019 (15 pupils) and then for session 2019/20 from August 2019 to October 2019 (14 pupils).
- 4.15 The data shows that the attendance of referred breakfast pupils broadly follows the pattern of attendance for the rest of the school.
- 4.16 Breakfast club attendance was lower than the rest of the school in January 2019 by 15 percentage points.

Appendix 4: Cumulative attendance table for three schools

- 4.17 This cumulative attendance table shows the actual % attendance values for pupils attending the referred breakfast club provision against pupils in the rest of the school for each of the three schools.

5. Next Steps

- 5.1 The delivery of the agreed joint plan to support children currently attending the Venchie to transition into the universal breakfast club at St Francis/Niddrie Mill Primary Schools will continue until the end of the academic term in December 2019.
- 5.2 Ferryhill, St Francis and Niddrie Mill Primary Schools will continue to monitor, track and measure attendance for individual children.
- 5.3 All schools will continue to implement successful strategies to close the poverty related attainment gap.

6. Financial impact

- 6.1 There is no direct financial impact arising from this report.

7. Stakeholder/Community Impact

- 7.1 Officer engagement with the City of Edinburgh Council funded breakfast clubs to ensure breakfast club delivery is aligned with current strategic direction.
- 7.2 In accordance with the Getting it right for every child approach, planning meetings were offered to the families who currently attend the Venchie referred breakfast club.

8. Background reading/external references

- 8.1 Education, Children and Families Committee Report: Breakfast Club Review, 6 October 2015.
- 8.2 Education, Children and Families Committee Report: Breakfast Club Development Fund, 13 December 2016.
- 8.3 Education, Children and Families Committee Report: Breakfast Club Update Report, 12 December 2017
- 8.4 Education, Children and Families Committee Report: Breakfast Clubs: St Francis (RC), Niddrie Mill and Ferryhill Primary Schools, 8 October 2019
- 8.5 Care Inspectorate Report: Venchie Children and Young People's Project – Day care of Children, 7 May 2019
- 8.6 Children and Young People (Scotland) Act 2014
- 8.7 2019 National Improvement Framework & Improvement Plan
- 8.8 'Every Child, Every Chance: Tackling Child Poverty Delivery Plan 2018 – 2022
- 8.9 Healthy Eating in Schools: A guide to implementing the nutritional requirements for Food and Drink in Schools (Scotland) Regulations 2008

