Public Document Pack

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 13th October, 2020

Virtual Meeting - via Microsoft Teams

This is a public meeting and members of the public are welcome to view the meeting on the live webcast function.

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

Contacts

Email: lesley.birrell@edinburgh.gov.uk/blair.ritchie@edinburgh.gov.uk

Tel: 0131 529 4240/0131 529 4085

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 If any

4. Minutes

4.1 None.

5. Forward Planning

6. Business Bulletin

7. Executive decisions

8. Routine decisions

8.1   None.

9. Motions

9.1   By Councillor Laidlaw – Urgent Need to Reconsider ECC Stance on Extra-Curricular Sport

"Committee:

Notes City of Edinburgh schools have yet to return to scheduled after-school sports, including those that are played outside.

Recognises the importance of sports for physical and mental health and the very low level of coronavirus risk for sports played outside.

Notes that Edinburgh's independent schools have resumed after-schools sports, with many taken advantage of additional slots at City of Edinburgh facilities, and that such activities have prevented spectators attending to reduce any coronavirus contagion risk.

Notes that Council Sports Academies - which provide extra training for S1 and S2 pupils – allowing an advantage to independent school children in the chance to successfully trial for developmental pathways to district and national team selections.

Agrees to an immediate return to activity on a sport-by-sport basis for all schools, where the national governing body for that sport has guidelines for safe return to play."

9.2   By Councillor Burgess – School Extra Curricular Activity

"This Committee:

1. Notes the current Council practice to suspend all school extracurricular activities, including primary school football on public parks;

2. Understands the decision is because of the concern about spreading covid19 virus and is intended to minimise contact between children or young people, and adults who are not teachers, and also to minimise the possible mixing

of pupil year-group 'bubbles' during activities;

3. However, notes the positive benefits of extracurricular activity on the overall health and well-being of children and young people and that many extracurricular activities take place outdoors, some conducted in public parks and that in many cases children take part in their established school bubble;

4. Notes the relatively low risk of contagion during outdoor activity as reflected by Scottish Government guidance. Further notes that private sports have been permitted under Scottish Government regulations since August and that children who attend private schools or who are members of private clubs have been taking part in extracurricular sports while children attending council schools have not be able to do so;

5. Believes that it would be possible to put in place guidance for groups undertaking at least certain extracurricular activities such as primary school football in public parks, in order to minimise the risk of contagion and allow activities to go ahead;

6. Therefore, requests that the current position on school extracurricular activity be reviewed in time for the return to school after the October holiday, with appropriate guidance issued to schools and school sports clubs about which extracurricular activities may be carried out and in what way, with a briefing note on this review circulated to committee members."

9.3   By Councillor Burgess – Outdoor Learning

"This Committee:

1. Welcomes that the Council's Local Delivery Phasing Plan for the return to school emphasises the importance Outdoor Learning in response to the Covid19 pandemic and states that for both secondary and primary schools that '*outdoor learning will be maximised*';

2. Regrets that outdoor centres and outdoor learning projects across Scotland face a bleak future with greatly reduced income and that the Council's own outdoor centres face a

shortfall of nearly £1.4m this year;

3.   Recognises that there is some outdoor learning being provided by school staff. However, understands that third-sector outdoor learning providers in the City are ready to provide additional outdoor learning for schools and that many schools would be glad to have that extra teaching capacity. Yet, the engagement of outdoor learning partners is currently suspended by the council;

4.   Acknowledges that the well-being of pupils and staff during the covid19 pandemic is paramount but that by its nature outdoor learning is relatively a low-risk activity in terms of contagion, that pupils tend to take part in class or year-group 'bubbles' and that risks could be mitigated through the application of a risk assessment and appropriate guidance;

5.   Notes that Scottish government guidance issued on 2 September states   that *'In the autumn term, if they wish to, schools can resume non-overnight domestic educational visits'*

6.   Therefore, calls for an immediate review of the current suspension of outdoor learning provided by third-sector partners, with a view to maximising outdoor learning opportunities for council school pupils following the October holiday and a briefing note on this review circulated to committee members."

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 Scott Douglas, Councillor Joan Griffiths, Councillor David Key, Councillor Callum Laidlaw, Councillor Jason Rust and Councillor Louise Young.

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Margaret Therese Laing 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 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, email lesley.birrell@edinburgh.gov.uk/blair.ritchie@edinburgh.gov.uk .

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

Webcasting of Council Meetings

Please note this meeting may be filmed for live and subsequent broadcast via the Council's internet site – at the start of the meeting the Convener will confirm if all or part of the meeting is being filmed.

The Council is a Data Controller under current Data Protection legislation. We broadcast Council meetings to fulfil our public task obligation to enable members of the public to observe the democratic process. Data collected during this webcast will be retained in accordance with the Council's published policy including, but not limited to, for the purpose of keeping historical records and making those records available via the Council's internet site.

Any information presented by individuals to the Council at a meeting, in a deputation or otherwise, in addition to forming part of a webcast that will be held as a historical record, will also be held and used by the Council in connection with the relevant matter until that matter is decided or otherwise resolved (including any potential appeals and other connected processes). Thereafter, that information will continue to be held as part of the historical record in accordance with the paragraphs above.

If you have any queries regarding this and, in particular, if you believe that use and/or storage of any particular information would cause, or be likely to cause, substantial

damage or distress to any individual, please contact Committee Services (committee.services@edinburgh.gov.uk).

Work Programme

Education, Children and Families Committee
13 October 2020

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Energy in Schools	Annual Report		Resources	Annual	December 2020
2	South East Improvement Collaborative	Annual Report		Communities and Families	Annual	December 2020
3	Revenue Monitoring	Quarterly Report	Brendan O'Hara	Communities and Families	Quarterly	October 2020 March 2021 August 2021
4	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Andy Gray Bernadette Oxley Crawford McGhie	Communities and Families	Six Monthly	December 2020
5	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Communities and Families	Annual	March 2021

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	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	October 2020
7	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Communities and Families	Annual	December 2020
8	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna Sweeney	Communities and Families	Annual	December 2020
9	Educational Attainment in Broad General Education	Annual Report	Lorna Sweeney	Communities and Families	Annual	December 2020
10	Senior Phase Attainment	Annual Report	Lorna Sweeney	Communities and Families	Annual	May 2021
11	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna Sweeney	Communities and Families	Annual	December 2020
12	Edinburgh Learns Equity	Annual Report	Lorna Sweeney	Communities and Families	6 monthly update	May 2021 December 2020
13	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna Sweeney	Communities and Families	Annual	May 2021

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
14	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna Sweeney	Communities and Families	Annual	August 2021
15	Lifelong Learning Plan	Annual Report	Lorna Sweeney	Communities and Families	Annual	December 2020
16	Reducing Child Poverty	Six Monthly		Communities and Families	Six Monthly	December 2020

This page is intentionally left blank

Rolling Actions Log

Education, Children and Families Committee

13 October 2020

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	12-12-17	**Edinburgh Leisure – Free and Affordable Activities**	To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools. 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: • An increased range of free and affordable activities for	Executive Director for Communities and Families			**Recommended for Closure** EL contribute to the Edinburgh Child Poverty Action Plan which is a sub section of the work of the Edinburgh Poverty Commission

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 groups working with local children and families. To request that this report is referred to the Education, Children and Families Committee and Child Poverty Action Unit for information.				
2	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	March 2020 December 2019	March 2020	**Recommended for closure.** Update report submitted to Committee in December 2019.

Page 14

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Verbal update given to Committee in March 2020.
3	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	March 2021		Committee requested in December 2019 for a report in two cycles on how schools can ensure that young people from low income families are not excluded from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and investment required to allow

Page 15

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							appropriate financial support to be available to address the reducing poverty and inequality agenda: the report to also include data on numbers of children attending and details of funding in place to allow them to attend. Outdoor Centres are currently closed due to the pandemic, report is scheduled for March 2021 in line with the re-opening.
4	14-08-18	**Edinburgh Community**	That Committee notes the Edinburgh Community	Executive Director for	March 2020	March 2020	**Recommended for closure**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Learning and Development Partnership Plan 2018-21	Learning and Development Plan 2018-2021 and will receive annual updates on progress.	Communities and Families			**March 2020** An update was provided to Committee on 3 March on progress on the Edinburgh Community Learning and Development Plan 2018 - 2021.
5	09-10-18	**Towerbank Primary School – On-Site Cooking of School Meals**	1. To ask that additional detail be provided to the next sitting of the Committee to include: (a)- Details on why six deliveries per day are still required and if this could be reduced. (b) Details of when and why the access point covered by point 3.6 was removed from	Executive Director of Resources			**Recommended for Closure** **December 2019** Committee agreed that consideration be given to funding a pilot hybrid kitchen model at Towerbank Primary School as part of the budget

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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. (c) 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. (d) Quotations for options explored from a range of contractors with costings available for				setting exercise 2020/21. Budget to be re-examined due to the pandemic, an update will be provided in December 2020

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			review by committee members.				
6	09-10-18	**Lifelong Learning Plan**	To agree to receive an annual progress update report.	Executive Director for Communities and Families	December 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.
7	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	December 2020		**October 2019** An update was provided to Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.
8	09-10-18	**Educational Attainment in the Broad**	To agree to receive further annual reports on	Executive Director for	December 2020		**October 2019** An update was provided to

Page 19

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		General Education for Primary and Secondary Schools 2018	attainment/improvements in performance.	Communities and Families			Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.
9	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 recommendations included in the Post Project Review can be considered.	Executive Director for Communities and Families	Date to be confirmed		
10	11-12-18	**Energy in Schools Annual Report**	1) To note that an annual progress report will be submitted to Committee in 2019 on Energy in Schools. 2) To note the urgency of meeting statutory obligations outlined in	Executive Director of Resources	December 2020		**December 2019** Committee called for a further report that provides a route map for achieving net-zero carbon by 2030 in the school

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				estate and refers this to the Policy and Sustainability Committee to decide the appropriate timeline.
11	11-12-18	**Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges**	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	March 2020	March 2020	**Recommended for closure.** **March 2020** Update provided to Committee on 3 March on access to Council facilities.
	03-03-20		To request a report back to the Committee in August	Executive Director for	March 2021		Deferred as per Scottish

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			providing information on the proposals agreed with the Edinburgh Leisure Board on the transfer of additional community access functions prior to their implementation; the report to also include information on access arrangements to schools for parent councils.	Communities and Families			Government Guidance there is currently no community access to school at this time.
12	11-12-18	**Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement**	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	December 2020		
13	11-12-18	**Early Years 1140 Expansion: Progress and Risk Update**	Request an Admissions and Appeals update report in December 2019.	Executive Director for Communities and Families	March 2020	March 2020	**Recommended for closure.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
14	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		
15	21-05-19	**Improving Attainment – Care Experienced Children and Young People Fund**	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	March 2020	**Recommended for Closure** **March 2020** Update provided to Committee on the implementation of current proposals and the outcomes of participation work with Care Experienced Young People.
16	21-05-19	**Choose Youth Work**	To note that a further report detailing awards in North West locality will be	Executive Director for	March 2020	March 2020	**Recommended for Closure**

Page 23

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			reported to Committee at a later date.	Communities and Families			**March 2020** An update was provided to Committee on 3 March 2020 in the Business Bulletin.
17	21-05-19	**Senior Phase Attainment 2018/19**	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Executive Director for Communities and Families	December 2020		
18	21-05-19	**Response to Incident Survey**	Ensure that any future report includes details on: • 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.	Executive Director for Communities and Families	December 2020		

Page 24

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• Actions that are being taken to support teachers and PSAs who experience a violent incident.				
19	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 Wi-Fi access at home.	Executive Director for Communities and Families	December 2020		October 2020 Update in Return to Schools Report with substantive report due December 2020
20	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	December 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	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	December 2020		Report in December to coincide with the updated Child Poverty Plan.
22	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	March 2020	**Recommended for closure** **March 2020** A report was submitted to Committee on 3 March 2020.
	03-03-20	**2020-23 Communities and Families Grants to Third Parties**	Adjusted Coalition Motion agreed as follows: Committee agrees to continue the report and: 1) To instruct the Executive Director of Communities and Families to provide the following	Executive Director for Communities and Families	May 2020	May 2020	**Recommended for closure** **May 2020** A report was submitted to the Policy and Sustainability Committee on 28 May 2020.

Page 26

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			information that has already been requested. a) breakdown in the percentage of the funding going into areas of high deprivation. b) mapping of the funding provision across the city. c) breakdown in percentage of the vulnerable groups being funded. d) list unsuccessful applicants and a list of those previously in receipt of a grant e) what other types of practical support could be offered to unsuccessful organisations and that consideration be given to where the Council could provide				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			leverage funding to help these organisations applying for match funding 2) To consider the possibility of requesting an independent organisation to review and validate the grants recommended in the appendix to the report. The review should address the following; s) if the criteria for allocating the grants outlined in the original report and restated in paragraph 4.3 were applied b) the process of deciding which organisations were to be funded was carried out in an impartial manner				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3) To agree to convene a short life working group to discuss the information requested above in paragraph 1 and the findings of the review and report back to the Committee in one cycle. 4) To agree to extend the existing funding arrangements pending the decision of the Education, Children and Families Committee in May 2020. 5) To note with regret that the impact analysis had yet to be presented to Committee and to request that the full integrated impact analysis is provided to Committee ahead of any decisions being made on recommended awards and that this is widened to include information on the impact on those				

Page 29

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			organisations not recommended for funding. 6)　To agree that details of all unsuccessful organisations be provided to Committee members on a confidential basis together with information on which of these previously received funding. 7)　To agree that feedback be provided to unsuccessful organisations setting out the reasons why they did not meet the required criteria.				
23	08-10-19	**Promoting Equality**	1) Update to be provided in the Business Bulletin for the December Committee to include: • Information on communications which have taken place with young people in the deputation and across	Executive Director for Communities and Families	March 2020	March 2020	**Recommended for closure.** **March 2020** Report was submitted to Committee in March 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				**December 2019** An update was included in the Business Bulletin for the December meeting of the Committee.
			• Information on what engagement has 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.				
			2) To agree that a report is presented in March 2020 to provide sufficient time for the impact of		March 2020	March 2020	**March 2020** Update provided to Committee on 3 March on proposed actions

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			proposed actions at section 5 to be evaluated				on promoting equality
			3) To agree the next steps in promoting equality proposed in item 5 and reports back to the next sitting of the Education, Children and Families Committee on the status and outcomes of the items agreed.	Executive Director for Communities and Families			October 2020

Update report on the October 2020 agenda |
| | | | 4)   To agree that a further report is presented in March 2021 to provide sufficient time for the impact of proposed actions in promoting equality at section 5 to be evaluated, with interim updates in Business Bulletins. | Executive Director for Communities and Families | March 2021 | | |
| | | | 5)   To provide an appendix in the report back in March 2021 setting out the key asks of the organisations | | | | |

Page 32

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			linked to each protected characteristic.				
24	08-10-19	**Children and Young People's Participation**	Request a further report on participation and progress relating to the top priorities in six months, to be delivered by children and young people.	Executive Director for Communities and Families	March 2020	March 2020	**Recommended for closure** **March 2020** An update was reported to Committee on participation and progress relating to the top priorities.
	03-03-20		Request a further report in March 2021.	Executive Director for Communities and Families	March 2021		
25	08-10-19	**Early Years 1140 Expansion: Progress and Risk Update Report**	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	March 2020	**Recommended for closure** **March 2020** An update was provided to Committee on 3 March on the

Page 33

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
	03-03-20		To welcome the "independent review" of rates of Partner providers anticipated to start in August 2020 and request a report to the next Education, Children and Families Committee regarding the scope of this review and timescales. Timescale should be advanced to ASAP in light of sustainability concerns raised by Partner providers.	Executive Director for Communities and Families	December 2020		Early Years Admissions Policy.
26	08-10-19	**Edinburgh Learns Inclusion Annual Report**	To agree to receive further annual reports on inclusion. To agree that 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.	Executive Director for Communities and Families	December 2020		October 2020 Update in Return to Schools Report with substantive report due December 2020
27	08-10-19	**Motion by Councillor Arthur –**	1) To note the next Reducing Child Poverty report will come to the	Executive Director for	December 2020		**March 2020** This will be included in the

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Reducing Child Poverty and Hunger **(see agenda)**	Education, Children and Families Committee in March 2020 which will include an update on the work ongoing to reduce child poverty and holiday hunger. 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.	Communities and Families			report on the child poverty action plan in May 2020. <u>October 2020</u> This report is scheduled for December 2020 to take into account the new CP Plan.
28	10-12-19	**Deputation – Edinburgh Local Association of the EIS – Results of Violence at Work Survey**	To ask the Executive Director for Communities and Families to provide an update report back to Committee on violence against teachers in two cycles.	Executive Director for Communities and Families	December 2020		Update in December 2020 Business Bulletin
29	10-12-19	**School Roll Projections and**	1) To note the intention to return a report to Committee in March 2020	Executive Director for	March 2020	March 2020	**Recommended for closure**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Rising School Rolls	providing an update on the actions taken. 2) Outcomes of initial Working Group meetings at Gracemount, Firrhill and Craigroyston High Schools will be provided to members at the next sitting of the Education, Children and Families Committee.	Communities and Families	October 2020		**March 2020** Reported to Committee on 3 March 2020. Update in October 2020 Business Bulletin
30	10-12-19	**Update on Trinity Academy Wave 4 Project**	To note that an update report would be submitted at the end of the feasibility stage.	Executive Director for Communities and Families	Ongoing		
31	10-12-19	**Update on the Wester Hailes Education Centre Working Group**	To note a further update will be provided following agreement of the Council Budget on 20th February 2020.	Executive Director for Communities and Families	March 2020	March 2020	**Recommended for Closure** **March 2020** Update provided to Committee on 3 March 2020
32	10-12-19	**Outdoor Learning**	To request a report back in two cycles on how schools can ensure that young	Executive Director for	March 2021		Outdoor Centres are currently closed due to the

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			people from low income families are not excluded from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda; the report to also include data on numbers of children attending and details of funding in place to allow them to attend.	Communities and Families			pandemic, report is scheduled for March 2021 in line with the re-opening.
33	10-12-19	**South East Improvement Collaborative**	To request further updates.	Executive Director for Communities and Families	December 2020		
34	10-12-19	**Revenue Monitoring 2019-**	To note that the Executive Director of Communities and Families is taking measures	Executive Director for	March 2020	March 2020	**Recommended for Closure**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		20 – Month Nine Position	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.	Communities and Families			**March 2020** Reported to Committee on 3 March 2020.
35	10-12-19	**Breakfast Clubs St Francis' RC, Niddrie Mill and Ferryhill Primary Schools Update**	1) To request that the Executive Director for Communities and Families a follow up report in Summer 2020 providing monitoring information on attendance figures relating to children and families transitioning from The Venchie breakfast club into the universal breakfast club at St Francis (RC) and Niddrie Mill Primary School.	Executive Director for Communities and Families	October 2020		October 2020 Requested update included in the business bulletin
			2) To provide a written briefing to members on the points raised in the material submitted by the Venchie project.	Executive Director for Communities and Families			

Page 38

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
36	06-02-20 (Council)	Motion by Councillor Laidlaw – Curriculum Concerns	Coalition Amendment approved as follows: Council is asked: 1) To note that the Scottish Parliament passed a motion on 16 January 2020 agreeing to an independent review of how the Curriculum of Excellence implemented in the senior phase following concerns about narrowing the breadth of subject choices available and the appropriateness of multi-level teaching. 2) To recognise that a motion was passed by full Council in September 2019 asking for information on the breadth of subject choice and information was provided to the	Executive Director for Communities and Families	tbc		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Education, Children and Families Committee in the report - 'Edinburgh Learns: Pathways to Develop Our Young Workforce'				
			3) To acknowledge the Scottish Government has commissioned an independent review of the Senior Phase focused on the breadth of the curriculum offer, number of subjects and qualitative analysis of the experiences of pupils, parents and carers, and teachers. An interim report is due in June 2020.				
			To therefore request the Council response will be reported to the Education, Children and Families Committee for members consideration				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			before submission to the Scottish Government.				
37	03-03-20	**Response to Petition: Review Changes to English as an Additionally Language for Dalry Primary School**	To agree that a report is presented in March 2021 to allow sufficient time for the impact of the proposed actions at section 5 to be evaluated.	Executive Director for Communities and Families	March 2021		
38	03-03-20	**Motion by Councillor Laidlaw – Thistle Foundation Children's Wellbeing Project**	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 North East and beyond.	Executive Director for Communities and Families	T.B.C.		

This page is intentionally left blank

Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 13 October 2020

Via MS Teams

Education, Children and Families Committee

Convener:	Members:	Contact:
Councillor Ian Perry	Councillor Ian Perry (Convener)	
	Councillor Alison Dickie (Vice-Convener)	Lesley Birrell
	Councillor Eleanor Bird	Committee Services
	Councillor Steve Burgess	0131 529 4240
	Councillor Mary Campbell	
	Councillor Joan Griffiths	Laura Millar Service
	Councillor David Key	and Policy Adviser
	Councillor Callum Laidlaw	to the Convener
	Councillor Jason Rust	and Vice-Convener
	Councillor Scott Douglas	Tel: 0131 529 4319
Vice Convener: Councillor Alison Dickie	Councillor Louise Young	
	Added Members for Education Matters	
	Religious Representatives	
	Margaret Therese Laing	
	Mrs Fiona Beveridge	
	Rabbi David Rose	
	Parent Representative	
	Alexander Ramage	

The Care Review

In October 2016, the First Minister made a commitment to figure out how Scotland could love its most vulnerable children and give them the childhood they deserve. She commissioned the Independent Care Review and between February 2017 and February 2020 the Care Review worked to figure out how to achieve this. The Care Review listened carefully to those with experience of living and working in and around the care 'system' to properly understand what needed to change. The Care Review heard over 5.500 experiences. Over half were children, young people and adults who had lived in care. The rest were families and the paid and unpaid workforce. The Care Review also considered the research on the care 'system', commissioned research and reviewed the laws, rules, collected data and made connections across the 'system'. **Lind to the Care Review** https://www.carereview.scot/conclusions/independent-care-review-reports/

The work of the care review culminated in the publication of 7 outputs on 5 February 2020, the man volume of which was The Promise. In the Scottish Parliament on the 5 February the First Minister and all of Scotland's political parties pledged to keep The Promise.

Link to the Promise https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf

Fiona Duncan who led the review has been appointed to lead the implementation phase and delivery of the national plan. The City of Edinburgh Council and our key partners in the NHS, voluntary sector, police and other services will be working together closely to make sure Edinburgh is at the forefront in keeping The Promise.

Gracemount Primary

In the last couple of years Gracemount Primary has invited a whole host of performers to come to the school as part of their Edinburgh Fringe experience.

The school were aware that many children didn't experience the Fringe or see performances at the venues in the centre of town and teacher Jon Carstairs recruited artists from all over the world to give up their time. They had jugglers, musicians, storytellers, actors and even members of the official Tattoo!

This year with no performers and visitors encouraged in to school the school were delighted to be approached by Dr Bunhead (Tom Pringle) the amazing scientist!

Dr Bunhead has organised shows for all the classes from P2 – P7 using TEAMS and he has been doing experiments, teaching science and causing explosions all from his kitchen table and broadcast in to the classroom. The children have been asking him questions and interacting with the experiments. Mr Dimeck headteacher is delighted at the school preparing the future Scientists of tomorrow in their scaled down version of "The Fringe at Gracemount 2020."

The Sports Development Team support the return to School

The Sports Development Officers have been supporting primary schools with curricular sport delivery providing a mixture of tennis, football and rugby to P3-P7 pupils. The team has hugely enjoyed being back out interacting and engaging with the pupils. While sport-specific activity has been involved, the main focus of the sessions has been fundamental and transferrable movement skills and helping the young people fall back in love with, and remembering the importance of, sport and physical activity. The Sports Development Team are committed to working in schools until at least the October break.

A new Outdoor Learning Map

The Sport and Outdoor Learning Unit (SOLU) team has designed and recently launched an exciting new and innovative online resource: https://www.outdoorlearningmap.com/. This is a key tool for sharing good practice outdoor learning, including sport and physical activity across the City and beyond. Users can search for a variety of content based on different criteria. Contributors need to register and once approved can then share their ideas via the map. The resource is driven by its contributors and SOLU will continue to expand this network over the coming months and years to ensure the map has a sustainable future. This Council resource is already attracting significant national attention.

Children, young people and their families will in time be able to locate affordable outdoor learning opportunities, including free ideas. The project is funded by Scottish Natural Heritage and Scottish Forestry, which includes working with schools on developing its use. Training can be provided for Council teams and partners: contact Andrew.Bagnall@edinburgh.gov.uk.

School Probationer Outdoor Learning Training

The Sport and Outdoor Learning (SOLU) Team has just started its second year of delivering mandatory training to probationer teachers. Due to the current pandemic, the training has been switched to online. The aims are to provide a core foundation of understanding about outdoor learning and signpost colleagues to a significant collection of resources and support. Primary probationers are given a gap task and are planned to attend a full day face to face session in March. This will include significant outdoor provision at a suitable venue. The first wave of training will be completed wb 21 September and will have involved in excess of 95 primary probationers.

Hub Biking Sessions and Other Outdoor Activity

Colleagues in the Sport and Outdoor Learning Unit (SOLU) team worked with locality teams to design and deliver bike provision at a range of hubs over the last 3 months. This included the keyworker, Discover! and Barnardo's hubs. SOLU worked in collaboration with key partners including Bridge8, Water of Leith Conservation Trust and the Green Team to deliver specialist activity to support targets groups. Significant parts of this project were part-funded by Cycling Scotland and the kind support of our partners. Feedback was excellent, and it was excellent to see children, young people and their families undertaking outdoor physical activity. Some children learnt to ride a bike, whilst others developed their confidence all within a safe environment.