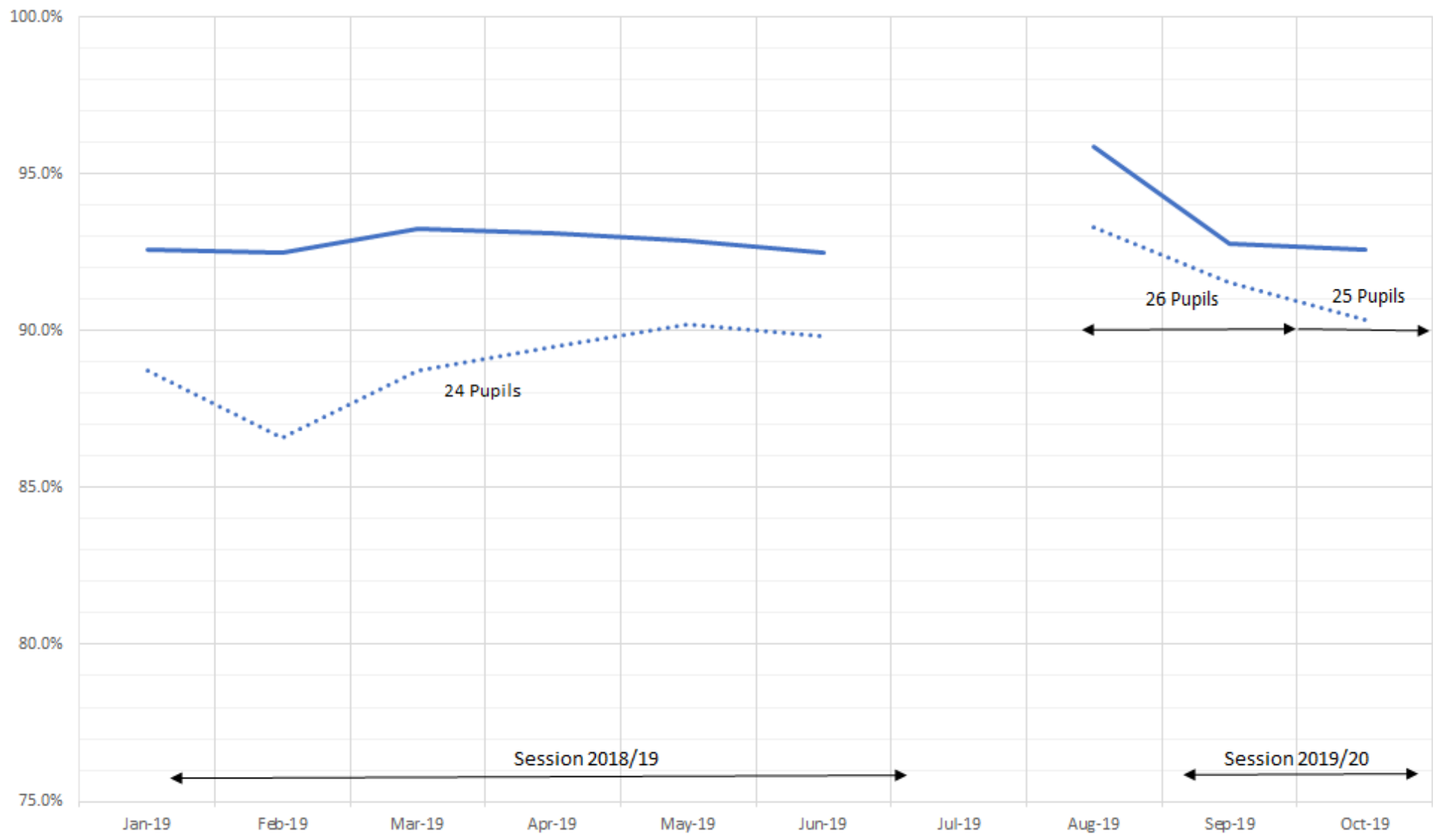
9. Appendices

- 9.1 Appendix 1: Niddrie Mill % Attendance (monthly rolling)
- 9.2 Appendix 2: St Francis Primary School % attendance (monthly rolling)
- 9.3 Appendix 3: Ferryhill Primary School Attendance (monthly rolling)
- 9.4 Appendix 4: Cumulative attendance table for all 3 schools.

Niddrie Mill % Attendance (monthly rolling)