Active Schools Co-ordinators support the Health and Wellbeing of pupils
With extracurricular activities suspended until further notice, it was agreed that the Active Schools team could help in other ways. On Monday 24 August, the Active Schools team were deployed into schools to support young people's health and wellbeing, including physical activity and outdoor learning. Priority was given to schools with FSM > 30%, SIMD profiles were considered and other barriers which may have limited young people's engagement in physical activity, during school closures. A total of 28 schools are being supported by the Active Schools team up to October 2020. Pupils have received many activities including Bikeability, playground games, Club Golf, tennis, walking bingo and much more. Pupils have expressed how much they have enjoyed these extra activities, albeit outside and sometimes in the rain. A teacher commented to one of the team, saying "*I've never seen him so engaged in PE before!*"

Outdoor Learning Partners

The Sport and Outdoor Learning Team has continued to remain in contact with partners via the Outdoor Learning Providers Network. This is including online meetings and the creation of a small group to develop resources and support for partners reengaging with schools and other groups. Partners find it valuable to be informed about the evolving advice for outdoor provision and to take part in a Q&A session.

Sport and Outdoor Learning Offer to Schools

A new SOLU offer was presented to schools in August. This includes the temporary deployment of SOLU staff within targeted schools; development of new activity ideas; storage online of third-party ideas; training offer; and excursions advice via the CEC Coronavirus Excursions Toolbox. The offer is available to schools via the Council's Learning and Teaching SharePoint resource: LINK (access to L&T required).

Page 49

National Residential Visit Support

A colleague from SOLU was part of a national sub-group that developed two new national resources linked to supporting outdoor education centres, which undertake significant sport and physical activity: (i) Outdoor Education Centres Fit for the Future; and (ii) Coronavirus (COVID-19): reopening and operation of outdoor education centres and reintroducing visits by schools.

These resources are available via: https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/. This is just one example of how the SOLU Team contributes to the national development of guidance and resources.

Update from Committee Report; 'Breakfast Clubs: St Francis, Niddrie Mill and Ferryhill Primary Schools update Report' 10 December 2019

This short report provides an update on attendance of pupils at the school managed, CEC funded St Francis/Niddrie Mill Breakfast Club and on the attendance of St Francis and Niddrie Mill pupils at the Venchie Breakfast Club.

Currently, the Venchie referred breakfast club remains operational and children from St Francis and Niddrie Mill Primary Schools continue to attend their provision. A total of twenty three children from Niddrie Mill and St Francis Primary Schools currently attend the Venchie Breakfast Club.

St Francis PS pupil attendance at the Venchie Breakfast Club

- September 2020: 5 St Francis PS pupils currently attend the Venchie Breakfast Club.
- December 2019: 3 St Francis PS pupils attended the Venchie Breakfast Club.

No referrals have been made to the Venchie by St Francis PS. The additional 2 referrals were made this year by the Health Visitor.

Niddrie Mill PS pupil attendance at the Venchie Breakfast Club

- September 2020: 18 Niddrie Mill PS pupils attend at the Venchie Breakfast Club
- December 2019: 19 Niddrie Mill PS pupils attended the Venchie Breakfast Club

No referrals have been made to the Venchie Breakfast Club by Niddrie Mill PS over the period 2019/20

Number of children attending the School Managed, CEC funded St Francis/Niddrie Mill Breakfast Club:

September 2020: 43 children attend St Francis /Niddrie Mill Breakfast Club (5 pupils from Niddrie Mill and 38 pupils from St Francis).

Since December 19: No Niddrie Mill or St Francis children have transitioned from St Francis/Niddrie Mill Breakfast Club to the Venchie.

Rising Rolls Update

Due to the COVID-19 pandemic, the closure of schools and the focus on ensuring safety of staff and pupils since schools re-opened it has not been possible to establish new rising rolls working groups in schools or progress any new rising rolls project. The implications for all ongoing rising rolls projects are being assessed on an ongoing basis and any contingency plans are being developed with schools where necessary. An update on school rolls projections will be provided to Committee in December and a summary of all accommodation requirements will also be included in that report.

This page is intentionally left blank

Education, Children and Families Committee

10.00am, Tuesday, 13 October 2020

Edinburgh Children's Partnership Children's Service Plan 2020-2023

Executive/routine	Routine
Wards	City-wide
Council Commitments	

1. Recommendations

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

1.1.1 Agree and ratify the report, which will also be put before the NHS Lothian Board for agreement.

Alistair Gaw

Executive Director of Communities and Families

Contact: Keith Dyer, Quality Assurance & Compliance Manager

E-mail: keith.dyer@edinburgh.gov.uk | Tel: 0131 529 6566

Report

Edinburgh Children's Partnership Children's Service Plan 2020-2023

2. Executive Summary

2.1 Local authorities and health boards in Scotland must jointly produce a 3-year Children's Services Plan. Plans were to be produced for 1 April 2020, yet the Covid-19 pandemic altered this timeframe, with the Scottish Government allowing more time for services to respond to the pandemic and address the impact of the pandemic into their Children's Services Plans. The Plan is a strategic plan, which reflects the increasingly busy planning landscape that exists for the Council as well as its Partnership partners.

3. Background

3.1 The 2020-2023 Edinburgh Children's Service's plan (the Plan) is a continuation from the first Plan - 2017-2020 Edinburgh Children's Plan.

3.2 The Plan has been developed from participation work undertaken with What Kind of Edinburgh, as well as Youth Talk.

3.3 The Plan has been developed using consultation with children, young people, parents, carers and staff, whose collective feedback assisted the formation of the Plan's three main aims – the 3Bs:

3.3.1 Best Start

3.3.2 Bridging The Gap

3.3.3 Being Everything You Can Be

4. Main report

4.1 Each of the 3Bs has two priority areas, based again on consultation with Edinburgh's children, young people, parents, carers and staff, and are focussed on improving prevention and early intervention.

4.2 The Plan identifies 9 measures of success and has benchmarked these to allow tracking over the lifespan of the Plan.

4.3   The Edinburgh Children's Partnership will annually review and update the Plan where appropriate and necessary.

4.4   The Plan, its content and its progress are reported annually to the Scottish Government.

5.   Next Steps

5.1   Once the Plan is ratified by Committee, as well at the NHS Lothian Board (as the Council and NHS Lothian are the statutory Partners of the plan) the Plan will then be publicised on the Council and NHS websites.

5.2   The Plan will be due for first year review in April 2021 – unless the review schedule is altered by the Scottish Government.

6.   Financial impact

6.1   The plan is not expected to be cost neutral. However, expected costs will be secured through either reprovisioning or re-commissing wherever possible across the Partnership. Part of the Good Governance Review work that is referenced in the Plan is to detail how the Governance of joint commission of Children's Services can and should operate in Edinburgh.

7.   Stakeholder / Community Impact

7.1   The Plan has been developed using consultation with children, young people, parents, carers and staff.

8.   Background reading / external references

8.1   2017-2020 Edinburgh Children's Plan.

8.2   What Kind of Edinburgh

8.3   Youth Talk

9.   Appendices

9.1   Appendix 1   Edinburgh Children's Partnership Children's Services Plan 2020-2023

Appendix 1

getting
it right
for every child

THE EDINBURGH PARTNERSHIP

THE EDINBURGH CHILDREN'S PARTNERSHIP
CHILDREN'S SERVICES PLAN
2020 – 2023

Page 57

CONTENTS

FOREWORD

We want Edinburgh to be recognised as one of the best places in Scotland to grow up. This plan is our way of ensuring all of the different people who work with our children and young people do so in a joined up way.

However, it must be stated at the very start of this plan, that the challenges faced previously, will only be heightened by the impact of the Covid-19 pandemic. We are living through a level of disruption to our way of life, the likes of which has not been seen since wartime. Effects of this pandemic has already impacted on the likes of employment, education, social behaviour, even our own personal freedom, and will likely continue to impact on these for years to come. As a result, for many families who were already facing challenges, life may be harder still, and without our intervention a generation of children and young people will face unprecedented challenges.

Therefore, we think it is right that this plan articulates a bold and clear vision for how we want to improve the lives of children and young people in Edinburgh.

Furthermore, at the start of the pandemic many teams evidenced the ability to adopt new ways of working, and harness the potential of technology at a rate never seen previously. We will strive to ensure that this accelerated pace of change is maintained and utilised in the delivery of this plan.

We have written this plan to improve the way that we work, refine our focus and, by working together, overcome the complex issues that have no clear single agency solution. We can all make a difference for children and young people and we can make a bigger difference by working together.

We are aware not all children and young people need the same kind of support, and that the type of support required may look different now as a result of the pandemic. However this plan is our way of ensuring that we are there for those who need us the most.

On behalf of the Edinburgh Children's Partnership we would like express gratitude to all of the Partnership staff who shared their views and attended the consultation events. Your invaluable input has helped to shape this plan. We also offer a huge thank you to the children, young people and their families who gave their input – through 'What Kind of Edinburgh?' and the consultations - as your significant contribution gave this plan a clear direction.

We look forward to the next three years, achieving our aims, improving the services we provide and producing better outcomes for the children, young people and their families in Edinburgh.

Councillor Alison Dickie
Education, Children and Families
Vice-Convenor

Esther Roberton
Interim Chair
NHS Lothian

Page 58
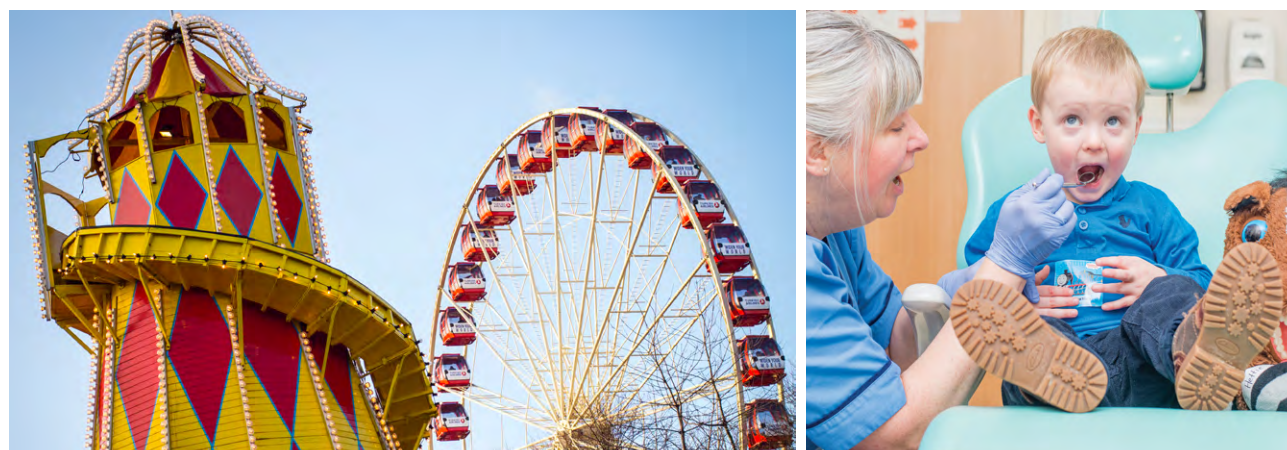
THE PARTNERSHIP

The Edinburgh Children's Partnership (also referred to as the Partnership) directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The Children's Partnership has representatives from City of Edinburgh Council (CEC), NHS Lothian (NHS), the voluntary sector (through EVOC), Scottish Children's Reporter Administration (SCRA), Edinburgh College, Skills Development Scotland, Edinburgh Leisure and Police Scotland.

The Partnership is currently chaired by the Executive Director for Communities and Families - CEC and is vice-chaired by the Child Health Commissioner/Director of Maternal & Child Health Planning, Policy and Performance - NHS.

The Partnership is engaged with the Good Governance Institute and together are currently reviewing and updating the existing governance structure.

OUR VISION

The Edinburgh Children's Partnership's vision is:

Edinburgh's children and young people enjoy their childhood and achieve their potential.

THIS PLAN

The purpose of this plan is to:

- Set out a shared vision and strategic direction to guide the work of the Edinburgh Children's Partnership over the period 2020-23
- Detail the process that brought us to this point, including the consultation with staff, parents, children and young people
- Describe the outcomes we aim to achieve together and the improvements we need to make
- Set out an integrated approach to implementing our strategy and delivering those improvements
- Build on the progress of, and the themes included in, the previous plan.

The plan also takes into account the guidance issued by Scottish Ministers on how children's services should be prepared.

Services are provided in the way which –

1. best safeguards, supports and promotes the wellbeing of children in the area concerned,
2. ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising,
3. is most integrated from the point of view of recipients,
4. constitutes the best use of available resources, and
5. related services in the area are provided in the way which, so far as consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children in the area concerned.

This plan rolls on from the plan which was in place for 2017-2020, which identified five strategic outcomes. Those broad outcomes

have been refined to the three primary aims of this plan, taking the concerns of Edinburgh's children and placing them at the heart of the strategic pursuit of resolving some of Edinburgh's most entrenched complex social issues that are substantial and have no clear solution.

The five strategic outcomes of the 2017-2020 Edinburgh Children's Partnership plan were:

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

Under each strategic outcome were a further five objectives. Many of the objectives were either separate plans in their own right, for example the Child Protection Plan, the Corporate Parenting Plan, or were single agency in their delivery, for example implement the new universal pre-birth to pre-school pathway, deliver the '1 in 5' project and develop an equity framework for each school.

Overall, from 25 objectives, 19 of them were of a single-agency nature, and did not fully represent partnership working. Over the lifespan of the plan, it became apparent that the inclusion of these plans diluted the impact of the Partnership, affected the

capacity of those leading their development whilst also confusing the governance arrangements holding their activity to account.

It was agreed that the 2020-23 plan would acknowledge that the Partnership's role and function was to make best use of its collaborative gain and the influence that combined service provision could bring on complex social issues that are substantial and have no clear solution.

Alongside this, we analysed the extensive planning landscape which exists in Edinburgh. The Partnership, wherever possible, will seek every opportunity to have a partnership approach to service delivery. Large areas of the planning landscape cover either public protection partnership arrangements or statutory service provision which require specific and resourced responses. There are areas however, where innovative approaches need to be better utilised in order to move away from traditional siloed service delivery to seamless, integrated and multi-resourced provision.

NEW AIMS

In Autumn 2019, a development session was held with senior leaders from the Partnership. It was at this session that the involvement and inclusion of single agency or existing plans, was agreed as unhelpful, created duplication and generally confused staff. By acknowledging that agencies will continue to deliver their individual plans, as well as be cognisant of other plans, the Partnership can focus its attentions and energies into making real difference through their combined resources. As a result, the five strategic outcomes were merged into three aims, known as the 3Bs, building on the Partnership aspects of the previous five outcomes:

Best Start - To be thriving adults, the first few years in our lives are vital. The Edinburgh Children's Partnership is determined to ensure that appropriate support is provided at the right time to children and their families, to create the environment required to give every child the best start to a fulfilling life.

Bridging the Gap - Poverty and inequality affect many children and families, and this can bring great disadvantage upon a number of aspects of their lives. The Edinburgh Children's Partnership is determined to ensure that regardless of the challenges their circumstances may bring, every child will have the same chance to live a healthy, happy and fulfilling life.

Being Everything You Can Be - It is important to promote and support every child's aspirations to ensure they can become everything they can be, now and in the future. The Edinburgh Children's Partnership is determined to ensure that every child has the right to have all of their needs met and be able to shape and live a fulfilling life.

NEW PRIORITIES

What Kind of Edinburgh? – what our young people told us

In 2019 a group of children and young people across Edinburgh was brought together by the Edinburgh Children's Partnership, Young Edinburgh Action and the Children's Parliament to influence Edinburgh's children's services. Their participation and consultation formed What Kind of Edinburgh. The format of What Kind of Edinburgh? was based on the 2017-2020 plan's five strategic outcomes with each outcome generating a series of statements of concern from the children and young people.

Consultation based on What Kind of Edinburgh?

These statements which applied to the previous strategic outcomes were matched against the 3Bs. The 26 statements were consulted upon extensively with children, young people, parents, carers and staff to establish the main priority under each aim. The consultation used the same approach, where the aim was described, and the priority statements were provided with a request that the top two from each aim were voted on.

Establishment of the three plan priorities

The consultation clearly established a single priority for each aim.

- Best Start - Every child should have love, care and support
- Bridging the Gap - Every family should have enough money to live on
- Being Everything You Can Be - All children and young people should have access to a safe place and someone they can talk to

The consultation also asked for a description of whom and what would be involved in addressing the priority. This input allowed the Partnership to further define the actions it needed to set out in this plan.

Every child should have love, care and support

Families should have access to the support they need to create a loving, stable and caring environment. This will encourage positive attachment and give the child the best possible chance to thrive.

The Partnership will expand the delivery of early intervention and prevention services.

Every family should have enough money to live on

Families should have access to the support that they need to maximise their resources, increase employability, and make informed choices to improve their financial situation.

The Partnership will embed discussions regarding family budgets as central to their everyday tasks in order to effectively signpost families to the correct supportive services.

All children and young people should have access to a safe place and someone they can talk to

All children and young people should have access to support from parents, friends, family and trusted adults to raise issues they may have such as bullying.
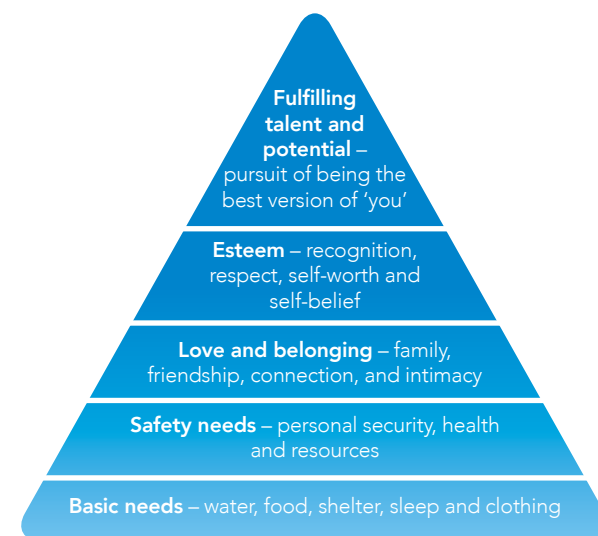
The Partnership will ensure that adults know how to signpost and access such support for children when required, and children and young people are also aware of these supports through targeted and universal publicising.

Appendix 1 sets this out in our 'plan on a page'.

The Covid-19 pandemic has massively altered how the Edinburgh Children's Partnership services have operated from late March 2020 to the time of writing. Measures to restrict community based infection, referred to as 'lockdown' has meant the closure of schools, as well as all with the exception of essential services. School is a critical part of childhood, and is central to many of the services that support children and their families. The challenge is, that with Covid-19 still a significant health risk, physical distancing is still required. Lockdown and physical distancing have meant the services provided by the Edinburgh Children's Partnership have had

to rapidly evolve. Across the Partnership, there has been a range of innovative and creative solutions to ensure that services have continued to support children and their families wherever possible and safe. The future in relation to the pandemic is uncertain, yet the services of the Edinburgh Children's Partnership will continue to evolve and adapt to whatever challenges Covid-19 brings in supporting Edinburgh's children.

The Edinburgh Children's Partnership welcomes the findings of the Independent Care Review and will seek to adapt and amend services in line with The Promise.

HIERARCHY OF NEED

The Edinburgh Children's Partnership understands that for every child, young person and their family members there are differing levels of need. Based on the work of Abraham Maslow, these needs are required to be met in the following order:

Basic needs – water, food, shelter, sleep and clothing

Safety needs – personal security, health and resources

Love and belonging – family, friendship, connection, and intimacy

Esteem – recognition, respect, self-worth and self-belief

Fulfilling talent and potential - pursuit of being the best version of 'you'

The challenge for services in Edinburgh, is how best to support children, young people and their families where deficits or barriers to meeting these needs exist. Covid-19 has increased this challenge. The 3Bs and their priorities seek to challenge the complex

Fulfilling talent and potential – pursuit of being the best version of 'you'

Esteem – recognition, respect, self-worth and self-belief

Love and belonging – family, friendship, connection, and intimacy

Safety needs – personal security, health and resources

Basic needs – water, food, shelter, sleep and clothing

social issues that are substantial and have no clear solution that continually blight families and their communities in meeting children's needs. Through strategically focussing service development on the areas of Best Start, Bridging the Gap and Being Everything You Can Be, what is intended is a collective effort to support children and their families across all areas of the above needs, yet with a particular focus on getting it right with the foundation blocks of a fulfilling life.

PRINCIPLES

The Partnership is built on strong relationships, prioritises prevention and early intervention and uses a strength based approach to working with families.

This plan is built around a set of core principles that guide everything we do together. They define the desired culture and behaviours we expect our staff to demonstrate as we work together in making Edinburgh the best place it can be for children to grow up in. In particular, we aim to embed a culture where services are delivered 'with' (rather than 'for' or 'to') children and young people, their families and their communities.

The three core principles are to:

Place Children and young people at the centre of practice through strong relationships

The views and needs of children and young people will be at the centre of all policy, planning, and service delivery. Children's rights will be respected in line with the United Nations Convention on the Rights of the Child (UNCRC). The work we do is underpinned by the principles of Getting it Right for Every Child (GIRFEC) and we will use the Edinburgh Wellbeing Outcomes

to ensure that every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Focus on personal, family and community strengths, assets and building resilience

Our support is based on recognising and building on the strengths of the family. Children and young people and their families will always be asked what is important to them, and the things that are working well. This information will be used to help them build confidence, strength and resilience.

Prioritise prevention, early intervention and support

The Partnership will support more preventative work. Preventative practice, through a range of universal and specialist services, will ensure that every child and young person has better opportunities to fulfil their potential; problems are addressed before they become crisis and resources are used to better effect. When need is identified, we are determined to react quickly and provide the right services at the right time, with the knowledge that early intervention and support results in better outcomes.

Page 61

TASKFORCE

Early in the Covid-19 lockdown, the Edinburgh Children's Partnership established a Taskforce to help support and assist children and families. The Taskforce was a significant and major initiative of the Edinburgh Children's Partnership. Looking not only at responding to the city's needs, the Taskforce was also looking at the pandemic as an opportunity to do things differently. This included changing systems that may well not work as well as they might. The Taskforce uses Locality Operational Group meetings, which sought to identify where support and assistance is required, as well as shape responses to city wide challenges – either created by or exacerbated by the pandemic. The Taskforce identified the following:

Challenges

1. There is a need for agencies and families to access to indoor and outdoor space
2. Coordination of services
3. Communicating what is possible and developing practice in new and creative ways
4. Responding to current and emerging need
5. Supporting our most vulnerable. Children and families
6. Mitigating against inherent disadvantage, inequalities and poverty

Strengths

1. Establishment of strong networks of practice and a clear framework for what the Taskforce's task is
2. The City has a wide range of resources both physical and economic
3. There is clear evidence of community resilience and already there is a wide range of community initiatives to respond local to need
4. The Taskforce and Locality Operational Groups offer a forum in which to coordinate shared safe practice and use of resources
5. The Children's Partnership has a direct link to the task force and therefore can be appraised of developing need and can assist in supporting developments and innovation

EARLY INTERVENTION

Early Intervention is not only support at the right time; it is support being offered as close to the realisation that a problem exists as possible. The Edinburgh Children's Partnership, in collaboration with the extensive Voluntary Sector services, offers an array of localised supports for children and their families, across Edinburgh.

Early Intervention may well involve GIRFEC planning, yet most often the support needed and offered does not require that level of formal planning. Early support at this level can be the difference between a family experiencing a crisis and managing to cope with a 'helping hand'. The impact of this, combined with GIRFEC support beyond this if needed, means that there is always opportunity for support as early as it is required by a child or their family.

PREVENTION

The collaborative objective of the Partnership is to provide high-quality services to our children and families through processes that allow us to recognise, at as early a stage as possible, when children and young people need support and protection. This is through universal services, voluntary sector support, GIRFEC and then on to more targeted support through specialist services across the Partnership.

We recognise that agency involvement can create additional stresses for children, young people, and their families already experiencing trauma and unresolved needs. Consequently, the Partnership seeks to respond proportionately when a need or risk is identified with a supportive and strength-based approach that does not compromise the safety of children. This means that we are constantly alert to the need to take more formal protective action when required.

GIRFEC

The Edinburgh Children's Partnership continues to promote and use GIRFEC as a guiding principle to support children and families when their level of need requires more support than is provided by universal services. Health Visitors and Head Teachers take the lead role when concerns are noticed and convene GIRFEC planning meetings.

Whilst GIRFEC is well embedded in the city, over the lifespan of this plan GIRFEC data will become better collated, understood and analysed to strengthen the system to make it as effective as possible in de-escalating family-based issues.