..... Venchie — Rest of School

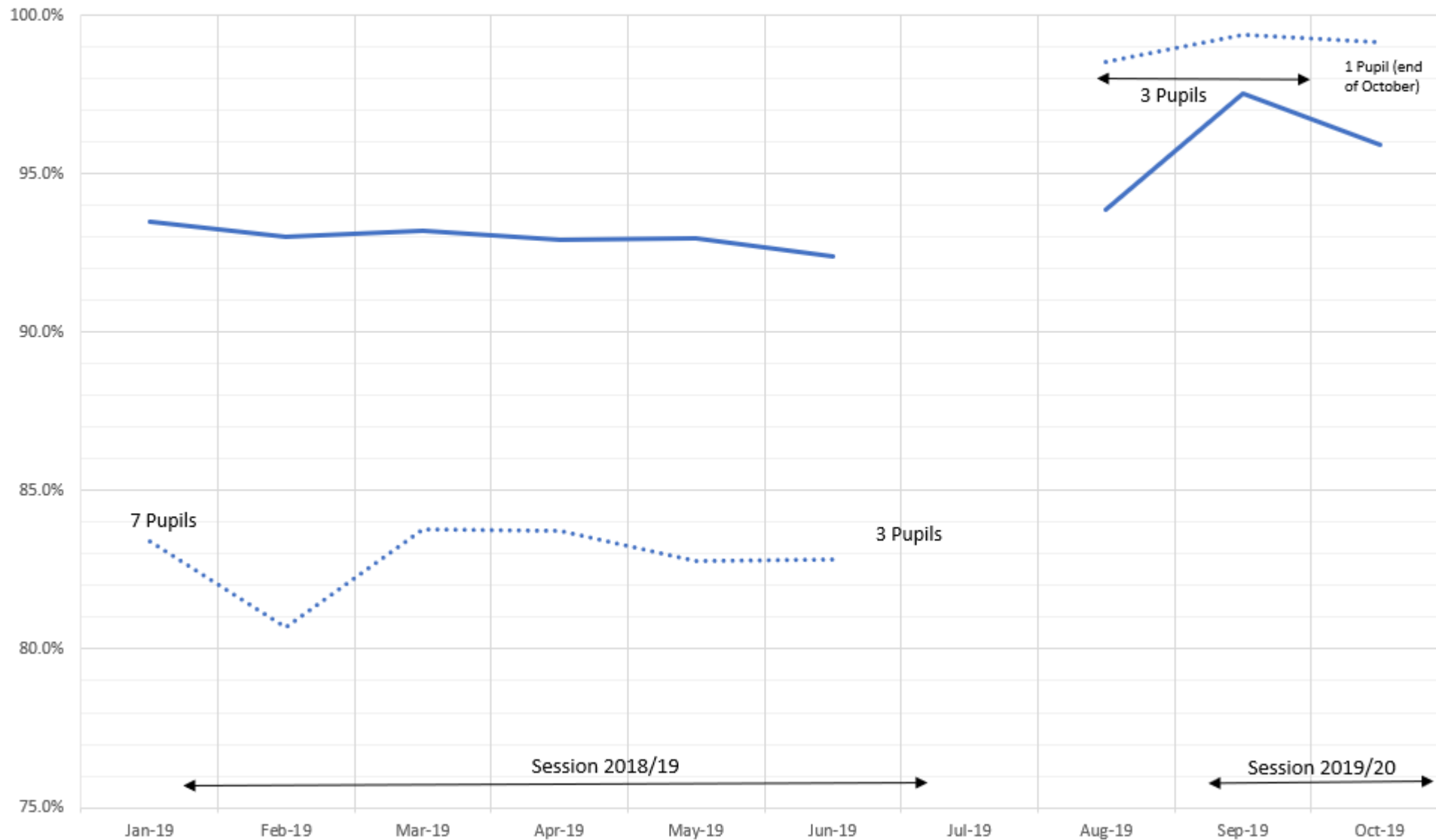
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St Francis % Attendance (monthly rolling)