Page 62

POPULATION OVERVIEW

519,000

459,000

2008   2018
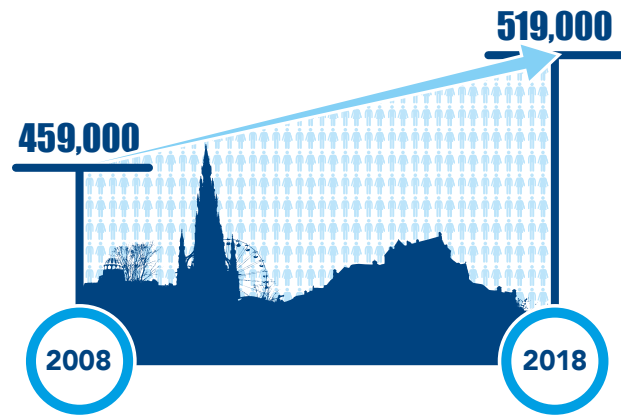
In the ten years to 2018 Edinburgh's population **grew by 13% from 459,000 to 519,000** people. This growth was around three times the level for Scotland and was almost five times higher than for the previous decade.

Migration has been the main driver of population growth in Edinburgh since 2008 with this being from within and outside the United Kingdom. In **2019 of the 51,000 children and young people** attending Edinburgh's local authority schools, **30% were Black, Asian and minority ethnic (BAME)** pupils with this being an increase from 23% in 2014.

One in five pupils do not have English as their main language.

Just under **40%** of pupils are assessed as having an additional support need with 1,700 assessed as having a disability. **One in ten children** had a least one developmental concern recorded at their 27-30 month review.
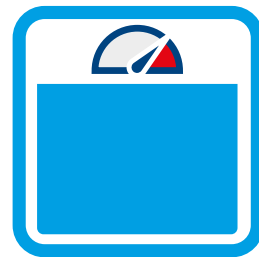
One in five children in Primary 1, around **900 pupils,** at risk of being overweight or obese.

The overall population is projected to increase by **3% between 2019 and 2024** with this being **5% for those aged 0 to 17 and 19% for those aged 12 to 17**.
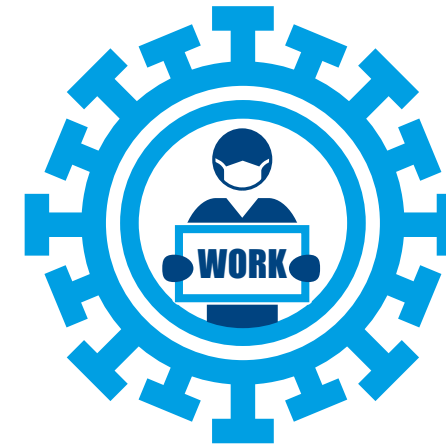
Over recent years the **number of children living in in-work poverty has risen significantly with an estimated 65%** of all children in poverty in Scotland living in households where at least one adult is in work. It is expected that unemployment in Scotland will more than double due to the impact of Covid-19. BAME families are more likely to be exposed to the economic effects of this crisis. The level of child poverty is also predicted to increase significantly.

Whilst around a fifth of Secondary School aged pupils attend independent schools, there was an estimated **22% of all children in Edinburgh living in poverty** prior to Covid-19. This rate varies widely, with some areas recording **child poverty rates as high as 35%** and these rates rank among the highest levels of child poverty recorded in any local authority in Scotland. Immunisation rates for children are lower in more deprived areas.

In 2019 over **2,000 children** were involved with Homelessness Services.

Page 63

0 – 17 POPULATION 87,500

Births*
4,900

LA Primary school pupils
30,800

LA Secondary school pupils
19,700

Children becoming LAC*
260

LA Special school pupils
600

Child Protection inter-agency discussions*
1,300

Children in poverty
19,000

LA Pupils with Additional Support Needs
20,000

Child Welfare Concerns*
11,000

LA Pupils with assessed disability
1,700

Children allocated to Social Work
3,200

Families in temporary accommodation
1,200

Looked After Children
1,200

Number on Child Protection Register
120

LAC at Home
360

LAC accommodated in Edinburgh
400

* annual figure   LA – Local Authority; LAC – Looked After Children

SERVICES FOR CHILDREN

City of Edinburgh Council	NHS Lothian	Police Scotland	Voluntary Sector	Independent and Government agencies
Early Years	Community Midwifery	Public Protection	Youth clubs	Children's Hearings
Schools and Educational Support	Health Visiting, School Nursing, Family Nurse Partnership & Immunisations	Domestic Abuse	Early intervention	Edinburgh College
Fostering and kinship care	Children and Adolescent Mental Health Service	Crime Prevention	Prevention	Edinburgh Leisure
Social Work	Allied Health Professionals	Education	Social capital	Career advice
Parenting	Public Protection	Detection	Food banks	Income maximisation

The Voluntary Sector contribution

The services for children for the Voluntary Sector summarised above cannot fully describe the work of over 1,500 charities and groups in Edinburgh nor the many thousands of children and young people involved with them.

The Voluntary Sector plays a significant role in the Partnership, particularly on prevention and early intervention, providing services or other forms of direct support and advice to the groups they help. Their work both complements and extends that of the statutory services with the breadth of service provision reaching children, young people and their families across the communities in Edinburgh.

LOCAL OUTCOME IMPROVEMENT PLAN (LOIP)

The Edinburgh Partnership, the governance body for the Edinburgh Children's Partnership, produces a Local Outcome Improvement Plan – known as the LOIP. The LOIP in Edinburgh has three main priorities that it will address over its 10-year lifespan. The LOIP aims for citizens of Edinburgh to have:

- Enough money to live on: Family income is often used as a key indicator of resources available and, by extension, of the ability to maintain an acceptable standard of living. Within this context, this workstream includes actions to maximise the income available to lower income households, and to ensure that residents have enough money to live on.
- Access to work, learning and training: Worklessness remains the single most important predictor of poverty - 74% of households in which no adult is in work live on incomes below the poverty threshold. However, work alone is not necessarily sufficient to prevent poverty. This workstream aims to provide additional targeted services to help residents access the work, learning, and training opportunities they need to maintain a good quality of life.
- A good place to live: The places people live and work, the connections with others and the extent to which they can influence the decisions that affect them, all have a significant impact on their quality of life and wellbeing. This workstream aims to articulate the additional actions we need to take to ensure residents can access an affordable, well designed, safe and inclusive place to live.

It was the intention when creating this Children's Services plan that the language and ambition to tackle complex social issues that are substantial and have no clear solution are aligned to the LOIP. The above priorities relate closely to the 3Bs, with clear intent to seek to address issues of poverty, inequality and disadvantage, as well as those of the Poverty Commission which published its findings in their interim report in May 2020.

THE PLANNING LANDSCAPE

Overview

The Edinburgh Children's Partnership recognises there is a range of partner plans that impact on the lives of children, young people and their families across Edinburgh. These plans have many interconnections and common goals/aims around the health, wellbeing and development of children and young people.

This plan does not seek to replicate the content of these plans or be seen as a 'master' plan for them. Rather this plan acknowledges their aims, priorities and actions and their relationship with the 3Bs.

The table below sets out a number of key partner plans for Edinburgh.

Edinburgh	
Child Poverty Action Plan	Children's Partnership Improvement Plan
Corporate Parenting Plans (Council, Health, Police)	Child Protection Improvement Plan
Edinburgh College Regional Outcome Agreement	Early Years Strategy
Edinburgh Voluntary Organisations Council Strategic Plan	Edinburgh Community Learning and Development Plan
Edinburgh Leisure Sport & Physical Activity Development Plan	Education Authority Improvement Plan
Local Outcome Improvement Plan (Edinburgh Partnership)	Edinburgh Lifelong Learning Plan
Best Start in Lothian Action Plan (NHS Lothian)	Locality Improvement Plan(s)
NHS Lothian strategy for children and young people	Thrive Edinburgh Strategy for Mental Health and Wellbeing
Scottish Children's Reporter Administration Corporate Plan	Police Scotland - Safer Communities and Children and Young People – Our Approach
Community Safety Strategy	Skills Development Scotland Strategic Plan
Youth and Children's Work Strategy	Community Mental Health Framework

National policies and strategies

In line with the Scottish Government Statutory Guidance for Children's Services Planning (2020), this plan is part of a wider legal framework where local planning and reporting takes place.

This plan coincides with and relates to all relevant statutory and non-statutory national policies and strategies.

Page 65

MEASURING SUCCESS

The Edinburgh Children's Partnership will monitor and measure success over the life of this plan through:

- the ongoing collection of feedback from children, young people and their families about their lives and specifically around the aims and priorities set out in this plan
- the periodic reporting to the Edinburgh Children's Partnership from the project/delivery groups, drawing on a wide range of evidence of progress from partners
- a small set of population measures relating to the three Aims, that reflect national measures wherever possible
- the collation of the above into a richer narrative in an Annual Report that will reflect what is working well and what continues to be a challenge

Best Start

1. *Improvement in early child development* - measured by an increase in the percentage of eligible children reaching all of their developmental milestones at the time of their 13-15 month review [90.3% 2018/19]
2. *Improvement in early child development* - measured by an increase in the percentage of eligible children reaching all of their developmental milestones at the time of their 27-30 month review [90.4% 2018/19]
3. *Reduction in the level of concerns around child welfare* - measured by a decrease in the number of Child Welfare Concerns for children aged under five [2,675 in 2019/20]

Bridging the Gap

1. *Reduction in Child Poverty* - measured by a decrease in the number of children living in Relative poverty (after housing costs) [20,862 (23%) in 2017/18]
2. *Reduction in the deprivation related gap in early child development* - measured by a decrease in the percentage point gap between the most deprived and least deprived of eligible children reaching all of their developmental milestones at the time of their 27-30 month review [14.3pp 2018/19]
3. *Reduction in the deprivation related gap for literacy levels* - measured by a decrease in the percentage point gap between most deprived and least deprived Primary pupils achieving expected level in Literacy [26.9pp in 2018/19]

Being Everything You Can Be

1. *Improvement in mental health and wellbeing* - measured by a decrease in the number of referrals to outpatient services of the Child and Adolescent Mental Health Service [1,919 referrals 2019/20]
2. *Improvement in school attendance* - measured by a decrease in the percentage of Primary pupils with low attendance [8.0% in 2019/20]
3. *Improvement in destinations of school leavers* - measured by an increase in the percentage of school leavers entering a positive destination [95.1% for 2019]

DELIVERING THE PLAN

The 3Bs will be delivered through three project groups. The groups will be led by a nominated senior leader from across the Partnership and have a combined strategic and operational membership, taking forward both the priority as well as the aim, ensuring that what is agreed strategically can be achieved operationally. Each of the plan's three priorities require the collaborative gain that a partnership of organisations can bring to their solutions.

Each project group will report on its progress and performance against their set priority and aim. The Partnership will scrutinise feedback, including performance as well as quality indicators, to establish progress and ensure best value and best return on the resources directed towards these.

The Partnership is committed to using Quality Improvement methodology to ensure that where changes occur, these changes are measurable and evidence improvements.

Each project group will meet at a minimum frequency, to ensure that the momentum required over the plan's lifespan is sustained and maintained. Each project group will have administrative support to ensure that the lead for each group can devote their attention and energy to managing the group's activities and plan.

PARTNERSHIP DEVELOPMENTS

Inspection 2019

The Edinburgh Children's Partnership was the focus of a joint inspection led by the Care Inspectorate in 2019. The report can be found here. Although the report only identified three main areas of focus for improvement (strategic arrangement of corporate parenting, views of children shaping services, and how we make best use of data to inform impact and outcomes), the improvement plan focuses on wider areas that either we as a partnership were aware of or were noted by the care inspectorate in their report. There are five areas of focus:

- Outcomes for children
- Impact and effectiveness of services
- Corporate parenting
- Participation
- Mental health and life chances

Work from this is largely underway, or indeed complete, with the following being key areas of Partnership development work over the course of this plan's lifespan.

GIRFEC mapping

Although long established in Edinburgh – until recently the Partnership did not know some basic data on how GIRFEC impacted on children's lives. Council and NHS mapping of GIRFEC plans will allow the Partnership to better understand the use and impact of GIRFEC in ways that previously it was not able to do.

Outcomes and Impact

In South West Edinburgh the Partnership has rolled out the use of a simple approach to getting children and young people to map their outcomes against the eight areas of the wellbeing indicators. Using

Page 66

this data, and building on the considerable experience and use of wellbeing assessments across the voluntary sector, the Partnership will have a better understanding of the shifts and changes in these outcomes through its services, and link this to impact measures – how did we help you improve that part of your life?

Participation's demonstrable loop - You said, We did

Having a level of say in what services in Edinburgh look like is only part of the task of meaningful participation. The Partnership is developing a consistent approach to seeking, listening and acting upon the views of children and young people on how they would like services to be delivered which gets the balance right in terms of being realistic and prioritised in meeting the range of needs.

Children's Rights

The United Nations Convention for the Rights of the Child (UNCRC) applies to all young people under the age of 18. The Convention has four main principles:

1. *Non-discrimination (article 2):*
   All children have rights, regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. *Devotion to the best interests of the child (article 3):*
   The child's best interests must be a primary consideration in all decisions affecting her or him.

3. *The right to life, survival and development (article 6):*
   All children have a right to life, and to survive and develop – physically, mentally, spiritually, morally, psychologically and socially – to their full potential.

4. *Respect for the views of the child (article 12):*
   Children have the right to express themselves freely on matters that affect them, and to have their views taken seriously.

The Scottish Government launched its consultation on how to fully implement the UNCRC into Scot's law, making it clear that legislation to fully incorporate will follow. Given this, a focus for the Partnership over the lifespan of this plan will be to ensure that strategically and operationally, services under the Partnership's governance apply, adapt and champion the principles of the UNCRC.

Across the Partnership services continue to embed children and young people's rights in line with the UNCRC. Both What kind of Edinburgh? and the earlier pilot on engaging children and young people in planning children's services were grounded in the UNCRC.

To date over half the schools in Edinburgh have achieved Rights Respecting Schools status.

Professional learning is delivered to school staff on empowering learners through participation in decision-making across the four areas of: Learning, Teaching and Assessment; Opportunities for Personal Achievement; Decision Making Groups; and Links with the Wider Community.

In communities across the city almost 4,000 young people have taken part in Youth Talk, identifying key issues in their localities.

The use of technology has been trialled where children and young people, involved with statutory services, have found it difficult to express their views at meetings, such as children's hearings, Looked After Child reviews and Child Protection case conferences. This technology has enabled them to make their voice heard more effectively.

CELEBRATING PARTNERSHIP STRENGTHS*

In Edinburgh the Children's Partnership recognises and responds well when children and young people are at immediate risk of significant harm. The use of strengths-based approaches across the Partnership has led to increased wellbeing for children and young people and is helping to increase families' resilience. Added to this more children are now being looked after in community settings as a result of planned initiatives to strengthen kinship care and keep children at home. Supporting this multi-disciplinary through care and aftercare services were successfully providing support to young people, with promotion of their independence.

The Edinburgh Children's Partnership's recognition of children and young people at immediate risk of significant harm is strong, based on good inter-agency communication, supporting quality planning and intervention. The Partnership's staff are well motivated and feel valued, and a learning culture is preparing practitioners to confidently fulfil their roles. Supporting all of this is that the Partnership's senior leaders collaborate to plan and direct service delivery across the partnership, sharing a common purpose which enables a learning culture to develop. The commitment of leaders to restorative, strength-based practice is having a positive impact on children, young people, families and staff alike.

*as identified by the care inspectorate led joint inspection 2019

GOVERNANCE

The Good Governance Institute is leading a review and outputs are expected to be reviewed and agreed by September 2020.

The joint planning arrangements for children's services in Edinburgh have been in place since 2014. The multi-agency Children's Partnership reports to the Edinburgh Partnership, the Education Children and Families Committee of the Council, the Strategic Planning Committee of Lothian Health Board and the Integrated Children's Services Board.

Since the establishment of this in 2014 there have been significant changes in legislation and policy therefore it is vital to ensure planning and oversight is best placed to maximise the benefits of these changes and likely future changes such as the proposed adoption of the United Nations Convention on the Rights of the Child into domestic law.

There is a shared view that the time is right to consider how current arrangements could be revised so children's services in the city are planned and commissioned to best effect, are designed and evaluated by the children, young people, families and communities they serve and have effective governance

Appendix 1 - Edinburgh Children's Partnership, Children's Services 'plan on a page'

VISION	Edinburgh's children and young people enjoy their childhood and achieve their potential

PRINCIPLES	• Place Children, Young People, and their families at the centre of our activity through strong relationships • Focus on personal, family and community strengths, assets, and building resilience • Prioritise prevention, early intervention and support

AIMS

BEST START	BRIDGING THE GAP	BEING EVERYTHING YOU CAN BE
To be thriving adults, the first few years in our lives are vital.	Poverty and inequality affect many children and families, and this can bring great disadvantage upon a number of aspects of their lives.	It is important to promote and support every child's aspirations to ensure they can become everything they can be, now and in the future.

The Edinburgh Children's Partnership is determined to ensure that:

appropriate support is provided at the right time to children and their families, to create the environment required to give every child the best start to a fulfilling life.	regardless of the challenges their circumstances may bring, every child will have the same chance to live a healthy, happy and fulfilling life.	every child has the right to have all of their needs met and be able to shape and live a fulfilling life.

PRIORITIES

Every child should have love, care and support	Every family should have enough money to live on	All children and young people should have access to a safe place and someone to talk to
Families should have access to the support they need to create a loving, stable and caring environment. This will encourage positive attachment and give the child the best possible chance to thrive. The Partnership will expand the delivery of early intervention and prevention services.	Families should have access to the support that they need to maximise their resources, increase employability, and make informed choices to improve their financial situation. The Partnership will embed discussions regarding family budgets as central to their everyday tasks in order to effectively signpost families to the correct supportive services.	All children and young people should have access to support from parents, friends and family to raise issues they may have such as bullying. The Partnership will ensure that adults know how to signpost and access such support for children when required, and children and young people are also aware of these supports through targeted and universal publicising.

THE EDINBURGH CHILDREN'S PARTNERSHIP
CHILDREN'S SERVICES PLAN
2020 – 2023

Keith Dyer
Quality Assurance and Compliance Manager
Quality, Governance and Regulation
Safer and Stronger Communities
City of Edinburgh Council
1/8 Waverley Court
4 East Market Street
Edinburgh
EH8 8BG
keith.dyer@edinburgh.gov.uk

Oliver Campbell
Strategic Programme Manager
Maternal & Child Health
Strategic Planning and Modernisation
NHS Lothian
Waverley Gate
2 – 4 Waterloo Place
Edinburgh
EH1 3EG
oliver.campbell@nhslothian.scot.nhs.uk

getting
it right
for every child

THE EDINBURGH PARTNERSHIP

KSOSK

Education, Children and Families Committee

10am, Tuesday, 13 October 2020

Schools Re-opening Update

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the contents of this report.

1.1.2   Note the actions taken to respond to Covid-19 and the return to schools.

1.1.3   Approve the incremental reintroduction of extra-curricular activity.

Alistair Gaw

Executive Director for Communities and Families

Contact: Andy Gray, Chief Education Officer

E-mail: andy.gray@edinburgh.gov.uk | Tel: 0131 529 2217

Report

Schools Re-opening Update

2. Executive Summary

2.1 The City of Edinburgh Council developed a Delivery Phasing Plan as required by the Scottish Government of all local authorities in response to the COVID-19 pandemic and the route-map that sets out the phased lifting of restrictions. The Plan remains the basis for safe return to schools.

2.2 Appended to this report is the updated Schools Re-opening Delivery Plan (v6) which has been updated to reflect changes in the Scottish Governments *Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020 v2* which is also included in the appendix.

2.3 This update also sets out more general progress since the report to Policy & Sustainability Committee on the 6th August and schools opening on the 11th August 2020.

3. Background

3.1 This report provides an update following the report that went to the Policy and Sustainability Committee on the 6 August 2020.

3.2 Appended to this report is the updated Schools Re-opening Delivery Plan.

4. Main report

Learning & Teaching Update

4.1 While schools in Scotland have returned to delivering a full-time education for children and young people, Covid-19 continues to have the potential to interrupt learning; for example, through the closure of a school (or schools) within a locality or region, or through specific groups being required to self-isolate (e.g. classes, year groups or families). The need to maintain effective capability for remote learning for a period of time, therefore, remains essential. Schools are required, through their Renewal Planning, to set out and maintain clear, strong contingency plans for providing education remotely to some children and young people in such circumstances, in line with duties to provide education elsewhere.

2

Schools have been asked to set out their Needs Analysis and Plan, clearly stating how they will achieve this to ensure all learners are supported to engage in, and make progress with, their learning. This includes the need for schools to review their curriculum rationale and pathways, to reflect both the needs of their young people upon to school and to adhere to National and Local Health and Safety Guidance. The following details the arrangements in place in Edinburgh schools, in addition to in-school provision for teaching, learning and assessment, to ensure that no learner is disadvantaged through the need to self-isolate through the plans to provide continuity.

Support for Learners who are Self-Isolating

4.2   Short-term absences are likely to occur when children are symptomatic and are awaiting test results or where they are direct contacts of a confirmed case of COVID-19. Senior leaders, and teaching staff, will use professional judgement regarding the appropriateness of providing learning at home resources, and in what format, depending on individual circumstances. The school will know the young person, their family and their circumstances best. It is recognised that a learner who is absent for a day with cold symptoms does not require the same educational provision as a learner testing positive for Covid and isolating for 14 days. It should also be noted that a young person, when symptomatic, may be unable to engage in home learning.

4.3   Schools had developed a range of support measures, throughout the period of school closures, which they have returned to using when pupils need to self-isolate. This will include providing resource packs for parents & carers to work through with younger children or for children to engage with more independently. Where possible, learning will be shared virtually, for example by the teacher videoing aspects of a lesson to share via one-way video, and by uploading useful online learning resources for families to access. Two-way video has been enabled for pilot schools (Primary & Secondary), all Special Schools and for identified learners with complex additional support needs attending mainstream schools. There will also be a continued focus on supporting the wellbeing of learners and their families, through regular supportive contact from the school and other relevant partners.

4.4   The Additional Support for Learning (ASL) Service will continue to support remote learning where this is required for children and young people in mainstream schools who are supported at Pathway 3. This will be part of wider planning with the school to deliver learning at home for these learners where it is required.

4.5   Some parents/carers of young people attending Special Schools have also used online platforms to provide digital 'meets' for their children and young people during lockdown, and they will be encouraged to continue this in the event of children in a class or whole school having to quarantine.

Line Teaching- Closing the Gap Teachers or Others

4.6   As two-way video becomes embedded, we will be aiming to use Teams more Interactively to support learning at home by streaming lessons to individuals who are quarantining, or to class groups where this is required. This may be through our 'Closing the Gap' teachers, who will be allocated to schools to support the delivery of

3

focused learning to enable children and young people to catch up on learning missed during lockdown. These teachers may also be used to take classes in school to release class teachers to provide live 1:1 teaching for the children and young people in their class in line with their individual learning plans. The 'Closing the Gap' teachers will be provided with additional training in order to meet the needs of the children in the school to which they are allocated, in order to enhance their professional skills and ensure that they are best equipped to meet the needs of these learners.

Digital Provision

4.7   A Digital Access survey has been issued by the Digital Learning team to identify the needs of learners across CEC schools. We want all learners in S4-S6 to have a device as soon as possible. As budgets allow, we will allocate more devices to more learners. It is very important that we make sure no child is left behind in learning, so we are targeting the resources we have at those young people who don't have devices. As part of the Council's Adaptation and Renewal programme, a workstream to take forward Digital Learning is established. This sets out the vision, the costs and the timescales for digital learning in the short, medium and long term. Having one-to-one devices for most learners is the aim of the Digital Strategy.

4.8   Additionally, all schools have been advised to make provision for digital learning through the use of devolved budgets and Pupil Equity Funding as appropriate. All schools will have a Digital Lead, and their own Digital Learning Strategy, as part of School Renewal Planning. This is essential in ensuring support for learners who are required to self-isolate.

Learning Grids

4.9   This approach has been widely used in Primary Schools, during school closures, to provide planned, contextualised learning experience, as appropriate to the needs of groups/individual young people. The choice of tasks will be guided by the teacher, informed by the curriculum plan and the attainment levels/personal learning targets for groups/individuals. This approach provides learners with choice in learning and helps ensure that parents and carers are involved in their child's learning, supporting their progression towards identified learning targets.   Learning Grids support differentiation and assessment is for learning. Care is taken to ensure tasks are wide-ranging and inclusive for learners which do not involve digital access. This approach will be introduced in Special Schools.   Within Secondary Sector, this is more prevalent in the BGE.

4.10   A "task force" has been established to collate, and maintain, a centralised resource of learning grids (through Teams) which utilises examples of very good practice from schools across Edinburgh and the SEIC.

Resources for Secondary Schools

4.11   During lockdown, learning at home resources were made available to secondary staff which continue to be strengthened locally and nationally. Secondary schools remain committed to planning for a blended learning model as a contingency plan. Within this, all secondary schools continue to strengthen their digital offer to support learning at home.

4

4.12 There is an Authority Lead Teacher of each subject whose role has been to promote and support the sharing of materials and resources, provide/organise high quality subject-specific professional learning for their network, and support teachers across the city as a knowledgeable point of contact who is able to represent their views and signpost to the latest national and local guidance. This role continues. Each Lead Teacher has a link officer in the Quality Improvement and Curriculum Service. The QICS will also distribute information and provide support to their link Lead Teachers as appropriate.

4.13 Support for the BGE, for various school leavers' cohorts, plus information about free online learning courses from providers such as FutureLearn and Open University, was created and shared through the Lead Teacher network. This remains valid and can also be accessed on the Edinburgh Learns@Home Resources site. This site operates as a portal to share core guidance documents and collated materials. There is also a wide range of Regional and National digital learning resources available to young people.

Clickview

4.14 ClickView is a cloud-based video-on-demand service made specifically for schools. It contains thousands of curriculum-aligned video clips, with associated learning resources, that can be accessed by teachers and pupils on any internet-capable device, in school and at home. ClickView also provides access to recordings of all free-to-air TV, allowing teachers to search, store and share specific clips directly with pupils. Lastly, ClickView provides all users with their own video library where any user-created video content can be uploaded and shared with others.

4.15 ClickView has been provided to all CEC students and teaching staff in Primary, Secondary and Special. Staff and Students can access the resource using their existing CEC login details. ClickView has app integration with Teams allowing the resource to be integrated with existing digital class setups and other digital class resources.

Communications

4.16 For each positive case recorded at a school, NHS Lothian lead on the communications. They liaise directly with the head teacher of each school who issues messages to parents/carers via text or e-mail informing them that there has been a positive case and that close contacts of the individual have been informed to self-isolate. In addition, reassurance messages from NHS Lothian are published on school websites and if required further reassurance messages are issued to parents. There is also close liaison between both the NHS and Council communications teams and senior Councillors are updated as cases are confirmed.

Facilities Management (Cleaning)

4.17 Facilities Management (FM) have created a guidance document to ensure that Cleaning and Janitorial Services can be provided and maintained to all relevant buildings in a safe manner, whilst Covid-19 conditions continue. Each educational establishment is cleaned daily by staff before the start of every day, using methods and cleaning products in line with the national guidance (Covid-19 decontamination-

5

in-non-heath care-settings) to maintain high standards of cleanliness. Regular touch point cleaning to high volume areas is carried out at least twice daily by FM staff e.g. hand rails, door handles and push plates, sink taps, cistern handles, etc. Movement of children, young people and staff between classrooms is minimised wherever possible. Where this cannot be avoided, the provision of appropriate cleaning supplies to enable the wipe down of desk/chair/surfaces before leaving and, especially, on entering the room is in place and working effectively. In addition to the enhanced Covid-19 cleaning requirements, each setting has been supplemented by treatment with medical grade electrostatic spraying technology and a patented disinfectant chemical which can be significantly more effective than regular cleaning as it kills the virus and eliminates human error with missed areas through manual cleaning e.g. walls, ceilings, under chairs and tables etc.

Transport

4.18   As the 100% return to school was confirmed at the end of July, the Passenger Transport Team had only a few days to finalise arrangements for all the required home to school transport routes and personalised services. The focus was delivering transport in line with policy to ensure equity of provision across the city. The dedicated and hard work of all the team, external contractors, pupils and schools has made sure this process has gone as smoothly as possible particularly given all the new rules and procedures in place to ensure safe travel. The team continue to deal with processing late applications and addressing any daily issues that arise with the transport arrangements.

Buildings

4.19   Ensuring safe access to buildings for pupils and staff during the return to school has been one of the biggest challenges. As guidance changes regularly, schools are supported wherever necessary by the CEC IMT to assist with the interpretation of guidance and implementation of any necessary building alterations.

4.20   While the 100% return to school reduced the need for blended learning or additional accommodation contingencies to be implemented, these were necessary for particular instances – e.g. where a new accommodation project was delayed due to COVID-19 construction shut down. The COVID-19 delays to construction projects will have longer term implications lasting throughout 2021 and potentially into 2022 and blended learning contingencies may still be required to implemented in the future. An update briefing note on all Communities and Families construction projects has been provided to Policy and Sustainability committee members.

Risk - School Operations Risk Toolkit (SORT)

4.21   Schools are using a risk framework (SORT) to manage all risk assessments and guidance required in association with the response to Covid-19.

6

Risk - Engagement and Communications

4.23   A weekly briefing is in place for all headteachers and business managers where updates and actions for the week are presented followed by a SORT Risk Matters checklist. School colleagues use this to put actions in place through the school Health and Safety Working Group, these groups manage SORT and ensure all school staff know what guidance is in place and what their response roles and responsibilities are.

4.24   During Monday SORT briefings there is an opportunity for headteachers that have had a positive case in their school to share their experience with others.

4.25   SORT has a good practice zone where we share exemplar work between schools, an example of this is a checklist created by a headteacher who had a positive case, other exemplars include risk assessments/posters.

Risk- Incident Management

4.26   Schools are using the Coronavirus Toolkit developed by Health Protection Lothian. Reporting processes are in place for positive case/s. A representative from Schools and Lifelong Learning meets daily with the Health Protection Lothian team in terms of managing positive case/s, providing advice and support to schools.

Risk - Training

4.27   Training is available on Incident Management / Scenarios as well as Risk Management / Risk Assessment, these courses are available weekly and will continue to be offered throughout the response to support colleagues.

Outdoor learning (including sport and physical activity)

4.28   Outdoor learning is a core theme of the Council's Adaptation and Renewal programme with the Schools and Sport and Outdoor Learning (SOLU) Teams undertaking significant collaborative work. Examples include the temporary and targeted deployment of SOLU staff into schools (Active Schools, Swim Specialists and Development Officers); new online resources including lesson ideas, guidance and risk assessments; a SOLU professional development offer e.g. mandatory online induction training to 95+ primary probationers; launching the Outdoor Learning Map (https://www.outdoorlearningmap.com/); and delivering excursion advice, support and resources. Work continues, including widening the use of Edinburgh's green spaces.

Extra-curricular activities

4.29   A proportionate and incremental reintroduction of safe extracurricular activity from the start of Term 2 is recommended in Appendix 8.3. This incorporates the national hierarchy of risk and supports the continued safe reopening of Council schools.

7

5.   Next Steps

5.1   The Delivery Plan will be kept under review and continue to be amended in line with Scottish Government and Public Health guidance.

6.   Financial impact

6.1   The Scottish Government has provided additional funding of £5.389m to provide additional teachers and support staff to support education recovery during the 2020/21 academic year, as set out in section 4.6. In addition, further funding of £0.943m has been provided to support digital inclusion and 2,550 i-pads have been purchased as set out in section 4.7.

6.2   Further additional funding has been announced to support schools re-opening, specifically relating to cleaning, health and safety and home to school transport. An initial allocation of £1.307m has been confirmed for Edinburgh and a process to access a further national allocation of £30m is to be advised shortly.

6.3   The Council is incurring additional costs to backfill COVID-19 related staff absences and will liaise with the Scottish Government on funding for this as part of their education recovery monitoring.

7.   Stakeholder/Community Impact

7.1   The governance arrangements surrounding the response to Covid-19 have been carried out in accordance with the legislation governing the Council, its responsibilities and duties in an emergency and with the Council's own governance documentation.

7.2   Regular and ongoing consultation and engagement with relevant Trade Unions will continue.

8.   Appendices

8.1   Appendix 1   Updated Delivery Plan (v6)
8.2   Appendix 2   Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020 v3
8.2   Appendix 3   School Activities Timeline

8

LOCAL DELIVERY PHASING PLAN

Version 6.0
08/10/2020

Contents

Version Control

Version	Date	Summary of changes
V5.5	04/08/2020	Taken as Original Document issued.
V6.0	08/10/2020	Appendix 8 – Updated Guidance for non-core staff and partners 18/09/20.
		Pg. 23 update to Section5.5 P.P.E - Face coverings following updates from Scottish Government issued 25/08/20
		Pg.31 Section 6.4. Link to updated FAQ for Face Coverings on School Transport following updates from Scottish Government 25/08/20

Section One – Introduction

The City of Edinburgh Council has developed a Local Authority Delivery Plan as required by the Scottish Government in response to the COVID-19 pandemic.

The plan sets out the steps the Council will take to reopen and reconnect schools; directed by the latest guidance issued by Scottish Government published 30th July 2020 and Public Health Scotland.

The plan is to have children back in schools on from August 12th in the form of an induction week, with full 100% attendance commencing on Monday 17th August at the latest. **It must be noted however that a 100% return to school is not a return to normality.** This updated plan reflects the latest scientific evidence and advice and the significant progress that Scotland has made in suppressing the virus. It remains contingent, however, on continuing success in this regard and prevailing public health guidance

As per Scottish Government guidelines, the contingency plan to allow a blended learning model to be delivered is continuing to be developed, alongside a fully comprehensive digital model.

The delivery plan was a collaborative process between service managers, head teachers, and school management and was subject to consultation with trade union representatives. The plan aspires to ensure that the City of Edinburgh Council's response to schools re-opening is underpinned by the principles of consistency and equity, to ensure the **best teaching and learning for all.**

Section Two – Position Final Term 2019/2020

Prior to Lockdown and closure of schools, the City of Edinburgh Council operated 148 educational establishments catering for around 49,000 pupils.

2.1 Establishment of Hubs

During April. May and June, City of Edinburgh Council is operated ten hubs across the city, offering full time education of children of key workers and vulnerable pupils. The number of children attending these hubs grew throughout this period, with the average number of children being looked after in a hub setting around 470 children in Early Learning Centres and 420 pupils per week in mainstream schools, and 40 per week from Special Schools (930 total) typically represented by 2/3 key workers and one-third vulnerable pupils. This represents around 2% of the pupil population with the remaining 98% learning from home.

The graph below shows pupils (minus early year leaners) attending hubs since the end of March.
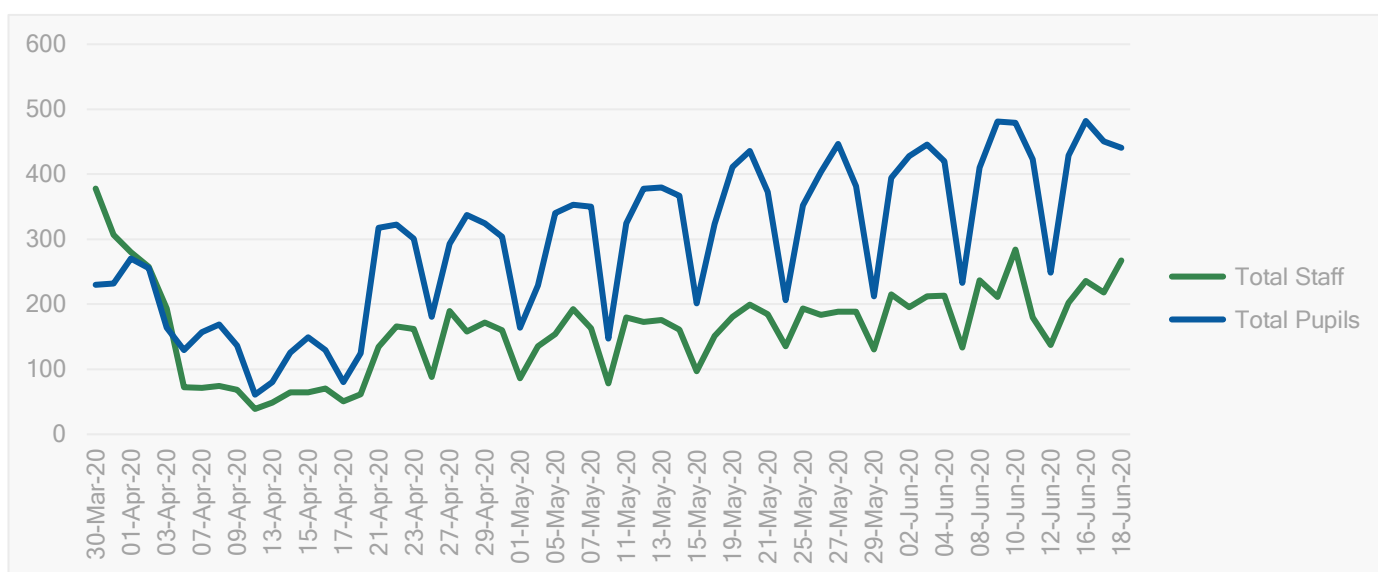
2.2 Provision to Vulnerable Children

In addition to accommodating vulnerable children in hub schools, in recognition that many challenges faced by families that impacted on children were finance related, the City of Edinburgh Council has provided food parcels for 2,310 pupils across the city in addition to providing free meals for all children attending hubs.

2.3 Commencement of Digital Learning

EdinburghLearns@Home Guidance was issued iteratively to schools and to parents and carers pre-lockdown onwards. This provided sample timetables, recommended time-on-task and specific information on how learning content would be accessed. Digital devices were issued from school stocks and arrangements made to provide vulnerable learners with devices and Wi-Fi access. Almost all schools radically increased their use of digital learning. High parental satisfaction was noted in schools making extensive use of Digital Learning.

It is important to ensure that all good practices and lessons learned during the lockdown phase of the pandemic continues to be developed. The agile and dynamic response required to address emerging needs, needs to continue the need for agility and the ability to adapt quickly to a changing environment is likely to be required for some considerable time.

Before lockdown, we had 3,000 Teams sites across learning and teaching. Today we have nearly 13,000 Teams.

The City of Edinburgh Council's Digital Connectivity flowchart outlines the steps we are taking to support access to digital devices during this time, ensuring the most vulnerable children and young people are not disadvantaged.

| **Wave 1** Social Work/ASL Service - at-risk children (CPR registration, LAC at home, the vulnerable young people who may not be LAC or CP registered | → | **Wave 2** Senior Phase Equity Cohorts | → | **Wave 3** BGE Equtiy Cohorts | → | **Wave 4** Primary 7 Equity Cohorts | → | **Wave 5** All other learners that don't have access in Wave 1-4 |
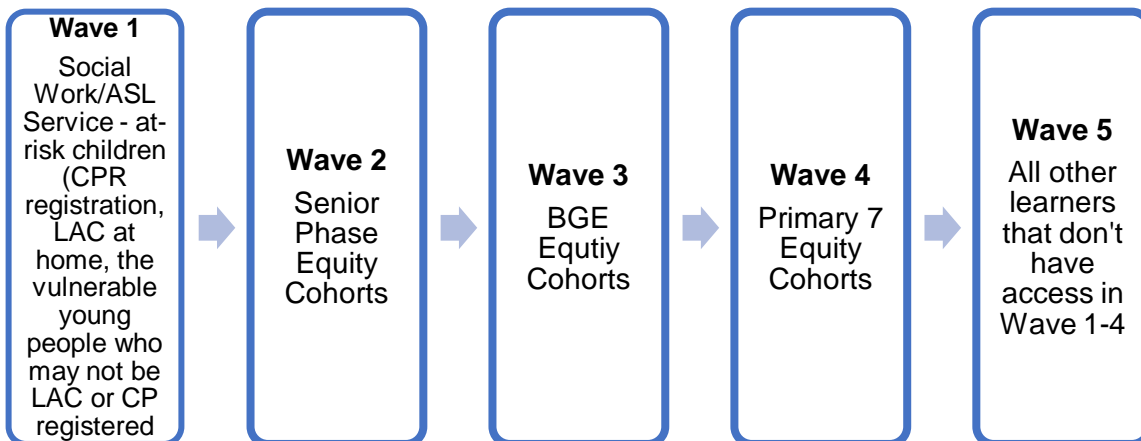
There are currently over 20,000 devices with families in the city with the final devices for Wave 2 (above) scheduled to be delivered over the Summer Break. The aim is to ensure each child has access to their own device, audits are underway to identify gaps.

Step 1	
Digital Audit carried out	• Schools provide data on number of learners that did not have an appropriate digital access

Step 2	
Scale of necessary provision identified	• Identification of at-risk children and young people families who have already received a device (March-May) • School returns cross referenced with SIMD/FME data/school local knowledge • HT review estimated numbers for their school and propose necessary adjustments based on local knowledge • Cross referenced with PEF underspend • Number of devices to be provided agreed

Step 3	
Procurement	• Procure devices

Step 4	
Existing sources of funding and/or devices identified	• Scottish Attainment Challenge • Voluntary Organisations • Assessment of cost and capacity for each option (XMA/School/LA)

step 5	
Devices prepared for students	• Digital Services to action DEP with Apple to enrol the iPads • Digital Services source appropriate MDM to allow recording of assets, remote management and deployment of core apps needed. • Core apps installed - MS 0365 suite comprising Word, Excel, PowerPoint, One Note, One drive • If additional Educational core apps are needed, then we need to investigate licencing and purchasing of appropriate quantities of apps through Apple Volume Purchase Prog. to DLT. • Ensure CYP have student logins • Digital Services prepare devices

Step 6	
Student, parent and staff	• Edinburgh Learns Digital Guidance and CLPL • Parental workshops • Acceptable User Policies • Digital upskilling, where required

The graph below shows O365 App usage over last 180 days during final term.

The graph below shows Microsoft Teams regarding pupil engagement over the last 180 days in the final terms. The green line is the most interesting, as it takes in app features such as Assignments, Class Materials, PowerPoint, Sway etc. These are the aspects that pupils will have been engaging with directly for learning activities.

Section Three – Phased Plans 19/2020
3.1 Scottish Government Phases for Easing of Lockdown

Phase	Epidemic Status	National Guidance – Schools and EY	Local Authority Arrangements
Lockdown	High transmission of the virus Risk of overwhelming NHS capacity without significant restrictions in place	Schools and childcare services closed. Measures in place to support home learning and provide outreach service to vulnerable children Critical childcare provision for key workers and vulnerable children	School buildings closed to pupils and staff. 8 mainstream hubs open for children of key workers and vulnerable pupils and three special school hubs for children with complex additional support needs,
One	High Risk – virus not yet contained Continued risk of overwhelming NHS capacity without significant restrictions in place	School staff return Increased number of children accessing critical childcare provision Transition support available to pupils in P1 and S1 where possible	School buildings open to staff on a controlled basis, to allow preparation for Term 1. Hubs remain open for children of key workers and vulnerable pupils. Enhanced transitioning available for children requiring the support
Two	Virus is controlled but risk of spreading remains Focus on containing outbreaks	As phase one	As phase one
Three	Virus has been suppressed. Continued focus on containing sporadic outbreaks	Children return to school under a blended model of part-time in school teaching and PT in home learning Public Health measures in place. All childcare providers re-open with available capacity prioritised to support key worker childcare, early learning, ELC entitlement and children in need	Physical Distancing – where appropriate for children in school limited classroom capacity Blended learning- groups attending school in rotation. Extended hours -Staggered start and finish times Universal lunch offering- free school meal payments continue for days eligible children not in school Optimisation of outdoor learning
Four	Virus remains suppressed to very low levels and is no longer considered a significant threat to public health	Schools and childcare provisions operating with and necessary precautions	Minimal physical distancing .All pupils attending daily with continuation of staggered start and finish times

3.2 Local Authority Delivery Plan Overview

The City of Edinburgh Council has developed its approach to the re-opening of school buildings focused on the needs of pupils and staff. It is firmly based on all available Scottish Government and Public Health guidance aligned with the four phases of the national plan for returning childcare, early learning and schools realising equity and consistency wherever possible. This Local Authority approach will guide the development of Individual School Recovery Plans. All phases and dates assume the continuation of the current downward trajectory of virus infection in Scotland and no change in local reporting in Edinburgh.

Key Principles

- Maximises face to face teaching time
- Considers scientific and medical advice
- Wellbeing of staff and pupils carefully considered
- Simple accessible risk assessments of individual facilities
- Implements public health measures and increased hygiene measures
- Provides high quality in-person learning
- Flexibility to move quickly back to virtual or blended learning if needed.
- Clear communication with pupils, parents and staff to ensure confidence

3.3 Local Delivery Plan, Phase One

8 June – 26 June 2020

The first phase of the return to schools following COVID19 closures was the ability for staff to return to school to allow schools to plan effectively and meet the requirements required for Term One. The table below shows the plan as it happened:

Staff Attendance	Staff made phased return to buildings w/b 8 June
Leaner Attendance	Existing registered children of key workers and vulnerable pupils Some pupils were invited to attend enhanced transition days.
Key Worker Children and Vulnerable Pupils	The existing hubs continued to operate with the same attendees Pupils from Special Schools who had attended hubs returned to their own schools
Home Learning	Early years staff continued to maintain contact with families and encourage engagement with tasks Teachers continued to deliver home learning in all other settings. Head Teachers supported staff to balance home learning with commitments to undertake duties at school buildings.
Transitions	Pupils requiring enhanced transitions – took place w/c 22 June

Transport	Where required and agreed, transport continued to be provided for pupils to attend hubs/ schools
Catering	Continuation of existing school meal provision available at operating hubs.
Cleaning	Maintain existing cleaning routines in centres that have been operating as hubs. From 1st June, pre-clean, followed by regular scheduled cleaning routines in establishments that have been closed
IT and Technology	Where staff can more effectively deliver online learning by attending school – they could do so.
Inclusion and Wellbeing	Children's needs placed at heart of all decision-making process in plans to reopen. Supporting all vulnerable children and those whom vulnerabilities have emerged during lockdown
Communications	Council communications team provided advice and guidance on all aspect of comms. CMT approved all communications Schools developed regular communication with parents on model offered

3.4 Local Delivery Plan, Phase Two

29 June – 7 August 2020

The second delivery phase involves the maintenance of provision over the summer holiday period for eligible children of key workers and for vulnerable pupils where it is deemed necessary for their wellbeing to attend.

Delivery Phase Two	Early Years Settings	Holiday Hubs	Holiday Hubs – Special Schools
	Young children eligible for attendance at nurseries and childcare centres at operate over the summer. Parents will be notified regarding eligibility.	In line with national guidance, provision will be made for eligible pupils identified as being vulnerable and in need of access to care provision. Certain classifications of key worker will be able to use hub provision for their children	One hub in place in one special school for children with additional support needs that we are staffing. This is for keyworkers plus children with additional support needs from families under stress.

		Should operational capacity allow, provision may also be made for children who would typically have attended PEF Summer Clubs.	Forest school provision with one to one staff ratio for a small number of children who have vulnerabilities

We have commissioned 3 third sector agencies to run small hubs in our premises for children with additional support needs from families under stress.

We have commissioned 2 third sector agencies to run hubs in their premises for children with additional support needs from families under stress

We have commissioned another third sector agency to run sessions for children with additional support needs and their families from families under stress |
| **Staff Attendance** | Early years staff teams attending at designated childcare centres, which will operate during the summer break. | Broad team of staff drawn from the Quality Improvement Team, Early Years and Lifelong Learning will be allocated to area hubs that will provide summer activities/care. | Team of staff drawn from special schools and the ASL service will be allocated to Braidburn School Hub and Forest Schools provision and third sector partners |
| **Key Workers and Vulnerable Pupils** | Early years settings will continue to offer places, by agreement, for children of key workers and those assessed to be vulnerable | The initial priority for attendance at Summer Hubs will be vulnerable pupils.

Agreed classifications of key worker will also be able to | See above. |

		access provision on a needs basis.	
Transport	By prior agreement, transport may be provided where it is critical to attendance to do so.		
Catering		A limited meal service will be provided to children attending hubs.	
Cleaning	Existing robust building cleaning routines will be maintained in centres that are open to children. Additional guidance will be provided to centres regarding the cleaning of toys and equipment.	Cleaning routines will depend on the exact use of each building during the summer, but existing robust cleaning routines will be in place where buildings are in use.	
Other Infrastructure	Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.		

3.4.1 Summer " Discover!" Programme

Discover! Online has been developed in response to Covid-19 to allow qualifying vulnerable families to continue to access food provision and fun learning activities remotely during the summer holidays and beyond. The aims of the Discover! online programme remain the same:

- reduce food anxiety and financial stress over school holidays
- help reduce the poverty related attainment/achievement gap;
- reduce social isolation, and promote healthy eating

Discover! Online has been developed and delivered through a strong partnership between CEC Lifelong Learning and Edinburgh Community Food (ECF). Other significant contributions to the online programme of activities have been made by Active Schools, The Royal Observatory Visitor Centre and Edinburgh Zoo, as well as sessions delivered online by previous *Discover!* programme storytellers, artists and dance and relaxation specialists.

The core elements of *Discover!* Online are:

Discover in a Box: A weekly box delivery, packed by Edinburgh Community Food and Schools/ Life Long Learning staff and delivered by CEC fleet services. Each box is themed around a country. The box contains fresh food ingredients and resources (supplied by ECF), art materials, information on support services, healthy eating etc and an Active Schools pack with the first box delivery. These resources allow families to take part in the Edinburgh Discover Facebook group activities.

Edinburgh Discover Facebook Group: this is the family facing part of *Discover! Online* where content is shared with and between families. This includes Live and pre-recorded activity sessions, links to other local and citywide services and resources and family posts.

There are around 150 families who are now members of the Edinburgh Discover Facebook Group. Families regularly share posts of their children cooking and enjoying the meals provided, art work and provide support to each other. Some amazing comments from families have been received, such as those featured below:

'my son never eats or even wants to leave his room nowadays….pre-teen life. But today he helped make our fajitas with all the veg included and is currently loving his fajitas and said the peppers and onions were really nice….buzzing that getting him into the kitchen cooking his own meal has encouraged him to try foods he wouldn't normally dream of. Thanks Discover!'

'You are brilliant Discover for getting us all motivated , lockdown was beginning to drag us down- now we have a new lease of life.'

'Received my amazing box. Full of art stuff, sciences stuff, yummy food and equipment. Recipes and lots of activities to do! You are amazing Discover! Can't wait to start the fun! Thank you so much ☺'

Discover! is also beginning to share the Summer Reading Challenge, home learning literacy and other catch up learning resources and links with the **Discover!** Facebook Group – each family in the group was recommended to **Discover!** as a family living in poverty and where the cost of school holidays and learning loss meant the children were falling behind in their learning.

3.5 Local Delivery Plan, Phase Three

10 August onwards

The third phase of delivery involves the systematic return of pupils to school buildings in a safe and controlled manner. As far as possible pupils will remain within the same groups throughout the school day.