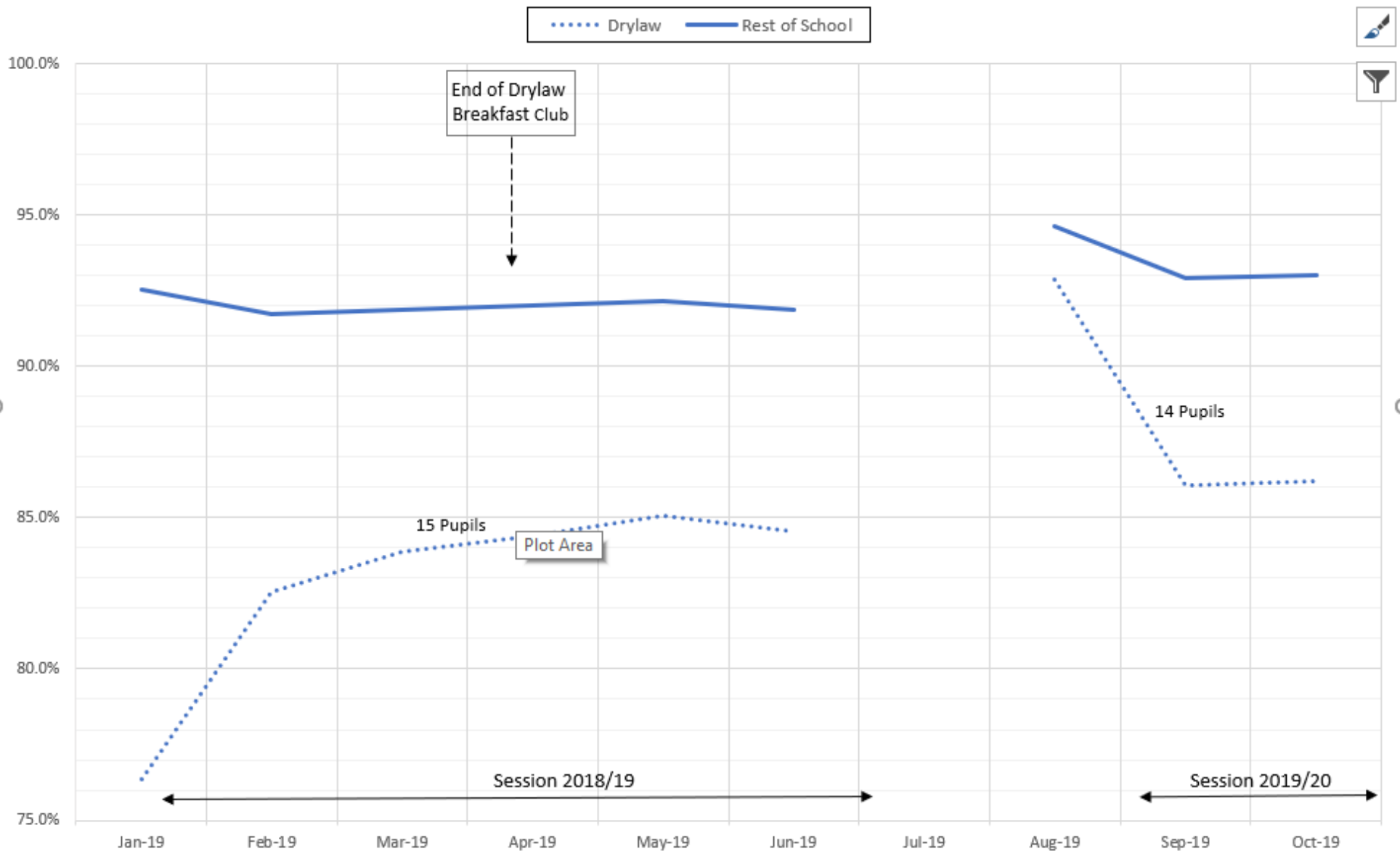
..... Venchie — Rest of School

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Ferryhill/Drylaw % Attendance (monthly rolling)

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Appendix 4

Table showing Breakfast Club Attendance compared to Rest of School											
School	Category	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19
Ferryhill	Drylaw	76.3%	82.5%	83.9%	84.4%	85.1%	84.6%		92.9%	86.1%	86.2%
Ferryhill	Rest of School	92.6%	91.7%	91.9%	92.0%	92.2%	91.9%		94.6%	92.9%	93.0%
Niddrie Mil	Venchie	88.7%	86.6%	88.7%	89.5%	90.2%	89.8%		93.3%	91.5%	90.3%
Niddrie Mil	Rest of School	92.6%	92.5%	93.3%	93.1%	92.9%	92.5%		95.8%	92.8%	92.6%
St Frances	Venchie	83.4%	80.7%	83.8%	83.8%	82.8%	82.8%		98.6%	99.4%	99.1%
St Frances	Rest of School	93.5%	93.0%	93.2%	92.9%	93.0%	92.4%		93.9%	97.5%	95.9%

Addendum by the Green Group

Education, Children & Families Committee

10 December 2019

Item 7.2 - Energy in Schools Annual Report

Add to recommendations:

- 1.2 Notes that the school estate is responsible for approximately half of this Council's energy use, energy costs and associated climate-changing carbon emissions, principally from the use of fossil fuels to heat and light our schools.
- 1.3 Recognises that to achieve the Council's aim of reaching net-zero carbon by 2030 there will have to be an extremely significant reduction in these carbon emissions within the next 10 years.
- 1.4 Welcomes the work being done on energy management accreditation, Passivhaus standards for new schools and research into deep retrofit of energy efficiency in existing council buildings.
- 1.5 However, notes that there is no comprehensive information in this report about the significance of these and other measures as regards being able to achieve the net-zero 2030 target.
- 1.6 Therefore calls for a further report that provides a route map for achieving net-zero carbon by 2030 in the school estate.

Moved by: Councillor Steve Burgess

Seconded by: Councillor Mary Campbell

Amendment by the Green Group

Education, Children & Families Committee

10 December 2019

Item 7.8 – Policy and Guidance on Sponsorship

Amendment to recommendations:

Insert new 1.1.1 and renumber

Amend 3.3 of the Policy statement to read “.....may conflict with the Council’s **Strategies, Policies** and moral or ethical standards.”

Moved by: Councillor Steve Burgess
Seconded by: Councillor Mary Campbell