Delivery Phase Three	Early Year Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All staff return on 10 August – 2 days training, There is a projected worst case scenario of 15% absence rate, this gap will be filled by NQTs and Supply Teachers.			
Pupil Attendance	Operational Maximum whist maintaining peer groups. Places allocated on rotational basis. Attendance focuses on entitlement for all children to receive a minimum of 600 hours of ELC provision,	Full Attendance from week 2 based on no physical distancing between pupils. Where possible same peer groupings will be maintained throughout the school day.	Full attendance from week 2 with physical distancing maintained where possible. Where possible same peer groupings will be maintained throughout the school day.	Full attendance from week 2 Pupils will be placed in appropriate groups. Where possible same peer groupings will be maintained throughout the school day.
Key Worker Children and Vulnerable Pupils	There will no longer be a need for additional Key Worker/ Vulnerable care			
Home Learning for periods of self isolation/ and or any school closures	When children are not able to attend school, staff may provide engagements activities to undertake at home, with a focus on creativity and active play	Direct teaching in schools will sit aside home learning that follows up on core in-school teaching. Where schools are closed this would revert back to a full digital learning model. Resources developed for home learning should be retained and used where it can support children with interrupted learning including self-) or who have difficulty attending school.		Direct teaching in schools will sit alongside home learning that follows up on core in-school teaching. In-home learning activities will be extension activities that link to the in-school experience. Digital learning will be utilised as appropriate to learners' needs.

				Resources developed for home learning should be retained and used to support children who may have difficulty attending school.
Catering	Meal provision for eligible children attending nursey	Provision of a limited menu packed lunch menu (Soup/ sandwich) for children attending schools. As kitchens return to normal operation, menu choices will be reinstated, and hot meals will be provided more widely Where registered for free school meals, and when pupils are not attending at school (through self-isolation or school closure) an equivalent monetary payment will be made to parents.		
Transport		No physical distancing or any elements of social distancing on transport. If prevalence of the virus increases, distancing may be required and use of face coverings introduced.		
Curriculum	Heavily play based and focus strongly on outdoor learning and play	Clear adherence to school values will remain and pupil participation encouraged. The focus of the curriculum in the lower primary years should be strongly play and experience based and balanced with high quality direct teaching in key areas of Literacy, Numeracy and	Where possible, timetable harmonisation will be used to increase the breadth and capacity of teaching across schools Extended and embedded use of digital learning will continue – as risk mitigation for future outbreaks or lockdown Outdoor learning opportunities will be maximised.	The curriculum will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school. Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds. Extended use of digital learning will continue as appropriate to learners' needs, to

		Health & Wellbeing. In upper primary years, the curriculum will focus on focused quality teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing. Outdoor learning opportunities will be a key feature	support continuity in learning in event of outbreak or lockdown.
Cleaning	Existing robust daily building cleaning routines will be maintained in all educational settings Electrostatic / Fogging infection control cleaning deployed as BAU		
IT and Technology		Audit of devices to ensure suffice for needs, and flag any issues, further devices needed. Ensure a robust support infrastructure is in place. Start delivery of the longer-term solution for digital devices for learners and teachers Schools that do not operate 1 to 1 will recall loaned devices to begin sharing them across classes, assuming all hygiene controls have been met A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.	
Communications	Robust communications will remain in place with parents/carers informed in a timely manner of any changes		

Section Four – Critical pre-opening requirements

Before considering the re-opening of school buildings several critical measures and operational checks and procedures were put in place, and the following plans drawn up.

4.1 Ongoing Digital Learning

Digital Learning remains a key element in the 100% return model, for the reasons below

- Digital Learning mitigates the risk that should any school be closed down, either through localised outbreak or through a second wave, learning continues seamlessly.
- Test and Protect may see various numbers of children (and teaching/ support staff) placed in self-isolation for numerous periods throughout the term/ academic year. Digital Learning will allow the continuation of home learning during these self-isolation periods.
- The Digital Learning is a crucial aspect of the Blended Learning model, that is outlined in the contingency plan.
- Digital Learning is a core part of any 21st Century education service vision and was clearly mapped out as part of the Edinburgh Learns vision and Learning Strategy vision

All our school colleagues and upper primary and secondary pupils have access to Microsoft 365, so they can communicate, collaborate and engage in learning experiences. It is important that we respond to our pupils in age and stage appropriate ways and so some Early Years lower primary pupils and special schools continue to use Learning Journals to support their learning.

4.2 Completion of Risk Assessments

A complete toolkit of risk assessments was developed for each educational establishment, agreed by workgroups, including where appropriate trade union representatives.

The Schools Operational Toolkit (SORT) developed and distributed to all schools an example of which is provided in Appendix One.

Schools have been asked to undertake risk assessments in:

- Infection control
- First aid
- An update to fire safety risk assessment (if required) e.g. changing routes etc
- Closure risk assessment (if required)

Catering and Cleaning risk assessments must be shared with central team by emailing relevant department.

The guidance for practical subjects provides exemplar risk assessments for all practical subjects

4.3 Readiness of Buildings

School buildings that were not being used as hubs were fully prepared for re-opening (initially to staff and then to pupils). Checklists were completed for each building including pre-cleaning routines, health and safety testing, legionella water testing, fire safety checks and the provisions of PPE and other hygiene supplies. Prior to pupils returning in August all buildings will have undergone an electrostatic fogging regime (See section 5.3)

A crucial part of planning for the return of pupils in August is to safely access schools. Road Traffic colleagues are assessing every school; making required changes where possible to allow the best

access, this can include but not limited to; temporary widening of pavements, temporary traffic restriction orders, and identifying parks and stride opportunities. This will be coupled with staggering opening hours, on a school by school basis, to allow for the continuing physical distancing still be in place between adults, and allowing children to maintain groupings as far as possible.

4.4 Continuation of Hubs

There is a need to maintain provisions for children of key workers and vulnerable pupils throughout the summer holidays. The current provision of eight mainstream hubs was reduced to 6 hubs on 29th June. All pupils attending hubs from Special Schools returned to their regular Special School on 15th June. All hubs will be closed after Friday 7th August.

4.5 Readiness to Adapt to Change

Planned into all risk assessments is the ability to respond quickly to changing status of the pandemic, either nationally or locally. This includes the ability to rapidly close/ re-open schools, respond to staff and pupils isolating under the Test and Protect programme, or further re-purposing of other buildings in response to emergency situations.

As part of School Renewal Planning, all schools will be asked to maintain up to date Risk Assessments and plans to ensure continuity for every theme:

- Health and Safety; Wellbeing and Resilience; Teaching, (Blended) Learning and Assessment; Inclusion, Equality and Equity

Should schools be required to close down sporadically, we will monitor and engage with them on an individual basis to ensure that their Blended Learning Plans allow for smooth uninterrupted learning, with the maximum amount of face-to-face learning possible. Quality Improvement Education Officers will liaise closely with Headteachers and report to the Senior Education Manager. The quality of Blended Learning provided will be kept under review, assessed against the strategic framework set out in the School Renewal Planning section.

4.6 Preparation for further School Closures

It is also possible that an outbreak of COVID19 in an educational establishment in Edinburgh, could result in the City of Edinburgh Council making the decision to close the school. In these instances, the views of clinical and medical experts will be the most important factor when deciding to close a school.

The City of Edinburgh Council also has the authority to close schools for reasons of Health and Safety. These closures could last for relatively short periods such as weather-related issues, or longer periods where building are damaged and become unsafe.

- Schools would use the school closure risk assessment and the closure would be managed in the usual way between the authority (Schools and Lifelong SLT) and the school in respect of closure decision making, if the closure is related to Covid19 Health Protection Lothian would also be involved.

- At the SORT briefings we have asked colleagues to consider closure scenarios.

- The option for vulnerable and key worker children to be relocated to hubs.

4.7 Workforce Planning

The last staff survey taken in June gave an indication of the number of absences that could be expected for the August return. These include shielded individuals, those living in shielded households and those classes as clinically vulnerable. As we have been unable to contact staff throughout the summer period, there is no updated data to re-assess these numbers in a meaningful way.

Whilst shielding has ceased, our staffing plans continue to portray the worst case scenario, and allowed for a 15% absence in teaching/ support staff (900 staff), This number will be reviewed as soon as is possible.

Another consideration in workforce planning is closing the attainment gap that has increased for certain pupils during lockdown. The Scottish Government announced £50m national funding to help bridge that gap by employing extra teaching staff to support the service. Edinburgh City Council received £3.36m of this funding and has used it to recruit 70 newly qualified teachers across all educational settings, plus additional support staff.

A further £30m of national funding was announced on 30th July to aid in the recruitment of additional teachers. City of Edinburgh Council have yet to receive confirmation of their allocation from this new fund, however as soon as this is received further recruitment will take place and is likely to boost numbers by a further 30.

There are over 200 Specialist non-core teaching staff that will be required in some circumstances to teach outwith their specialism to ensure that seamless learning takes place.

The Council has surveyed all supply teachers on their list and has updated availability on all potential staff, allowing quick recruitment. The use of supply teachers needs to be carefully managed and guidance will be given to schools prior to schools re-opening on how this should be managed.

4.8 Communications

Throughout the pandemic period City of Edinburgh Council have regularly engaged with the wider stakeholder community; unions, parents, teachers etc. This will continue throughout the entire pandemic to ensure a collaborative approach is reached.

Fortnightly communications have been agreed as a minimum interval of interaction between City of Edinburgh Council and parents. Parents will receive text alerts to inform them that there is new information on the Council website.

Parent Council Network discussion forums have been set up to help parents prepare for changes to school, these will be held virtually on a locality basis and cover the following topics, Health and Safety, Mental Wellbeing, and Equality and Inclusion.

4.9 Out of School Care

As of 15th July Childcare facilities are able to re-open, however City of Edinburgh Council will not be opening any council properties for 3rd party childcare during the summer holiday period. This is to allow the Council to undertake the preparations of buildings prior to the school return in August.

When schools return on 12th August, 3rd Party providers of childcare solutions will be able to operate in a wrap/round care function (Breakfast and Afterschool clubs) in council premises as long as the appropriate procedures are in place.

Appropriate risk assessments need to be completed by 3rd Party, alongside a summary of the services they wish to resume/ undertake. These documents will be taken to the Operations Board for approval prior to final approval by Council Leadership Team. These forms and risk assessments are currently being drafted and should be issued in final format to 3rd parties in the near future.

If for any reason, a 3rd Party, is not able to return to their previous premises (repurposing/ availability/ building readiness) the Council will endeavour offer an alternative interim premises.

City of Edinburgh council are committed to do all it can to support the re-opening of all youth work programmes, in a safe and sustainable manner. The Council is mindful that children and young people need holistic support and these highly valued programmes are key to the wider wellbeing and education of our youth.

Section 5 – Hygiene, Health and Safety

Public Health Scotland will continue to inform Scottish Government decisions around a return to school buildings.

The City of Edinburgh council and NHS Lothian continue to work closely to prevent and control infections in educational establishments. Health Protection Scotland will be alerted to all positive cases arising in Schools and other educational establishments.

All establishments will remain alert and vigilant in regard to pupils and staff developing symptoms of Covid-19 and have processes in place to safely isolate anyone showing symptoms pending an immediate return home. Safe isolation areas within establishments will be pre-identified and well ventilated.

5.1 Test and Protect

Anyone who tests positive for Covid-19 will be contacted by their local health authority (note not all teachers reside in NHS Lothian), and all "close contacts" will be identified as part of the Test and Protect Programme. Close contacts are currently defined as anyone living with them, plus anyone who has been within 1 metre of them for any duration of time, and within 2 metres of them for 15 minutes or longer. All such close contacts will enter 14 days isolation at home.

Enabling everyone to adhere to increased hygiene measures such as hand and respiratory hygiene measures will be key to minimising the risk of spread and the disruption to delivery of educational services such periods of isolation would cause.

All staff will be familiarised with the details of the national Test and Protect Programme.

5.2 Who can attend school?

School will only be open to staff and pupils who not self-isolating and show no symptoms of Covid-19.

There is some evidence that Covid-19 may impact disproportionately on some groups (Minority Ethnic communities with underlying health conditions), individual risk assessments can be undertaken if welcomed by the individual concerned.

5.3 Cleaning

All areas of the educational establishment will be cleaned daily by staff before the start of every day, using methods and cleaning products in line with the national guidance (Covid-19 decontamination-in-non-heath care-settings) to maintain high standards of cleanliness.

Each school will be treated with medical grade electrostatic spraying technology and a patented chemical which is significantly more effective than regular cleaning as it kills the virus and eliminates human error with missed areas through manual cleaning i.e. Walls, ceilings, under chairs and tables etc. The medical grade technology and patented chemicals kill 99.99% of pathogens, has a residual value of up to one month and is used within the NHS. (Regular cleaning only kills approximately 11% of pathogens).

CEC Scientific Services have been consulted in relation to the use of this product, they have provided assurance it is safe to use and has already been used in Holy Cross Nursery and Seafield Waste and Cleansing unit (March 2020) as well as the Ross Band Stand Fountain.

Movement of children, young people and staff between classrooms should be minimised wherever possible. Where this cannot be avoided, the provision of appropriate cleaning supplies to enable them to wipe down their own desk/chair/surfaces before leaving and, especially, on entering the room will be part of overall hygiene strategies for secondary schools.

Children /young people and staff should be instructed to keep bags on the floor and not on their desks or worktops.

5.4 Ventilation in buildings and the use of outdoor space

Staff will ensure good ventilation by keeping windows and doors open where possible.

Good ventilation can help reduce the risk of spreading coronavirus, so focus on improving general ventilation, preferably through fresh air or mechanical systems.

Where possible, Staff will increase the supply of fresh air, for example, by opening windows and doors (unless fire doors or final exit doors where there is a flight risk). Any windows fitted with window restrictors must not be bypassed to increase opening width – this would compromise child safety.

Schools can consider the circulation of outside air can be improved by using ceiling fans or desk fans for example, provided good ventilation is maintained. The risk of transmission through the use of ceiling and desk fans is extremely low providing there is good ventilation in the area it is being used, preferably provided by fresh air.

The risk of air conditioning spreading coronavirus (COVID-19) is extremely low as long as there is an adequate supply of fresh air and ventilation, and therefore schools are encouraged to continue using most types of air conditioning system with the exception of centralised ventilations system that removes and circulates air to different rooms it is recommended that the recirculation is turned off and a fresh air supply is used. Corporate Property are supporting in respect of individual establishment advice.

Outdoor learning options have been maximised for each establishment, and outdoor informal classrooms set within a natural setting (parks/ forest/ beach) within 2 miles of the school will be used when possible.

5.5 PPE

For the majority of staff in schools, PPE will not normally be required or necessary. All schools have set risk assessment processes for the use of PPE, and all schools have been supplied with sufficient readily available PPE and and staff will be trained on its use.

Risk assessments already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments have been updated and can be found in Schools Operational Risk Toolkit (SORT).

Local infection control procedures that outline safety and protocols should also be stringently followed. This includes procedures for the disposal of soiled items; laundering of any clothes, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.

The types of PPE required in specific circumstances are set out below:

- Routine activities: No PPE is required when undertaking routine educational activities in classroom or school settings.
- Suspected COVID-19: Gloves, aprons and a fluid-resistant surgical mask should be worn by staff if a child or young person becomes unwell with symptoms of COVID-19 and needs direct personal care. Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting. Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.
- Intimate care: Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding.
- Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

Face coverings

Link to Scottish Government advisory note on face coverings in schools – updated and effective from 31st August 2020.

The impact of wearing a face covering for learners with additional support needs including any level of hearing loss should be carefully considered, as communication for many of these learners including hearing impaired young people relies in part on being able to see someone's face clearly. This is also important for children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning. Individuals who may not be able to handle and wear face coverings as directed (e.g. young learners, or those with additional support needs or disabilities) should not wear them as it may inadvertently increase the risk of transmission.

Schools should raise awareness amongst children, young people and staff about the correct way to remove and store face coverings when those who use them (e.g. on public transport) arrive at school. Cloth face coverings should be washed regularly and in accordance with current advice.

5.6 Handwashing

All entrances in use within each building will have hand-sanitiser dispensers, and hand-sanitiser will be available in each room in every school setting.

Stocks of soap and hand sanitiser will be checked and replenished before the start of the day by facilities management staff.

Hand washing posters will be on display throughout the buildings and children and staff should wash their hands with soap and water for 20 seconds or more, or use alcohol hand sanitiser when:

- entering building
- before eating/ handing food
- after sneezing/ coughing
- after going to toilet.
- before/after using shared equipment

5.7 Risk Assessment Process

No member of staff will be able to enter a school building without being briefed on the mitigations identified as necessary through the risk assessment for the return of staff to school buildings (See SORT – Appendix One)

School Operational Risk Toolkit has been issued to each educational establishment alongside user guidelines (Appendix two). Each establishment has a risk workgroup that continue to review and updated any risks and mitigations and ensure circulation.

In the new school year a SORT video will be issued to all school staff at in-service. SORT debriefs and workshops will be ongoing in response to the risk context.

5.8 Access to Toilets

Under 100% return access to toilets would be as they were in a pre-covid world, with extra emphasis on hygiene and hand washing. Physical Distancing will be encouraged in secondary schools. If possible in primaries toilets will be allocated to groups and clear visuals showing which toilets are allocated to each group will be required.

Under both models all toilets will feature graphics emphasising the importance of handwashing routines, and notes that the youngest children may need handwashing supervised.

Cleaning of toilets will follow HPS guidance and ASSIST FM guidance (FM functions across all local authorities in Scotland).

Section 6 – Practical Measures to support Physical and Social Distancing

Under the 100% plan, the intention is for no physical distancing to be imposed between younger children and there is a recognition that physical distancing will not be appropriate for some some secondary-aged learners with complex additional support needs; however distancing is actively encouraged in mainstream secondary schools and there is a physical distancing requirement between adults at 2 metres, and adults and children whenever possible.

In addition to physical distancing all schools will introduce measures to reduce social interaction between groups of pupils. Secondary Groups will be as far as possible socially distanced in the form of year groupings for and classroom groupings will be the norm for primary schools.

To minimise infection and transmission risks of Covid19 establishments need to maintain separation between adults at all times, and where possible decrease interaction between groups of pupils

6.1 Maintaining Separation Between Adults (Physical Distancing)

All staff within schools will be required to abide by the physical distancing measures in place wherever possible (currently 2 metres). While we recognised the benefits of social areas for staff the use of staff rooms will be actively discouraged due to the difficulty in effectively controlling infection in these rooms. Schools should consider alternative uses for these rooms, and prepare other staff areas which are easier to keep clean and free from infection. If in use, clear guidance given as to maximum numbers of staff permitted at one time and procedures around using any shared resource such as a kettle.

6.2 Maintaining Separation in Mainstream Secondary Schools (Physical Distancing)

Handwashing and maintaining social distance are the main ways of reducing the spread of infection. While this will be difficult to implement in secondary schools due to the way the curriculum is traditionally delivered across many subjects and classes, the risk of outbreaks of infection, school closures and interrupted learning, are high. Secondary schools must therefore consider all of the below mitigating factors in delivering the timetable.

• Discourage social physical contact (hand to hand greeting/hugs)

• Use all the available space in classrooms, halls, libraries or social spaces to promote distancing where possible.

• Adjust class space if required, and where possible, to maintain spacing between desks or between individual young people

• Seat young people side by side and facing forwards, rather than face to face

• Avoid situations that require young people to sit or stand in direct physical contact with others.

• Where children and young people need to move about within the classroom to perform activities (for example to access a shared resource) this should be organised to minimise congregation around the point of access to the shared resource.

• Where staffing within the school allows it, consider altering class sizes and composition to intensify support for young people and create more space. For example, where there are 3 maths sets in a year group (one set with 30 pupils, another with 20 pupils and another with 10 pupils) class size and composition may be altered to improve the spread of pupils and create 3 sets of 20 pupils.

6.2 Decreasing Interaction (Social Distancing)

Every effort is being made to limit the limit any potential spread of infection this includes minimising movements and forming consistent groups of pupils and staff where possible. Consistent groups reduce the likelihood of direct transmission, allow for quicker identification of those who need to self-isolate and may reduce the overall number of children, young people and staff who need to isolate in the event of a positive test or COVID-19.

Wherever possible, efforts will be made to keep children and young people within the same groups for the duration of the school day.

Where necessary, one-way systems will be established in schools and clearly marked and where possible children will use external space to move around a building.

Start and finish times are likely to be staggered in all settings to decrease the number of children arriving / departing together at one time. The arrival / departure times will vary on a school by school basis, determined by the number of routes in and out of the building.

All schools will adopt an agreed protocol on terms of drop off and pick up, where parents/ carers will be asked to refrain from entering school playgrounds. Temporary Road Restrictions, or adaptation of parking regulations may be required to encourage a Park and Stride approach to limit traffic. Travel planning for schools will vary significantly from schools to school.

Playgrounds will only be accessed by children in school, earning so carefully calculated capacities can be maintained.

All access to buildings will be strictly controlled.

Schools should make efforts to keep groups apart from other groups where possible. In open plan settings with large numbers of children or young people (for example multiple classes in one open plan space) consideration should be given to ensuring clear demarcation and separation between the areas in which different groups learn.

Schools should consider how to reduce the movement of groups across different parts of the school estate where possible.

Where it is necessary to bring groups together, alternative mitigating actions should be put in place, such as limiting the time spent together, the current guidance is maximum 50 people.

When undertaking fire test drills or procedures where the whole school is evacuated, schools and local authorities should consider muster points and whether these need to be altered to ensure a greater degree of separation.

The approach taken to configuring groups should be risk-based and adapted to the specific circumstances of the school. The general approach should be to keep groups consistent where practically possible, taking into account the feasibility of doing this while delivering a broad, meaningful curriculum and promoting children and young people's health and wellbeing.

Examples that schools may draw on include:

 • in primary schools including primary and through-school special schools groups organised according to full-class sizes. Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for children and create more space;

• for young people in secondary mainstream and special schools, consideration may be given to keeping pupils in the same groupings across the curriculum. Where possible, consideration may be given to teaching whole/ half year group blocks in as close to tutor group sections as possible while the guidance on "minimising contacts" is in place; and

• for those young people in the senior phase where consistent groups cannot reasonably be maintained, schools will wish to consider the most appropriate delivery and timetabling models to keep mixing of young people to the minimum necessary while ensuring a full range of subjects can be offered. One option may be working together in a group for extended blocks of time. Another may be for the senior phase to be considered as a group in and of itself, with senior pupils kept away from other age groups where possible.

Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for young people and create more space.

Schools may also wish to consider other ideas such as timetabling in double periods (or more) to minimise contacts if this is practical or achievable in their context..

The practical and timetabling challenges of these approaches, particularly in secondary schools, are recognised. The variation in size, context and physical structure across schools is also recognised. If groups cannot reasonably be maintained, or if groups require to be larger in size with some mixing permitted, the application of other risk mitigation measures becomes even more important.

Mitigations should be considered as part of risk assessments and may include:

• ensuring access to hand washing stations or hand sanitiser whenever children and young people move between groups;

• minimising frequency of change of groups for children and young people in a day;

• arranging for staff to move to class groups (as opposed to vice versa); and

• encouraging distancing where possible when in different groups (in secondary schools).

Passing briefly in the corridor or playground is considered low risk, but risk assessments should consider the ways in which busy corridors, entrances and exits could be avoided, and could include one way and/or external circulation routes.

It is important to emphasise that both the approaches of maintaining distance between young people (in secondary schools) and the use of groups are not all-or-nothing approaches, and will bring public health benefits even if logistics mean they can be implemented only partially (e.g. with groups maintained for the majority of the day but some limited mixing into wider groups permitted for specialist subjects or transport, etc.). Schools should apply proportionate, risk-based approaches to implementation of distancing and the use of groups.

6.3 Dining Arrangements

There are three proposed menu models covering each educational setting; Early Years settings, Primary, Secondary and Special schools. All models are designed to ensure a high-quality catering service can be provide in a safe manner whilst also ensuring the service can provide a nutritionally balanced offer to all pupils. Meals would be ordered online in advance, and contactless payment vis Parent Pay will be the method of choice for those not in receipt of universal free meals.

Children can still bring in packed lunches and secondary school children from S4-S6 will be allowed to leave the school premises during their lunchbreak.

6.3.1 Early Years

A single choice hot main course will be offered to all EY settings, or the choice of a packed lunch. These lunches can be served in a "family service" if requested.

All meals would be served in disposable packaging with disposable cutlery, so any contamination risk is minimised. Note all products will be recyclable/ compostable if possible.

Meals and snacks are free for children in EY settings.

6.3.2 Primary

The proposed menu would consist of a meat, fish or vegetarian sandwich, fresh cut fruit and vegetable pots, a hot soup/hot/cold pasta or rice pot (mirrored to the option available to P4-P7's yogurt and water/milk cartons).

The packed lunch menu is now available on Parent Pay to book and will run from August to October, with the intention to return to the standard menu at the end of the October break.

The menu and allergen info has now been posted on the council website showing parents the offer available to pupils (please note PPP schools will follow the same menu)– https://www.edinburgh.gov.uk/downloads/download/12852/primary-school-lunch-menus-with-nutrition-and-allergen-information

All meals would be served in disposable packaging with disposable cutlery, so any contamination risk is minimised – the use of shared water or milk jugs should be discouraged at this time as any reusable option could potentially increase the contamination risk with equipment and cutlery returning to kitchen. At this time salad bars and fruit bars will not be used.

Kitchens will be undertaking additional cleaning protocols and will be ensuring staffing work in designated areas to minimise any contamination.

Pupils will be encouraged to wash hands prior to eating.

Staggered lunches are likely to be required to ensure a smooth service and avoid overcrowding in playgrounds, maintaining social distancing within groups.

All packed lunches will be served in the classrooms, and older children will be encouraged to wipe down their desks after use. Lunches may be served in an outdoor space (if weather allows).

6.3.3 Secondary

A limited choice menu will be provided, to allow for reduced kitchen staff (due to physical distancing requirements) and increase service speed. The hot main course will be altered to a hot snack that can be served in disposable packaging. To improve lunch service speed, meal deals will be promoted with all items included in a bag. There will be a return to disposable consumables alongside menu development.

Secondary school service model has more challenges and many service options need to be considered as school design makes a single approach difficult. Where dining rooms are still available pupils will be served in that setting. Staggered lunches will be the norm to allow handwashing for children, adhere to social and physical distancing, and allow time to clean and sanitise the dining hall tables between services. Where dining halls are not available children will be seated in classrooms or in an outdoor setting if available/ appropriate.

Service considerations

- Service flow to be clearly marked and signage clearly available. The school should work with catering supervisor to facilitate this and provide hand sanitiser stations at the entrance to the canteen for use by pupils
- When at service points when pupils paying using fingerprint or pin number catering staff member to step back from till point. Anti- bac wipes will be provided for use at pre-order kisoks, till points and readers. Catering staff will also increase the frequency of contact point disinfection.

- Pop up service points could be created to enable additional pick up for pre order service and could be allocated by year group to control queues.
- Seating in other areas of school could create reduced requirement for sittings. i.e. dining in class
- Sittings require sanitising of table between pupils. In some schools where dining service is limited a class drop or mobile pick up point for meals may need to be created to ensure a manageable number of pupils are in the dining hall at one time. Schools may wish to adopt a staggered lunch collection time based on year groups to manage social distancing and avoid the risk to many pupils leaving the building to pick up meals elsewhere
- In some schools the use of Perspex screens in service points or tills may need to be used
- Morning breaks/Breakfast – important services in secondary schools as this could possibly be the first meal of the day.

AM Service

Please note some schools may choose not to offer an AM service during the first few weeks of term, please discuss at a local level

- Time constraints of morning break make the service challenging but the key point to establish is to keep the products limited to improve speed of service. (relaxation of new food standards)
- Morning break service needs to be fully pre-packaged.

6.3.4 Special Schools

The proposed menu would consist of a meat, fish or vegetarian sandwich, fresh cut fruit and vegetable pots, a hot soup/hot/cold pasta or rice pot (mirrored to the option available to P4-P7's yogurt and water/milk cartons).

Delivery to classrooms to maintain social groupings or staggered lunch sittings in dining hall. Staggered lunches will be the norm to allow handwashing for children, groupings to remain socially distant and allow time to clean and sanitise the dining hall tables/classroom before and after lunch.

6.4 Transport

Link to FAQ's relating to school transport following the updated Scottish Government guidance on face coverings Updated and effective from 31st August 2020.

The latest advice treats school transportation as an extension of the school estate, and therefore requires no physical distancing on dedicated school transportation. Flexibility based in transmission levels in local community is required; this could result in introduction of face coverings and/ or physical distancing if prevalence increases.
Important mitigations include: hygiene, ventilation, improved cleaning regimes including regular and thorough cleaning of surfaces, and regular handwashing.

All designated school buses will provide hand sanitiser for pupils utilising the service, to be used before and after embarking on vehicle.

6.4.1 Public Transport.

Where public transport is required for children to attend school, the general advice and guidance from the Scottish Government and Transport Scotland should be followed. This currently includes the mandatory use of face coverings and physical distancing where possible

Children traveling to school using the Scholar Pass on Lothian Buses are now allowed to travel between 7am and 8pm to allow for flexibility in school opening hours. Hand sanitiser will be provided to all pupils alongside their Scholar Pass.

6.4.2 Safe Spaces for People

The Safe Spaces for People Programme is designed to provide increased opportunities for pupils, parents and staff to walk, cycle or wheel to school. As such, the increased levels of safety and security provide pupils with access to Safe Routes to school without depending on the use of coaches. For example, 2 coaches were previously commission to transport children from Leith to Holyrood High School on the grounds of safety. The implementation of Safe Spaces for People Programme will mean that pupils will be able to walk, cycle or wheel to school while reducing the volume of coaches at the school site

Section 7 – School Renewal Planning

7.1 The Themes

Health & Safety	Transitions	Wellbeing & Resilience	Teaching, Learning and Assessment	Equity, Equalities and Inclusion

All schools are developing School Renewal Plans with health, safety, wellbeing and resilience as the solid foundations from which all other work is based.

All School Renewal Planning is developed from a clear Needs Analysis Audit and Action Plan for each of 5 Key Themes. It takes place in two phases (by June 2020 and by September 2020) and is supported by the collegiate Working Time Agreement in the second phase.

Phase 1 of Renewal planning, to support the return to school, will focus on themes 1 & 2:

- Health and Safety and
- Transitions

Phase 2 of Renewal Planning will focus on themes 3,4 & 5 and will include the WTA

- Wellbeing and Resilience
- Teaching, (Blended Learning) and Assessment
- Equity, Inclusion and Equalities

7.2 Theme 1, Health and Safety

See School COVID Operational Risk Toolkit and Risk Assessment (Appendix 1)
Refer to Section 5 for all enhanced Hygiene Measures

All Schools have set up a Health & Safety working group, if not already in place, to ensure a collective responsibility in supporting this theme. This comprises SLT, including the Business Manager, staff representatives (teaching and non-teaching) and Facilities Manager.

At Local Authority level, relevant partners will provide support to schools, as required, eg Corporate Facilities Management, Procurement, Health & Safety and Human Resources.

All school staff will have to confirm they are familiar with Test and Protect strategy. Staff who develop symptoms of Covid-19 must stay at home, self-isolate and complete the appropriate form.

In terms of access to testing for staff - The Scottish Government testing programme has been extended and is available to all key workers who develop symptoms and need to self-isolate, or to any members of their household who are symptomatic. This programme covers all Local Government key workers and operates separately from the existing NHS testing programme, which supports testing for colleagues in health and social care. You can read further information about testing on our website, including guidance on how to do a referral, regardless of the test route.

Staff should be aware that they may be asked to self-isolate on more than one occasion.

Testing is only effective if it's done within 48 to 72 hours of symptoms developing. So a referral needs to be made as soon as the individual becomes symptomatic or it won't work, and the referral won't be accepted.

School leadership teams will aim to minimise the operational impact of individual or groups of staff being required to self-isolate and will have business continuity plans to mitigate the risk

7.3 Theme 2, Transitions

All schools planned and delivered virtual transitions for learners. Enhanced, onsite transitions were available for learners with specific additional support needs.   *See appendix 4 for details.*

7.4 Theme 3, Wellbeing and Resilience of the Learning Community

It is assumed that all schools and settings will adopt nurture principles, as detailed in Appendix 2.

A health and development framework has been developed to support the needs of staff, pupils and families, ensuring appropriate support mechanisms are in place for all. In line with School Renewal Planning Theme 3, support all schools to conduct a Needs Analysis of Wellbeing and Resilience of learners and staff

Further reading can be found in the following links:

Guidance for Self-Evaluation during the COVID -19 pandemic

Guidance for planning health and wellbeing: Edinburgh Learns Health and Wellbeing Strategy.

7.4.1 Health and Wellbeing of Pupils

During the lockdown establishments continued to work collaboratively with partners to support the health and wellbeing of children/young people. As we look forwards to the return to school buildings, the health and wellbeing of children/young people and staff is at the centre of Renewal Planning

The experience of lockdown for our children and families varied greatly. For some it allowed people to spend 'quality time' together and reconnect as a family. Most of our children encountered positive interactions with siblings and parents, many of which reaffirmed family bonding and relationships. However some young people experienced poverty and stress. They may have seen family members experience domestic abuse, become ill, or worse. They might have had little chance to play outside and more than a few may exhibit the signs of stress or distress.

Each person's experience has been unique, and our schools need to be prepared to accept children and young people where they are now, not where they left them in March. School staff can't change what children and young people have experienced, but they can help them make sense of it.

We know that many children/young people will be returning to school with a range of emotions. Some may be a little bit wary, others excited and many not sure what to expect. All adults should recognise the need to support both their own health and wellbeing and that of the children they work with. They should model positive, calm behaviour and promote self-care. Rebuilding familiar routines and rituals within the school and classroom will be essential and will help children/young people feel safe and nurtured. However, the most effective and least intrusive intervention is for children/young people to be supported by an adult who knows them well. This should be the primary focus of all staff working in schools.

To ensure our children/young people are in the best place to access learning, we must support their health and wellbeing. The four key facets of this support, included in our Renewal Planning, are to ensure all staff;

- **Reconnect relationships** - supporting the re-establishment of peer to peer and adult to children/young people relationships

- **Acknowledge experiences –** being curious, acknowledging feelings and reactions and creating time and space for dialogue

- **Create a nurturing environment -** the 6 nurture principles should be used to underpin the approach to school life and learning

- **Support our learners to build resilience** – the four contexts for learning should support children/young people to build resilience.

Advice, guidance and resources to support each facet can be found on SharePoint (Edinburgh Learns at Home, Guidance).

Schools are not starting from zero and should continue to use the range of resources and supports they found to be effective before lockdown. The Wellbeing Indicators are our constant definition of wellbeing and reflective questions have been designed to support staff to identify health and wellbeing priorities within the current context.

Building on our strengths with community partners will be a vital part of renewing the holistic offer around health and wellbeing and this should be a priority for all schools

Supporting children and young people with additional support needs

Support for vulnerable children in mainstream schools will continue to be prioritised. The ASL Service and Psychological Services will continue to work with schools and third-sector partners to support planning for children at Pathways 1 and 2, who are supported in school, including those requiring Additional Support for Learning and English as an Additional Language Support.

For children at Pathway 3, who are supported out of school, a range of supports will continue to be available. These include Inclusion Support Team locality supports for children and young people at risk of exclusion including Forest Schools and Outdoor Learning offers; Early Years support for children in Early Years settings and support for children and young people with sensory support needs and complex healthcare needs.

Mainstream schools will meet with ASL Service Leaders to plan these supports so that they are in place for schools reopening and will continue to review and monitor them in line with national and local developments.

The ASL service developed the Inclusive Practice Checklist checklist and briefing on inclusive practice renewal in June (Appendix Six) which was delivered to SLT and ASL Team Leads in education settings. Through this, all schools and early years settings were briefed prior to the end of term on how to ensure that their preparations were focussed on supporting children and young people with additional support needs who make up around 30% of the school population. An audio ppt to share with staff in schools to support inclusive practice has also been shared with SLT in schools.

Risk Assessments to support individuals with additional support needs have also been shared with education settings. The ASL service and Psychological Services have developed online CLPL for staff to support inclusive practice training needs and this will continue to be developed over the course of next session. Our Inclusion Hub continues to be the central point for sharing of information and resources and is updated regularly in line with Scottish Government guidance. When school staff return, if they have any concerns about a particular pupil the child's school will be in touch with parents/carers directly to discuss how best to support their return to school. The ASL Service and Psychological Services will work with schools to plan supports for children with more complex needs, involving third-sector partners as required. In line with Peripatetic Guidance (Appendix 8) this will be required to be delivered in a different format.

Parents will be included in the planning process for their child.   It is essential that all planning includes parents and is led by the child's school.

7.4.2 Health and Wellbeing of Staff

In School Renewal Plan for Theme 3: Wellbeing and Resilience, planning will be detailed for the whole school community and will be supported by the Working Time Agreement.

This is a difficult time for staff, juggling personal circumstances as well as adapting to new ways of working, which can cause a range of emotional issues. The City of Edinburgh Council recognises this and urges staff to speak to their line manager if they are experiencing any difficulties.

Trade unions offer a range of Health and wellbeing support for members that can be accesses through local reps and secretaries.

The Council's intranet, "The Orb", features a Health and Wellbeing page where staff can access a host of support services including financial wellbeing.

 In addition, school staff have been able to access training 'Moving on, coming together: focus on our wellbeing' to support their own health and wellbeing, provided by the HWB team. A reorded version of this will also be avaiable to staff. In addition the Mental Health and Wellbeing 40 Top Tips for School Staff is avalable on Sharepoint.

7.5 Theme 4, Teaching Learning and Assessment

Although schools are returning at 100%, the need for contingency planning remains. All schools are continuing to prepare their plans for Digital and Blended Learning. These are influenced by how much digital learning is already embedded in practice, with a view to continuing to develop this, regardless of the attendance model in place.

All schools have identified a senior leader with responsibility for Digital Learning. This person will link with the QIEO (Digital) in a dynamic and practical series of workshops and conferences over the session, ensuring that digital learning continues to develop.

Particular consideration is being given to safeguarding and ensuring that learners who do not have digital access or devices are not disadvantaged. Blended Learning Plans take account of traditional and Outdoor Learning.

7.5.1 Adaption to School Return

As children return to school, the initial focus will be on Health and Safety awareness measures and ensuring that pupils are re-engaging positively in their new environment, rebuilding relationships with peers and staff.

Primary children will focus on literacy and numeracy alongside Health and Wellbeing for the remainder of the first term. Outdoor learning will be utilised whenever possible.

Secondary pupils will continue to study all curriculum areas although timetables will be amended to minimise the different groups of people taught in one day, and practical subjects may be limited at the beginning of term. Outdoor learning will be utilised whenever possible.

Children and young people in Special Schools will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school. Secondary-aged pupils in special schools will continue to study across a wider range of subjects although timetables will be 'blocked' as far as possible to minimise interactions between different groups of staff and pupils. Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds.

7.5.2 Raising Attainment and Achievement

Broad General Education
Predictions about pupils' attainment levels up until March 2020 were used to estimate attainment prior to lockdown. Progress through Curriculum for Excellence levels since that point will be established as soon as possible when learners return to school. The school tracking systems should be updated as a matter of priority. The local authority will require updated predictions on progress by November 2020. Schools will be required to draft plans to show how any gaps in learning will be addressed. This will include short, medium and long term targets.

Senior Phase
Learners at this stage of their education will be particularly anxious about the impact of coronavirus. Estimated grades for exams in Session 19/20 may or may not lead to additional anxiety. Schools will be asked to detail how they will identify and support learners who are most negatively impacted by the pandemic. There is an expectation that supported study sessions will be organized at school level.

7.5.3 Children unable to attend school

Digital Learning continues to be developed for children who are self-isolating (but otherwise well), the delivery model will depend on if it is an individual who is self-isolating or a class/ group of classes in the event of an outbreak occurring in a school.
This model will also become the default model for any localised school closure.

7.6 Theme 5, Equity, Equality and Inclusion

School Renewal planning for Equity, Equality and Inclusion is paramount in maintaining the progress that has been made in narrowing the poverty related attainment gap. All schools will self-evaluate, gathering data which enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC). Schools will work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.

7.6.1 Ensuring Equity

The social and economic impact of Covid-19 and the resulting school closures have seen an increased number of families experiencing poverty-related barriers and a huge variance in the engagement of families and learners with the home learning model. This has further magnified the need for the management of resources to support equity to include best value principles, and to ensure that approaches and interventions impact positively upon the outcomes for children and young people affected by poverty.

The current pandemic has led to an increase in the number of families undergoing financial difficulties. To quantify this increase, the correspondence received by City of Edinburgh council in relation to free School Meals on the first week in April was 302, in comparison to 30 for the same week the previous year. It is important to ensure that these families are able to access financial inclusion services.

Free school meal financial equivalents will continue to be given to families in the event of further localised school closures.

The strategic projects funded through the Care Experienced Fund such as Maximise, Forest Schools, Edinburgh Learns and MCR Pathways will continue as planned albeit in ways now tailored to meet the recovery phase.

7.6.2 Closing the Attainment Gap

The local authority has asked schools to plan how to meet key short, medium and long term outcomes. This includes how they will support equity cohorts through the delivery of targeted catch up provision to close the poverty related attainment gap. This is in line with the information in the PEF National Guidance (May 2020) about ways in which schools are empowered to make key decisions in relation to spend on staffing, ICT, and working with partners.

Within their plans for equity, schools refer to 5 Key Areas (Attainment, Attendance, Inclusion, Participation and Engagement) in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19 are targeted and measurable.

Local Authority Level

Over the summer we identified non-engaging families and scoped how to begin immediate catch up work – this included support for school refusal, as well as literacy/numeracy support within Summer Hubs

For the first term we have identified 18 schools that are likely to benefit from further support in terms of increasing mental well being, and each of these schools will be provided with an Active Schools Co-ordinator to compliment the teaching staff and work with children to build up resilience. (Appendix 9)

School level
Short Term (start of session 2020-21):
- The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners and families.
- Ensure that the planning of effective interventions and approaches, including catch up provision, is based on data and evidence.

Medium Term (during session 2020-21):
- Implementation and ongoing evaluation of interventions and approaches, including catch up provision, through managing resources to support equity of access to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty.

Long Term (end of session 2020-21):
- Reduction in the poverty related attainment gap in literacy and numeracy as follows
  - *Table for Primary Table for Secondary*

Section 8– What will this look like in each sector?

We know the best way to support children through change, uncertainty and adversity is though nurturing supportive relationships with skilled adults (Appendix Two: Principles of Nurture). We will promote a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community and by being sensitive and responsive to each child's wellbeing.

These approaches are driven by the requirement to implement appropriate hygiene measures in schools to minimise the risks of infection and transmission and ensure they are safe places to be.

The expectations in terms of hygiene and travelling to and from school will be clearly communicated to families in advance of the return to school buildings. Inductions will occur for all pupils arriving at buildings, to help them understand new procedures.

All educational establishments will open to children from 12th August, however the first two or three days of week one will be an Induction period, with smaller groups in attendance, with the full 100% model resuming on 17th August at the latest.

8.1 Early Years

The use of outdoor space such as forest schools will play a pivotal part in how Early Years Learning is delivered.

Staff and children will form "groups" of no more than 30 children. Groups will remain in one area of the Building and have no interaction with other groups.

The early years building estate is comprised of a mix of closed classrooms and open plan buildings – which will result in a significant variation of capacities from building to building.

All children will be offered full day places, instead of half days to minimise infection spread.

In all Local Authority establishments, children will attend for 2 days a week (Mon/Tues or Wed/Thurs) for between 6-8 hours per day this would enable all children to achieve their entitlement of 600 hours Early Learning and Childcare.

A survey is being undertaken to identify the settings that can increase those hours and in some cases we will resume delivery of 1140 hours, where we have already started and where demand does not exceed capacity.

In partner provider nurseries, individual settings' capacity will be audited, with places targeted as those children entitled to funded ELC provision and vulnerable children. Significantly, a potential funding stream will be required to support and sustain the models of provision agreed.

Childminders continue to provide childcare for families as per the guidance from Scottish Government.

8.2 Primary Schools

Children in primary schools will remain in social groups based on class. The groups will remain consistent across the term and as far as is possible have no interaction with other groups. Groups of children will be supported by consistent teaching and support staff.

8.3 Secondary Schools

This plan will uphold the principles and expectations outlined in the national Strategic Framework and the Edinburgh Learns phasing delivery plan ensuring excellence in equity and attainment as set out in the NIF priorities.

Whilst prescriptive (metered) physical distancing has been removed, in order to achieve 100% attendance, older children will be asked to physically distance and reduce social interactions between pupils in different groups where possible. A number of measures under consideration are:

- Children/ Young adults remaining in same rooms where practicable and teachers move between classes.
- "big blocks" of learning for example a six-period day could become a three-period day
- Interdisciplinary learning within and across curriculum areas where appropriate.
- Planning for practical and non-practical subjects eg PE, Chemistry, Domestic Science etc.

Children with Additional Support Needs:

- Additional space for those who rely upon the use of equipment, such as hoists, particularly where this provision is provided in a mainstream school setting
- Schools will cater for individual needs on a case by case basis particularly for children with severe and complex needs where handling and personal care is required, in line with legislative requirements

8.4 Special Schools

The impact of social distancing on children and young people with additional support needs can be significant and, in many cases, will be extremely challenging to implement. For this reason, the City of Edinburgh Council is adopting the same social "grouping" approach as Early Years; decreasing overall interactions and increasing hygiene measures.

Social Groupings will be organised by each school and formed according to the needs of the child/children.

Risk assessments already exist for children with more complex needs, including those with behavioural and emotional needs. These risk assessments have been updated as a matter of priority.

Timetabling and positioning for access to sensory equipment/resources are to be reviewed to incorporate increased cleaning regime

Where PPE is risk assessed as being required, all staff must be trained in how to put on and take off PPE.

Section 9 – Contingency Model

The Scottish Government will take decisions based on scientific evidence and this plan has been prepared as per Scottish Government guidance for Phase 4, where the virus remains suppressed to very low levels and is no longer considered a significant threat to public health, but society remains safety conscious.

Whilst the Scottish Government have agreed that schools will return in August at 100%, the constant changing environment that living through a pandemic causes, has retained the need to have a number of contingency options.

These contingency plans consider the impact of physical distancing being re-introduced – with a specific focus on secondary schools as this seems to be the area of science that remains under constant review.

This contingency plan also allows the continued development of the digital learning model that will allow a seamless transition to At-Home learning should a local "lockdown" of a school or a community be necessary.

The 50% attendance, model takes into account 2-metre and 1-metre physical distancing.

It should be noted that the transition period to re-introduce a prescribed physical distance could take up to four weeks (where buildings need to be re-purposed).

As this is a contingency plan, a decision had been made to allow all buildings earmarked for additional school capacity to re-open as and when it is deemed safe to do so.

9.1   Contingency plan should physical distancing be re-introduced

This contingency model observes physical distancing requirements This phase encompasses a blended approach of in-school and home learning, balancing face to face teaching and completion of follow up tasks at home.

Delivery Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All Staff in school			
Pupil Attendance	Operational Maximum whist maintaining groups. Places allocated on rotational basis. Attendance focuses on entitlement for all children to receive 600 hours of ELC provision, and in family groups.	Primary school determine maximum pupil attendance whilst maintaining physical distancing Pupils attend on a rotational basis across four days of	Secondary schools will use all facilities available to them and the availability of support services such as transportation to determine max attendance achievable.	Special schools will use all facilities available to them within school grounds Attendance will be in social groups Pupils will attend two days per week or four days per fortnight with

		the week with Fridays as home learning only. Attendance focuses on family groups	Pupils attend on a rotational basis across four days of the week with Fridays as home learning only. Attendance focuses on family groups	Fridays as home learning only
Key Worker Children and Vulnerable Pupils	When devising attendance, first priority will be given to vulnerable pupils and children of key workers when they have no other care.			
Home Learning	When children are not in attendance, staff may provide engagements activities to undertake at home, with a focus on creativity and active play	Blended learning will be the norm for all pupils. Direct teaching in schools will sit aside home learning that follows up on core in-school teaching.		In-home learning activities will be extension activities that link to the in-school experience
Catering	Meal provision for eligible children attending nursey	Provision of a limited menu packed lunch menu (Soup/ sandwich) for children attending schools. Meals may be hot or cold depending on the capacity and operation of kitchens and service areas at individual schools. School management will work with catering staff to agree arrangements for lunch service depending on the serving facilities at each school. For some settings that may mean staggered lunches in classrooms or using different areas for dining. Where registered for free school meals, and when pupils are not attending at school, an equivalent monetary payment will be made to parents.		
Transport		Liaison and planning with bus operators to agree maximum transport capacity on vehicles whilst maintaining social distancing.(See Appendix 5) Exploration of most efficient transport model to maximise school attendance (year-groups, geographical, families etc). If risk assessments dictate, masks will be provided to children travelling on school buses. This can be enforced in the school bus user agreement.		

		Travel numbers can be maximised by transporting family groups, where possible. Consultations with parents about them providing transport, where they can so buses can be prioritised for those with no option. Planning with schools to ensure transport operations correlate with the planned school day		
Curriculum	Heavily play based and focus strongly on outdoor learning and play	All schools required to review Curriculum Rationale (BGE) as part of Blended Learning Planning. Clear adherence to school values will remain and pupil participation encouraged. The focus of the in-school curriculum in the lower primary years should be strongly play and experience based and balanced with high quality direct teaching in key areas of Literacy, Numeracy and Health & Wellbeing. In upper primary years, the in-school curriculum will focus on focused quality	All schools required to review Curriculum Rationale as part of Blended Learning Planning. Where possible, timetable harmonisation will be used to increase the breadth and capacity of teaching across schools Careful tracking of learning is needed to ensure that the teaching experience of pupils attending on different days remains consistent. Schools will maximise the use of the e-learning curriculum offer as well as direct teaching in school. Blended learning will be the norm for pupils with direct teaching on	All schools required to review Curriculum Rationale as part of Blended Learning Planning. The curriculum will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school. For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home. Careful tracking of learning is needed to ensure that the teaching experience of pupils attending on different days remains consistent. Extended use of digital learning will continue as appropriate to learners' needs, to support continuity in learning in event

		teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing. For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home. Outdoor learning opportunities will be maximised	certain days alongside home learning and engagement with online e-learning content. Outdoor learning opportunities will be maximised	of outbreak or lockdown. Outdoor learning opportunities will be maximised
Cleaning	Existing robust daily building cleaning routines will be maintained in all educational settings Electrostatic Fogging cleaning regime in place			
IT and Technology	Audit current availability of staff. Identify gaps for purchase of devices and opportunities for CLPL. Create a strategy paper for EY.	Audit of devices to ensure suffice for needs, and flag any issues, further devices needed. Ensure a robust support infrastructure is in place. Start delivery of the longer term solution for digital devices for learners and teachers		
Inclusion and Wellbeing	Any existing or newly- identified needs will be supported in line with the Early Years Staged Intervention Framework. Wellbeing/mental health support will be provided, as required to any young children affected during the crisis by bereavement,	Data regarding vulnerable pupils gathered during the lockdown will be shared with schools and assimilated into the Staged Intervention process. Support plans will be initiated or revised accordingly. Mental health and wellbeing support will be available through the Educational Psychology Service and other services.		

	emotional distress or any other concerns	
Communications	Establishments to develop a communication plan for the provisions of clear and consistent information in regard to attendance and blended learning arrangements. This will include clear information on establishment attendance days.	
SEEMiS and Attendance Tracking	Agreement to be reached about the implementation or delay of SEEMiS nursery attendance module. A system is to be in place to record and track the attendance of nursery children each day.	Arrangements made to re-open schools on SEEMiS to allow conventional recording of attendance. Guidance provided on recording and coding attendance/absence during the phasing period.

9.2 Phase Four – Long-Term Delivery

Timescale to be Confirmed

Planning a fourth phase of delivery scopes how schools will move from a 50% model to 100% attendance.

All measures set out in this phase of the plan are indicative and wholly dependent on the government advice at the time. This phase will continue to be amended and updated as more advice is issued.

Delivery Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements.			
Pupil Attendance	When assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, Numbers of children attending in nursery settings can be increased.	When assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, Numbers of children attending school settings can be increased. As attendance increases, the balance of blended learning will be adjusted accordingly. As long as it's required, Test and Protect measures will be followed for the school population.		
Key Workers and	The need for dedicated provision for children of key workers will be reduced as attendance regularises. Educational centres will continue to support vulnerable pupils and their needs will be integrated into regular provision.			

Vulnerable Pupils		
Curriculum	The Early Level curriculum will continue to have a strong focus on play and experiential learning. The curriculum offer will evolve back to more regular delivery but will hold on to aspects of innovative and new practices developed during lockdown.	As curriculum delivery returns to more conventional approaches, the aspects of innovation and best practice developed during lockdown should be maintained, especially where that involved flexible online learning and increases in equity of provision. As regular school attendance increases, the balance of blended learning will decrease accordingly, and pupils will return to greater levels of in-school learning, however extended and embedded use of digital learning will continue – this to as risk mitigation for future outbreaks or lockdown
Inclusion and Wellbeing	All pupils with additional support needs will be supported in line with the framework. Support for wellbeing and mental health will continue to be available from support services, as required.	
Home Learning	Where nursery-age children have been identified as needing to continue in long-term shielding, regular contact with home will continue to be provided by their nursery worker.	Home learning will gradually be stepped down as children increase their time in school. Resources developed for home learning should be retained and used where it can support children with interrupted learning or who have difficulty attending school. Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their teacher.
Transitions	As plans move forward for 2021, arrangements for transition for the next academic year expect to return to previous arrangements. Where a child has had to shield for a long period of time beyond the school re-opening date, transition arrangements for return will need to be made when it safe to do so.	
Transport	Transport only provided where it would normally operate for specific circumstances and by prior agreement.	School transport services will begin to relax social distancing requirements when advice indicates it's safe to do so and increased numbers of pupils will be allowed on vehicles. The requirement to wear masks on buses will be relaxed.

		Taxi and small vehicle transport will be able to return to normal.
Catering	Meal provision for eligible children attending full-day nursery sessions.	Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. This may change operational arrangements in individual schools. As kitchens return to normal operation, menu choices will be reinstated, and hot meals will be provided more widely.
Cleaning	Cleaning routines will begin to return to regular patterns but is likely to retain need for frequent cleaning of contact surfaces. Advice will be considered in relation to any further requirements for additional cleaning.	
IT and Technology		As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been loaned to learners and families and this will be returned to its original base. There may be need for some long-term access to IT for children requiring to shield for an extended period. A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.

9.3 Increasing Separation

The number of children and young people who can attend in-school learning is determined by the overall floor capacity.

50% at 2-metre distancing

The agreed metric of 4.7 square metres was used to help determine the maximum capacity of all spaces in establishments to comply with 2-metre distancing rules. This metric allows for circulation space in addition to the need to adhere to the 2m physical distancing rules.

Support was given to schools where there were particular issues in regard to physical distancing, in the form of a team of architects, estate planners and interior designers, to ensure capacity was maximised whilst adhering to guidance.

There is a significant variation of capacity in Primary and Secondary schools across the city, we have identified 22 schools that would require additional classroom capacity to accommodate 50% of pupils. An initial desktop analysis suggested 47 properties would be required for the contingency. More detailed assessment involving input from locality managers is ongoing with a focus on reducing the number of buildings required wherever possible. It is expected that an updated building contingency plan will be available week commencing 20. (These are outlined in Appendix 7)

There is a cost to repurpose these buildings into a classroom environment, and a lead time of up to 6 weeks to ensure all adaptions are made and meet all Health and safety guidelines and are fit for purpose.

For special schools where the Scottish Government guidance on re-opening schools indicates that exceptions to the physical distancing rule are permitted due to the needs of learners, there will be 50% of children in the school at any one time.

50% at 1-metre distancing

The reduced distance of 1metre physical distance does not automatically double the capacity of each classroom.

The agreed metric of 2.3sqm was used to square metres was used to help determine the maximum capacity of all spaces in establishments to comply with 1-metre distancing rules. This metric allows for circulation space in addition to the need to adhere to the 1m physical distancing rules.

By reducing the physical distancing to 1-metre, there are very few secondary schools that would have the need to repurpose buildings, and could instead repurpose existing rooms in school state to accommodate any classes of over 27

However, to offer a full curriculum there may be a preference for some schools to seek alternative accommodation.

9.4 At Home Learning

This will complement and support the learning that takes place in school. Teachers who are attending school buildings will be teaching smaller groups of children, so will have less time to directly teach groups who are learning at home. Staff that are unable to attend school buildings will have a key role in supporting at home learning.

The City of Edinburgh Council will continue to support families through provision of iPads and My-Fi dongles where appropriate.

9.5 What is Blended Learning

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. There are various models of blended learning that education systems use such as:

- Flipped Classroom—Core content is learned online outside of class time and then learners participate in activities in class to reinforce and deepen their learning.
- Enriched Virtual Model—Online courses and electronic platforms drive learning. Customised, face-to-face support is arranged.
- Flex Model - most teaching happens on-line with teacher as facilitator.
- Self-Blend Model—Learning is entirely online. Learning is selected by the learner and undertaken in their own time and at their own pace.

Whatever model we choose, being responsive and agile is critical as our models for school attendance continue to change.

Blended Learning in our context

As we return to school, we will want to ensure that children and young people settle into their new ways of working as confidently and effectively as possible so that all learners have the same opportunities to progress and succeed. We are all aware that it will be of paramount importance to build relationships with our pupils and ensure they feel safe and positive in moving forward. Tom Sherrington's article 'rebuilding teacher routines' highlights just that. Re-establishing teacher routines and re-igniting successful and familiar teaching and learning strategies will be a key part in all of this. Sherrington also points out that whatever the anxieties we have as teachers surrounding course completion or gaps in learning it will be essential to stress to pupils that it will all be fine, everything is salvageable, and anything is possible. So how do we go about this with the mixture of online and in class teaching?

Four Guiding Principles
- Plan for progression
- Share the purpose of learning
- Guide student learning
- Review the learning

What are the benefits of using a Blended Learning Model?

Practitioners that have used a Blended Learning Model have highlighted many benefits of use for both pupils and teachers including:

- Differentiation - Aids differentiation as pupils can work at their own pace and have access to materials to review key messages as and when they need
- Formative Assessment for Learning - Provides opportunities for personalised feedback and regular formative assessment through the use of both digital tools and in class teaching techniques. Can increase participation in discussion and encourage pupils to ask questions that they may not feel confident about asking in the classroom
- Leadership of Learning - Encourages students to be leaders of learning and develops skills of metacognition and self-review

- Skills - Can give opportunities to developed higher order thinking skills and give teachers the ability to spend longer on developing key creativity skills such as problem solving i.e. using a Flipped Classroom Model. Read more in our Blended Learning Renewal Planning Resources pack.

Blended Learning and the Four Guiding Principles

The Four Guiding Principles of effective teaching and learning - **Plan, Share, Guide and Review** do not change whether teaching in class only, teaching remotely or carrying out blended learning. However, there may be certain aspects of the Four Guiding Principles that you wish to consider more fully when using a blended learning model.

EDINBURGH LEARNS BLENDED LEARNING

4 PRINCIPLES FOR EFFECTIVE TEACHING & LEARNING

This document accompanies the overarching Teaching and Learning Guidance. These two documents work in partnership to support high quality learning, teaching and assessment.

INTRODUCTION

Our Blended Learning professional learning series explains this guidance in more detail. Click on the icon above to watch the brief introduction; followed by bitesize videos on each of the 4 principles as required (access these through the icon in the relevant section).

1 PLAN

- Use your knowledge of the learner journey to set the long-term learning goals and timeframe to achieve these.
- Identify the key learning/non-negotiables on the journey.
- Define the threshold concepts and assess prior knowledge to identify a starting point.
- Plan formative assessment opportunities (for home and school) to inform appropriate next steps in learning.
- Plan opportunities for outdoor learning as appropriate.
- Where possible, have dialogue with colleagues to moderate blended learning, teaching and assessment.

2 SHARE

- Share the big picture with learners. Refer to it regularly to allow them to see how their current learning fits in to the longer term plan.
- Share clear learning intentions and success criteria with learners to allow them to self regulate.
- Be clear on the format of how the learning will take place e.g. over the week, at home, in school etc.

3 GUIDE

- Sequence and chunk learning using a mix of remote (digital?) and face-to-face learning, and provide learners with opportunities to practise each of the steps.
- Model the learning to reduce the cognitive load e.g. using live modelling, What a Good One Looks Like.
- Provide appropriate scaffolds to support learners through the cognitive apprenticeship e.g. CPA and Fading Out, PACE grids, tiering, scaffolding in written tasks.
- Use questioning to deepen thinking and check for understanding.
- Encourage collaboration and discussion amongst learners where possible.

4 REVIEW

- Embed formative assessment techniques in remote and face to face learning to help inform next steps (digital review?).
- Teach self-assessment techniques so learners can assess their progress against success criteria.
- Incorporate plenty of confidence-building low-stakes retrieval practice.
- Use pupil voice to evaluate learning and adapt based on feedback (e.g. using Forms).

2

P a g e | 50

9.6 How will this look in each sector?

The expectations in terms of handwashing, physical distancing, and travelling to and from school will be clearly communicated to families in advance of the return to school buildings. Inductions will occur for all pupils arriving at buildings, to help them understand new procedures.

Classrooms will be redesigned to ensure there are 2m gaps between people (adults and pupils) in all directions, (this requires an allocation of 4 square metres per person) or 1m between people (adults and pupils) in all directions, (this requires an allocation of 2 square metres per person).

In addition, it is necessary to allow some space for circulation around the room – normally calculated at 10-20% of total available floorspace. The revised capacities of classrooms have therefore been calculated based on an allowance of 4.7sq m / 2.35 sq m per person in each room or teaching space.

The City of Edinburgh Council strives to maximise the proportion of In-School learning. All children will start the year with an induction to ensure that everyone fully understands the new arrangements in schools to observe physical distancing.

Under 2-metre physical distancing – Schools that do not require additional buildings will be able to offer at least 50% of the school roll on two full days per week from the implementation of new rules. Where there is additional accommodation requirements schools would operate at 33% until building were ready for occupation, which at a best estimate would take up to four weeks.

Under 1-metre physical distancing all pupils will be able to attend two full days per week in every school. Headteachers will confirm specific details for their school as soon as possible to enable parents/ carers to plan ahead.

The length of school days on Mondays to Thursdays will be adjusted to ensure that each day represents 25% of the normal school teaching week, therefore the blended learning model, where children attend two days per week is the equivalent of half the normal school teaching week.

All special schools will offer a model of 50% attendance.

9.7 Early Years

Physical distancing with very young children is challenging to say the least, therefore the use of outdoor space such as forest schools will play a pivotal part in how Early Years Learning is delivered.

Staff and children will form "Bubbles" with a maximum ratio of 1 adult to 8 infants. Bubbles will remain in one area of the Building and have no interaction with other bubbles.

All children will be offered full day places, instead of half days to minimise infection spread.

In all LA establishments, children will attend for 2 days a week (Mon/Tues or Wed/Thurs) for between 6-8 hours per day, based on capacity of settings to have 1 adult to 8 children (aged 3-5) and 1:5 for 2-year olds and 1:3 for babies. In LA settings this would enable all children to achieve their entitlement of 600 hours Early Learning and Childcare. Once phase 4 is achieved and there is no physical distancing, families will engage with their previous offer of 600 hours or 1140 hours pattern of attendance. Settings will continue to phase in the provision of 1140 hours, where possible.

In partner provider nurseries, individual settings' capacity will be audited, with places targeted as those children entitled to funded ELC provision, vulnerable children and children of keyworkers.

Significantly, a potential funding stream will be required to support and sustain the models of provision agreed.

Childminders will provide childcare for families as per current guidance.

9.8 Primary Schools

Children in primary schools will attend schools with the same group of children on allocated days. The groups won't be mixed up and will remain consistent across the weeks. Groups will engage in physical distancing as much as possible, supported by consistent teaching and support staff. Their environment and organisation of resources will support physical distancing.

Primary Model

The **Universal Offer** irrespective of physical distancing measures in place, will see children divided into vertical groups, ensuring where possible siblings are in the same group. Staff teams consisting of teachers and support staff will be allocated to each group, who will each have a dedicated learning space.

Under 2 metre physical distancing, where schools can accommodate 50% of children without additional accommodation being required this will be introduced within one week of notification of changes, with a full Digital model being implemented in the interim period

In circumstances where additional accommodation is required, the Council aims to provide for 33% of the school roll to attend In-School learning within one week of notification, moving to 50% within 4 weeks as repurposing of buildings are completed..

Under 1-metre physical distancing all pupils with move to 50% model within one week.

 If a targeted offer is required, this would offer full day provision Monday – Friday for the children of Key workers and vulnerable children identified through GIRFEC planning.

Model for schools that require additional accommodation under 2 metre physical distancing

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub		Hub
Wk2	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
Wk3	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		Hub
wk4	Group C	Hub	Group C	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub		Hub
Wk5	Group B (+c2)	Hub	Group B (+c2)		Group A (+c2)	Hub	Group A (+c2)	Hub		Hub
Wk6	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c2)	Hub	Group A (+c2)	Hub		Hub

Example model for schools that do not require additional accommodation under 2 metre physical distancing (and all schools under 1-metre physical distancing)

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk2	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk3	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk4	Group B)	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub

9.9 Secondary Schools

Within the structure of the Attendance Model, School Leaders are empowered to design and implement a blended learning plan to best fit the learning needs of the children and young people within their unique educational setting. This plan will uphold the principles and expectations outlined in the national Strategic Framework and the Edinburgh Learns phasing delivery plan ensuring excellence in equity and attainment as set out in the NIF priorities.

Impact on Timetable:

- "big block" of learning for example a six-period day could become a three-period day.
- Interdisciplinary learning within and across curriculum areas
- Planning for practical and non-practical subjects eg PE, Science
- Flipped learning approach – self-directed learning or theory complete via remote learning, attend school for application of learning/practical elements

Children with Additional Support Needs:

- Additional space for those who rely upon the use of equipment, such as hoists, particularly where this provision is provided in a mainstream school setting
- Cater for individual needs on a case by case basis and particularly for children with severe and complex needs where handling and personal care is required, in line with legislative requirements

Secondary Model

The **Universal Offer** irrespective of physical distancing measures in place, all schools will need to move to a fully digital learning model Or be closed for up to one week to allow timetable and physical changes to school to be implemented.

Irrespective of the metre physical distancing, schools that can accommodate 50% of the school roll without additional accommodation will do so after one week.

Where schools require additional accommodation to enable 50% of the school roll to attend two days per week, our aim is to do so within 4 weeks, with a 33% model occurring after week one, until new property is available.

Under a 33% model, each school decides how each Group (A, B, or C) is formed and on a rolling pattern of attendance, e.g.

Vertical Split: S1-S6 into three populations eg population A would be 1/3 of pupils from S1-S6.

Horizontal Split: S1-S6 into three populations eg population A would be S1 and S2, B = S3 and S4, C = S5 and S6.

If a **Targeted Offer is required this** is full day provision Monday – Friday for the children of Key workers and vulnerable children identified through GIRFEC planning.

See sample pattern of attendance for Groups ABC below. Also note that as we move through recovery phases, timings of school days could change to include in-school provision on Friday mornings. However, this will be determined on a school by school basis.

Rolling Pattern	PATTERN 1	PATTERN 2	PATTERN 3
Week 1	See induction	See induction	See induction
Week 2	CCAA	ABCB	BCAB
Week 3	BBCC	ABCC	CABC
Week 4	AABB	ABCA	ABCA

Example 1

Secondary Model for schools that require additional accommodation under 2-metre physical distancing

Note that this is a sample model only and each school will have their own schedules.

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning		Digital Learning		Digital Learning		Digital Learning		Digital Learning	
Wk2	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub	N/A	Hub
Wk3	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub	N/A	Hub
Wk4	Group C	Hub	Group C	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub
Wk5	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub
Wk6	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub

Example 2

Secondary Model Schools that do not require additional accommodation under 2 metre physical distancing and all schools under 1-metre distancing,

Note that this is a sample model only and each school will have their own schedules

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk2	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk3	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk4	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub

9.10 Special Schools

The impact of social distancing on children and young people with additional support needs can be significant and, in many cases, will be extremely challenging to implement. For this reason, the City of Edinburgh Council is adopting the same social "bubble" approach as primaries; complying with physical distancing where possible and decreasing overall interactions and increasing hygiene measures.

Social Bubbles will be grouped by the school and formed according to the needs of the child/children.

Risk assessment already exist for children with more complex needs, including those with behavioural and emotional needs. These risk assessments have been updated as a matter of priority.

Timetabling and positioning for access to sensory equipment/ resources are to be reviewed to incorporate increased cleaning regime

Where PPE is risk assessed as being required, all staff must be trained in how to put on and take off PPE.

The model of attendance is based on 50% capacity.

Universal Offer – regardless of 2 metre or 1 metre distancing -each child will attend two full days per week either on a Monday/ Tuesdays or Wednesday/ Thursdays for each bubble group. In one school where the healthcare needs of the children are particularly complex, attendance will be based on 4 consecutive days every fortnight, to best meet their needs.

Fridays all children will be learning at home allowing opportunity for collegiate planning and monitoring/ tracking of progress.

Targeted Offer – Monday to Friday provision for children of key workers and those identified through GIRFEC planning.

	Learning Style	Monday		Tuesday		Wednesday		Thursday		Friday	
Week one	In school	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		
Week one	At-Home	Group B	Hub	Group B	Hub	Group A	Hub	Group A		Groups A&B	
Week two	In School	Group A		Group A		Group B		Group B	Hub	N/A	Hub
Week two	At Home	Group B		Group B		Group A		Group A		Groups A&B	

9.11 Childcare Implications

City of Edinburgh Council understand that any blended model will have childcare implications for the working population. A significant number of parents/ carers of primary children within the Local Authority will require childcare in order to return to work. This number includes Council employees servicing the schools (who do not have key worker status).

Appendix One – Schools Operations Risk Toolkit

We have delivered full briefing sessions on SORT to all headteachers/business managers/early years colleagues, as well as that we are delivering a series of workshops where we work through SORT with colleagues. On an ongoing basis we develop FAQs from these sessions to provide even more guidance. We are also providing a recorded workshop and can deliver workshops during the Summer for any colleagues who wish to attend.

Each school has a health and safety working group – managing the risks/making this happen in a comprehensive way.

Continued debriefing throughout the response to continually reflect and improve/share good practice with others – we are developing a good practice zone in SORT where we can for example share schools (anonymised work) such as risk assessments.

We also have a formal risk escalation process for SORT.
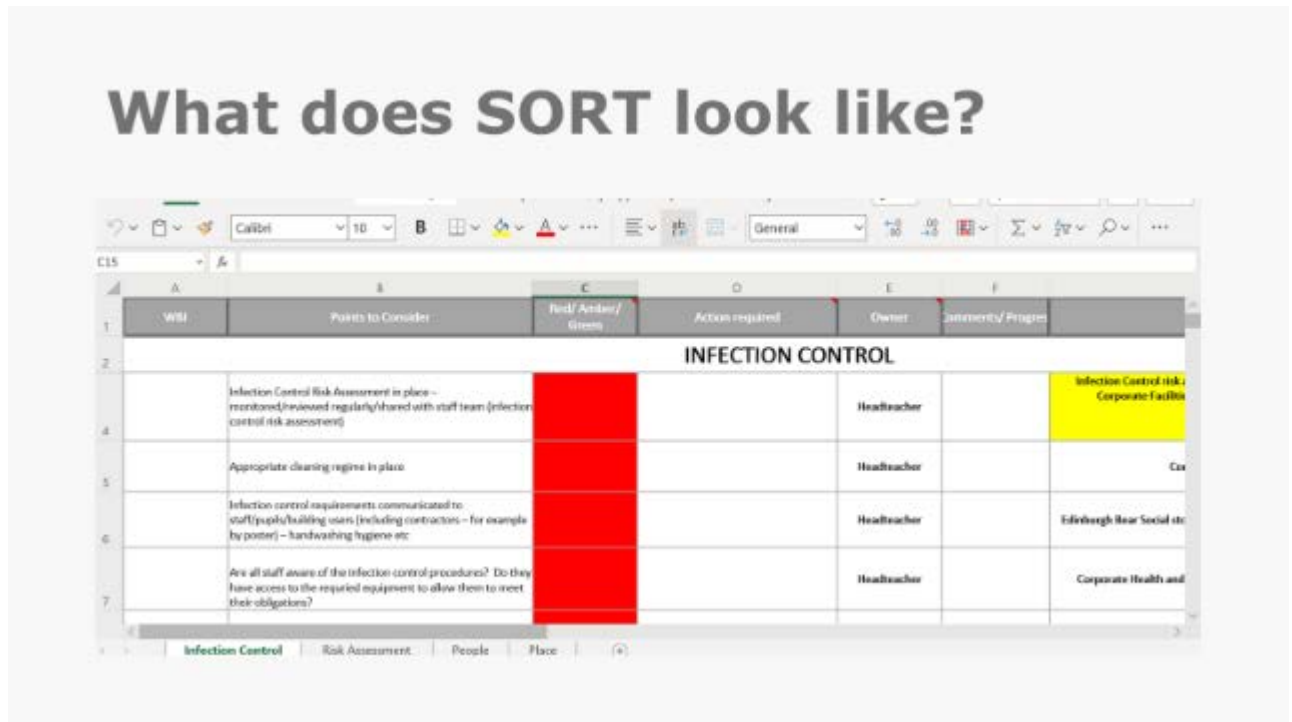
School Operations Risk Toolkit
Renewal Planning

SCHOOL NAME

Renewal Plan Sample: School Operational Risk Toolkit (SORT)

Renewal Theme 1	Health and Safety		Overall Responsibility	HT
Outcomes	• By June 2020 school leaders and management teams will have a robust mechanism for the first phase of reopening schools in accordance with the Scottish Government's Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland and the COVID-19 Framework for Decision Making. • By June 2020, school will have Health and Safety measures in place in order to operate safely and confidently, so all pupils can access learning for session 2020/21.			

NIF Priority:-
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing

Care Inspectorate Themes
- Quality of care and support
- Quality of environment
- Quality of staffing
- Quality of management and leadership

QIs/Themes
- QI 1.1 Analysis and evaluation of intelligence and data
- QI 1.4 Leadership and management of staff (all themes)
- QI 1.5 Management of resources and environment for learning
- QI 2.1 Safeguarding and child protection (all themes)
- QI 2.3 Learning and engagement
- QI 2.4 Removal of potential barriers to learning
- QI 2.7 Transitions (all themes)
- QI 3.1 Ensuring wellbeing, equality and inclusion (all themes)
- QI 3.2 Equity for all learners
- QI 3.3 Creativity Skills
- QI 3.3 Digital Innovation
- QI 3.3 Digital literacy

9

School Operations Risk Toolkit
Renewal Planning

Tasks	By Whom	Resources	Time	Progress & Impact
• Schools should set up a H and S working group, if not already in place	• HT • BM • Staffing representatives, teaching and non-teaching			
• School leaders should be aware of the essential national and local advice and legislative requirements for reopening schools.	• School Leaders • Corporate Facilities Management • Corporate Procurement • Corporate Health and Safety	• Link to national guidance • Link to School Operation Sheets SOS contents	• From now • Ongoing as advice is updated and shared	•
• Take cognisance of the roles and responsibilities of School Leaders and others in relation to Infection Control and action in collaboration with other services in order to open safely.	• School Leaders • All staff • Corporate Facilities Management • Corporate Procurement • Corporate Health and Safety	• Link to SORT – Infection Control spreadsheet • SOS infection Control	• By June 2020	•
• Take cognisance of the roles and responsibilities of School Leaders and others in relation to Risk Assessment and action in collaboration with other services in order to open safely.	• School Leaders • All staff • Corporate Facilities Management • Corporate Procurement • Corporate Health and Safety	• Link to SORT – Risk Assessment spreadsheet • SOS Risk Assessment	• By June 2020	•
• Audit the needs and requirements of the school's cohort (staffing, pupils, parents) so that school can identify its priorities for accessing a new model for learning.	• All staff • Pupils • Parents	• Link to SORT – People spreadsheet	•	•
• Audit the needs and requirements within learning environments so that specific requirements are put in place that provide quality learning and teaching	• All staff • Pupils	• Link to SORT – Place spreadsheet	•	•

SORT
Includes
the
following
themes

Infection Control

Risk Assessment

People

Place

Appendix Two – Nurture, Adapt, Renew

Nurture, Adapt and Renew

We know the best way to support children through change and adversity is through nurturing supportive relationships with skilled adults. When schools return on 11th August 2020, we will still be in a period of adaptation and renewal with a blend of school and home learning. It would be wrong to assume that children will pick up from where they left off. The nurture principles are a helpful starting point for meeting the needs of all children during this period of intense uncertainty and disruption.

Learning is understood developmentally

We must accept and welcome our children where they are at. Not where they were when we last spent time with them, where would expect them to be for their age or where their peers are. The impact of school closures on children will be extremely individual and will have a variety of positive and negative effects. Knowing the child and offering them experiences which are appropriate for their developmental level is key here.

The school offers a secure base

The change, uncertainty and loss of school closures and the wider impact of Covid-19 on society will affect children differently depending on the balance of other protective and risk factors in their lives. Now, more than ever we need to ensure that our schools and settings offer a secure emotional base for children in which their social and emotional development is well supported. We have an opportunity here to support the mental wellbeing of our children and indeed see it flourish.

Nurture is important for wellbeing

On welcoming our children back to school, it will help to demonstrate that we kept them in mind while we were not together. Connections and relationships are still in place and can be renewed and strengthened. We have a golden opportunity to build resilience by modelling mentally healthy responses to the disruption and change whilst not minimising the adversities faced by some adults and children alike.

Language is a vital means of communication

Children will look to those around them for language to describe our shared experiences and also to understand and put into words their individual experiences. We need to think carefully about the words we choose to describe the changes we have all experienced and encourage children to use language to help understand what has happened to them and how they feel about it. We must refrain from putting words in children's mouths or assuming that our experience is shared by others.

All behaviour is communication

We are used to interpreting how children behave as communication and asking ourselves "*What is this child trying to tell me?*". We may observe some confusing or unexpected behaviours from children when schools return. It is important to remember that the child's behaviour makes sense to them given their unique experiences. It is our job to help work out what their behaviour is telling us and how best to support the child with what has happened to them.

The importance of transitions

Transitions are important in the lives of all children. This is true of larger, more obvious transitions like moving from primary 7 to secondary school but also for smaller, less visible transitions. Most of us have experienced major transitions in recent months affecting work, home and social lives. Some children will cope with these transitions with minimal support. Others will find them intensely troubling. What will help is establishing and maintaining routines, as much predictability as possible, the use of familiar environments and experiences and transitional objects where necessary.

Our wellbeing affects the wellbeing of children

We know that we can't keep pouring from an empty cup. In order to support our children and young people as best we can we need also attend to our own mental health and wellbeing. We have all experienced a protracted period of change, sometimes loss, and will continue to do so for the foreseeable future. It is essential we look after our own wellbeing by using colleagues and the wealth of Council supports. There is wellbeing information on our website for colleagues.

Compassionate understanding and practice offer the best conditions for child development

When we practice compassionately, we are non-judgmental, we offer unconditional positive regard, we assume that people are doing the best they can in the circumstances they are in. We will need to practice our compassion by showing sensitivity to how any stresses and difficulty have affected those around us. This applies to children, colleagues and families. Not only do we need to try and take as compassionate an attitude as possible to others, we will need to demonstrate this by our actions and also apply this same compassionate approach to ourselves.

Aicha Reid CPsychol

Depute Principal Educational Psychologist

May 2020

Appendix Three– Financial Implications

Financial Implications

Schools re-opening estimated additional costs June - December 2020
50% and 100% models

Description	50% - 2m £m	50% - 1m £m	100% £m	Notes
Learning and teaching	8.1	8.1	8.1	Back-fill of learning and teaching staff due to COVID-19 related absence. Expected to be required in both models.
Learning and teaching (50% model only)	13.6	6.9	0.0	Additional learning and teaching staff to support the additional teaching spaces required and blended learning. Additional staffing requirement for 1m contingency model.
Digital inclusion	1.6	1.6	1.6	Additional devices for pupils in excess of the number funded by the Scottish Government digital exclusion initiative. Potential for further funding but not confirmed as yet
Facilities Management	5.0	5.0	4.5	Additional cleaning, net impact on school meals income and health and safety measures
Facilities Management (50% model only)	4.6	1.4	0.0	Additional cleaning, school meals and health and safety measures for 47 additional premises (2m model)
Home to school transport	0.0	0.0	0.0	Latest guidance on distancing is not expected to incur additional costs in 100% model. The 50% contingency models expected to be net cost neutral.
Summer hubs	0.3	0.3	0.3	Key worker and vulnerable children support over the summer holiday period
TOTAL	**33.1**	**23.3**	**14.5**	

Schools re-opening estimated costs and funding - June to December 2020

	50% - 2m	50% - 1m	100%	
	£m	£m	£m	Notes
Estimated costs	33.1	23.3	14.5	Includes £1.6m for 4,150 devices. Potential for this to be covered from specific SG funding, to be advised
Potential funding options				
1,140 Early Years	10.4	10.4	10.4	Balance available having assumed 1,140 commitments are honoured, £1m investment in outdoor provision and £0.3m on ICT devices for staff
Pupil Equity Fund	0.6	0.6	0.6	To be agreed with schools
Scottish Government schools re-opening funding	3.5	3.5	3.5	£50m nationally, CEC share estimated at approximately £3.5m. Confirmation of amount and time period it covers to be confirmed
	14.5	14.5	14.5	
Balance to be funded	18.6	8.8	0.0	

Note 1

The estimated costs cover the period to 31st December 2020 whereas the funding covers the period to 31st March 2021.

Therefore, should the additional costs extend into the January - March 2021 period the 100% model could create an unbudgeted pressure for the Council and the contingency model pressures could increase further

Note 2

All models include £8.1m estimated costs to back-fill COVID related staff absence. However, additional funding of approximately £5.3m is expected to be provided to appoint additional teachers and support staff.

The guidance indicates these staff can be used to cover COVID-related staff absence which may result in the unbudgeted costs reducing.

Appendix Four – Transitions

Schools and nurseries need to take account of the current pandemic context for children when planning transitions. Even where the experience of living for an extended period of time with their family has been a positive one, children may find returning to school and nursery life challenging, and there will be some children carrying the negative impact of family circumstances or confined social experiences. The traditional events and activities to support transitions cannot take place, therefore a different approach to transition is essential to support the wellbeing of our children as they move back into community life.

Given the pandemic lockdown, most transitions have taken place in a digital/ virtual environment. Some, but not all, children with additional support still will required a physical experience of a transition, (enhanced transition) to give them the extra help to make transitions successfully.

4.1 Early Years and Primary School Transitions

The chosen theme for Primary Transitions was Edinburgh Bear, this was a universal offer for nursery and P1 and culminates in a Bear Hunt Project this summer.

- Transition leaflet and letter to parents from the City of Edinburgh Council for P1 intake
- CLPL including *Realising the Ambition* podcasts with the authors of new national practice guidance
- Draft resources to support pedagogy, with solution-focused approach to ensuring quality within hygiene restrictions [sent to all HTs and available on EL tile]
- Enhanced transitions supported by Early Practitioners and supported by Assisted Learning Services for identified children
- Edinburgh Bear character transition stories to support children and families to understand safety routines in a positive way.
- Edinburgh Bear signage eg to support physical distancing Bear Hunt activities for P1 and nursery
- Refreshed planning guidance
- Guidance to support blended model Further CLPL delivered virtually.

4.2 Secondary Transitions

A **Moving On Up** theme was adopted for those pupils leaving primary school and moving to secondary school, this included:

An adaptation for all our P7s for what would have been their three-day visits in June. It signposts our P7 learners to the latest help and advice on how to navigate the challenges of starting secondary school. There is also a pupil version of the plan and a parent guide in the pack. Some of the many activities include: Leaving a goodbye message at primary school, making an individual goal on what each pupil wanted to achieve and reflecting on feelings on moving to Secondary School.

It is hoped that this resource will continue to facilitate discussions between Primary and Secondary settings on how they will take the ideas forward together in their cluster.

The final day of activities include a city-wide design competition. All P7 pupils can take part with the chance to redesign the toolkit and win a prize.

Updates are regularly posted on social media to help celebrate the achievement of our unique class 2020. We hope that you will help us by promoting this campaign through your links and by following us on *#movingonupedin.*

My World of Work is another online resource CEC have adopted as a P7-S1 transition activity.

The interactive tools on www.myworldofwork.co.uk/ican will help children to reflect on who they are, what they are good at and what they are proud of.

The results of the *Animal me* and *My interests* tasks will help students to complete the *All About Me Profile* tool. The *Profile* will capture information about each child's personality, interests, skills and achievements. This Profile can then be shared with parents and their class teacher in the Primary School and then be used in the Secondary to record achievements and targets.

8.3   Transitions Special Schools

Transitionvisits have been offered to all children coming into P1 and S1 in the special school sector. Transition information has also been shared with families.

8.4   Preparing to Leave School

As a local authority we are acutely aware that the transition from High School to the next stage of learning and/or work is a milestone for every young person. Our Edinburgh Learns Pathways strategy incorporates a robust 16+ process to identify, track and monitor post-16

engagement/destinations. This year COVID19 has made this even more challenging. The number of job and training opportunities available are fewer than anticipated a few months ago. Through our partnership work with Skills Development Scotland and the regional DYW Employer-led Board, we keep abreast of labour market intelligence. Many industries that employ and develop our young people are affected: hospitality, retail, tourism, construction and creative industries to name a few. Pathways involving Further and Higher Education have also been affected.

Recognising that young people who planned to move into employment, training, further or higher education, may now be very concerned about what their future will look like, we liaised with our key partners (Skills Development Scotland, Edinburgh College, universities, training providers and employer organisations) and issued co-constructed revised 16+ guidance to all schools EL Pathways 16+ Leaver Guidance

The Head of Schools wrote to each Parent/Carer of pupils in S4-S6 offering reassurance that under these circumstances, the Council, our schools and partner services are working together to develop and offer additional choices for those planning to leave school. An accompanying leaflet provided career information and advice for S4-S6 pupils who may be planning to leave school, including a senior transition flowchart. It also outlined support for staying connected and emotionally healthy in these uncertain times. We have also posted an update on the City of Edinburgh website about our services for young people and schools leavers:

The City of Edinburgh Youth Employment Partnership has reconvened and devised an action plan to ensure a coordinated approach across services. This includes the re-launch of our Edinburgh Guarantee service to ensure that no one is left behind. Edinburgh College are guaranteeing that each young person who applies will receive the offer of a place, though it may not be in the course of their first choice. Our regional DYW and Foundation Apprenticeship Boards are also collaborating and sharing best practice across Edinburgh, Mid and East Lothians. We believe that by working together we will be able to provide the best opportunities for our young people and develop a dynamic workforce.

Our Universal response:
- Head of Schools Letter to all S4-S6 parents
- Advice and information for school leavers Summer 2020
- Links to guidance on employment and training, further education, and higher education
- Youth Employment Partnership
- Edinburgh Guarantee
- *Skills Development Scotland* – revised Service Level agreement with schools to ensure that each leaver receives individual follow-up with Careers Adviser, alongside targeted cohort of young people returning to school
- *Skills Development Scotland* – Senior Leavers Advice Worksheet

Appendix Five – Example School Renewal Plan

SCHOOL NAME
_____

Renewal Plan

Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	**Short Term:** • The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. • Ensure that the planning of effective interventions and approaches is based on data and evidence. **Medium Term:** • Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. **Long Term:** • **PRIMARY:** Reduction in the poverty related attainment gap in literacy and numeracy as follows *(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):* Table for Primary **Long Term:** • **SECONDARY:** Reduction in the poverty related attainment gap in literacy and numeracy as follows *(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the*		

	gaps identified in short term outcome and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups): Table for Secondary

NIF Priority :-	QIs/Themes
• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people	QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement

Tasks	By Whom	Resources	Time	Progress & Impact
1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty	•	• Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20).	•	•

related attainment gap post-COVID-19 1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5		• Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). • NIH excellence and equity datatoolkit • Professional dialogue with staff using the baseline data to inform the measurable targets. • CEC Pupil Equity Funding: Plan 2020-21 - School Template		
2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.	•	• Table on pg 10 and paragraph on pg 15 of (*Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland*) • School Data from Digital Access Audit		•
3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.	•	• PEF National Guidance 2020-21 • PEF City of Edinburgh Council Guidance 2020-21 • Pupil Equity Funding: Plan 2020-21 - School Template • Equity Self-Evaluation Resource (Education Scotland) • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage	•	•

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

		• EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020		
4. Planning the financial management of resources to support equity.	•	• QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities	•	•
5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.	•	• Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources	•	•
6a. Establish or build upon existing family learning programmes- adapt to a COVID context	•	• Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first	•	•

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

		time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals. • Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning		
6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.				
7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.	•	• CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit	•	•
8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.	•	• WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar	•	•
9. Inclusion 9a. Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets.	• SfL staff with support from ASL Service colleagues as required	• Learning at home pathways to support • AR&R Guidance to Support Inclusion During Covid-19 • https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ • https://www.callscotland.org.uk/home/	•	•

Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning. 9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.		• https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ • Planning for Learning part 3: Individualised educational programmes (IEPs) • https://education.gov.scot/parentzone/Documents/CfEbriefing13.pdf		

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

Appendix Six – Inclusive Practice Renewal Planing Checklist

	Adaptation and Renewal Checklist of Inclusion Supports During Covid-19	
	Please note your ASL Service Leader and EP are there to support and advise you. Please arrange a suitable time to meet with them to discuss their role with the school in relation to adaptations and renewal. Consideration should be given to EAL and wider needs.	
	Health and Safety	✓
Environment	• Consideration should be given to setting up a temporary Enhanced Support room. This will be for a small cohort of children or young people with more complex needs who require additional levels of support to safely reintegrate. There should be no more than 6 children accessing this at a time and fewer if required to comply with physical distancing requirements. The base could be overseen by the school SfL Team Lead and Support for Learning team.	
	• Child friendly signage to support the new normal is crucial. ASL Service are developing boardmaker signage to support this. These will be ready soon. Please see recommended signage below: o Child friendly signage in each classroom and around school as visual reminder of infection control measures and respiratory hygiene and to support understanding of new systems and organisation/access to areas: o One-way systems – use of footprints/ arrows on floor will support children to understand and comply with this o 2m distance marked out in corridors o Boardmaker signage in each classroom as visual reminder of infection control measures and respiratory hygiene, to include start/end of day	

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

	routines/lining up/ movement around school, what to do if feeling unwell (keep low key) o Numbers of individuals allowed in specific areas at any one time to be displayed clearly in each area o Playground rules – Boardmaker visuals to show rules o Social distancing – visuals to show OK/Not OK o Changes in staffing – staff pictures o Toilet use – visuals to show safe toilet use	
Risk Assessments	• It is recognised that many children we support will not manage social distancing and therefore measures recommended by SG in such situations include: . Enhanced hand hygiene and cleaning practices. . Caring for children in small groups. . Minimising contact between those groups. . Maximising use of outdoor spaces. . Physical distancing between adults in the setting, including parents at drop-off and pick-up times	
Health Care Planning	• Changes to law as a result of Covid-19 mean that authorities should 'make the best endeavour' to meet need. Consider how you do this for children with HCPs with support from wider partners if needed.	

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

	Health and Wellbeing	✔
Vulnerable Children Page 153	• Priority of access to schools is to be given to our most vulnerable. This includes: *Children who may be provided with access to day care services under section 2 of the Children (Scotland) Act 1995/6.* *Ie* (a) for a particular child; *(b) if provided with a view to safeguarding or promoting his or her welfare, for his or her family; or* *(c) if provided with such a view, for any other member of his or her family*	
	• If children can integrate safely in their normal classes, they should do this and class teaching should be adapted to enable this for the majority.	
	• If a support base is available and appropriate, children should be timetabled to attend different areas of the base to maximise use through zoning of the rooms/use of outdoors.	
	• Assessment of Needs undertaken for vulnerable pupils either those with health care needs or as described above, with use of risk and resilience matrix to support planning to meet wellbeing needs	
	• Consider particular *key adult* focus on pupils who are anxious about returning/whose parents are anxious about sending them to school and the context for this including protected characteristics such as race/LGBTI+/disability	

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

	• Embedding of equality matters across our blended curriculum offer and consideration of support for this in a home- learning context eg racism/LGBT+/disability	
Teaching and Learning		✓
Pathway 1 and 2	**NB** Advice and consultation will continue at pathway 1 and 2 including EAL supports, support for learning and literacy and dyslexia supports. *Please discuss needs with your ASL Service leader and/or educational Psychologist.*	

Pathway 3 supports	• A range of supports will continue to be available:
	  o ASL Area Teams supporting children at risk of exclusion or out of school. Please discuss needs with your ASL Service Leader. We are keen to explore what we can do locally for schools/clusters within the limits such as staffing/ limiting spread of Covid-19.
	  o ASL Early Years support for families and children struggling to be included in early years settings (contact ASAP)
	  o Enhanced Transition Supports for vulnerable children (Contact your ASL SL)
	  o Psychological Services consultation, assessment and intervention (contact your EP).
	  o Forest Schools for Care Experienced Children (contact Fiona Calder)
	  o Bush Craft (contact ASAP)
	  o Growing Youth (S2-4) (Contact ASL SL)
	  o Bikeability (contact ASAP)
	  o Spartans (S3/4) (contact ASAP)
	  o ASL Locality Hubs (contact ASL SLs)
	  o Urban Nature (contact Fran Platt)	

	- Support for deaf and blind children (Contact ASAP) - Support for children too ill to attend school/in hospital (contact Edinburgh Secure HT) - Edinburgh Together (contact ASAP): - Support up to P3 Children 1st - Support P3-S2 Barnardo's - Support S3-4 (Canongate Youth) - Support for bilingual families who have children with wider complex needs (Contact ASL SL) - Virtual Learning Environments - VLE	
Digital Learning	We are confident in our blended provision of supports for children with ASN including appropriately differentiated digital learning. http://www.autismtoolbox.co.uk/resources https://www.thirdspace.scot/nait/ digitallearning ASL Online learning suggestions 2020.docx	
Learning at home	We are confident in our blended provision of supports for children with ASN including appropriately differentiated home learning opportunities supported by school staff where possible. Useful resources can be found here on our Inclusion Hub. Collated useful resources can be found in this link: stuckathomeactivities English as an Additional Language resources for home learning	

Page 155

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

	Coronavirus (COVID-19): framework to support gypsy/traveller communities. Further, STEP have created an area on its website with resources designed specifically for G/T families, to support them through the crisis - seehttps://step-families.co.uk/ Learning at home pathways to support V3.docx Special schools also have a lot of online learning to access on their school websites.	
	Equity	✓
	• Access to digital technology to support remote learning – PEF can be used to support this. Speak to QIEO if you are not in a position to support home digital learning	
	• Access to FSM entitlements	
	• Access to clothing to support outdoor learning	
	• Support for home learning – reviewing completed work	
	Transitions	✓
	Early Years Enhanced transition plans should be considered as part of the transition planning process and agreed by the team around the child. Virtual CPMs have been helping in the collation of these plans. Staff who know the children can help create an 'All About Me' booklet for the new staff to help with getting to know the child and his/her needs. Due to the limited time and long summer break, enhanced transition visits to school settings in June for new P1 children will in the main be inappropriate. It would be more meaningful to have these as part of their August transition planning. An 'I am going to school'	

photobook can be compiled by each setting to show how different areas of the school look.

Resources mentioned above can be found here:

EY Enhanced Transition Toolkit.zip

Primary-Secondary

Transition tools can be found in the following links to support enhanced transitions for key children.

Enhanced Transition Toolkit.zip

School Leavers

- The Association for Real Change (ARC) have adapted their Principles into Practice guidance (to support young people transitioning into positive destinations), in the light of COVID -19. Here is the link:

https://scottishtransitions.org.uk/7-principles-of-good-transitions/principles-into-practice/

EAL

Inclusion Hub (EAL) - Transition

General

	National Autism Implementation Team Scotland (NAIT) have produced transition guidance and supports for autistic learners of all ages: https://www.thirdspace.scot/nait/covid-19-return-to-school/ **https://education.gov.scot/improvement/learning-resources/transitions/#Transitions-ASN**	
	Please refer to the Transition Improvement Plan for more info: transitionsip	
Staff CLPL		✓
Online ASL learning	The following is a list of suggested online learning for all new staff or staff keen to develop their additional support for learning knowledge and expertise. This will be added to over the course of next session. ASL Online learning suggestions May 2020.docx Worth a read if you can: https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/	
Partnership Working		✓
	Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school issafely in place?	
	Where LAs cannot, despite 'best endeavours' provide the support listed in a Health Care plan can pupil safety in school be guaranteed? Eg behaviour support.	

•ΞDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

Will there be clear guidelines on entry to school about the procedures in place for essential visitors from external agencies visiting pupils at the school (eg educational psychologists, child and adult mental health services (CAMHS), ASL Service etc)?	
Will visitors working closely with pupils be offered PPE where necessary?	

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Appendix Seven – Contingency Building Plan

Below are the proposed Council-owned alternative accommodation to support schools re-opening in both 100% and 50% models. Please note that this is subject to change.

Accommodation Options Proposed	School	Estimated Contingency Requirements	Required for Out of School Care in 100% return to school	Category	Locality	Ward
Inch Community Centre	Liberton Primary School	2 Classes	yes	Community Centre	South East	Liberton/Gilmerton
Kirkliston Community Centre	Kirkliston Primary School	2 Classes	yes	Community Centre	North West	Almond
Ratho Community Centre	Ratho Primary School	Hub Space	yes	Community Centre	South West	Pentland Hills
Tollcross Community Centre	James Gillespie's High School	Hub Space	yes	Community Centre	South West	Fountainbridge/Craiglockhart
Nelson Hall Community Centre	Sciennes Primary School	2 classes	yes	Community Centre	South East	Southside/Newington
Munro Community Centre	Clermiston Primary School	Hub Space	yes	Community Centre	North West	Drumbrae/Gyle
Wardie Residents Club	Wardie Primary School	2 Classes	yes	Community Centre	North West	Forth

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

South Queensferry Community Centre (Top Centre)	Echline Primary School	2 Classes	yes	Community Centre	North West	Almond
Balerno Community Centre	Balerno Community High School	4 Classes + Hub Space shared with Dean Park PS		Community Centre	South West	Pentland Hills
	Dean Park Primary School	Hub Space with Balerno High School		Community Centre	South West	Pentland Hills
Wash House Community Centre	Towerbank Primary School	2 Classes		Community Centre	North East	Portobello/Craigmillar
Kirkgate Community Centre	St Marys Leith Primary School	2 Classes + Hub (shared with Taobh na Pairce)		Community Centre	North East	Leith
	Leith Academy	4 Classes		Community Centre	North East	Leith Walk
Fort Community Centre	Taobh na Páirce	Hub Space (shared with St Mary's Leith Primary School)		Community Centre	North East	Leith Walk
Colinton Mains Community Centre	Firrhill High School	5 Classes total - could be split between both Pentlands and Colinton Mains CCs		Community Centre	South West	Colinton/Fairmilehead
Pentlands Community Centre	Firrhill High School	See above		Community Centre	South West	Colinton/Fairmilehead
Southside Community Centre	James Gillespie's High School	6 Classes		Community Centre	South East	Southside/Newington
St Brides Commnity Centre	Boroughmuir High School	6 Classes		Community Centre	South West	Sighthill/Gorgie
Goodtrees Community Centre	Liberton High School	4 Classes		Community Centre	South East	Liberton/Gilmerton
Gilmerton Community Centre & Society Hall	Liberton High School	Hub Space		Community Centre	South East	Liberton/Gilmerton
Rannoch Community Centre	The Royal High School	6 Classes (+ Hub) – either or with below		Community Centre	North West	Drumbrae/Gyle
Portobello Library	Towerbank Primary School	Hub Space		Library	North East	Portobello/Craigmillar
Kirkliston Library	Kirkliston Primary School	Hub Space		Library	North West	Almond

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

Fountainbridge Library	Boroughmuir High School	Hub Space		Library	South West	Fountainbridge/Craiglockhart
Balgreen Library	Balgreen Primary School	Classes - to release gym hall/dining space		Library	South West	Sighthill/Gorgie
Central Library	St Thomas of Aquin's RC High School	4 Classes + Hub		Library	South East	City Centre
Drumbrae Hub Library & Offices	The Royal High School	6 Classes (+ Hub) – either or with above		Library	North West	Drumbrae/Gyle
Muirhouse Library	Granton Primary School	3 Classes		Library	North West	Almond
Granton Library	Granton Primary School	Hub Space		Library	North West	Forth
Newington Library	Sciennes Primary School	Hub Space		Library	South East	Southside/Newington
Currie Library	Currie Primary School	2 Classes		Library	South West	Pentland Hills
Morningside Library	South Morningside Primary School	2 Classes		Library	South East	Morningside
West Pilton Neighbourhood Centre	Craigroyston Community High School	Hub Space		Neighbourhood Centre	North West	Inverleith
Churchill Theatre	South Morningside Primary School	Southside Hub – also serving JGPS and Bruntsfield PS		Theatre	South East	Morningside
	James Gillespies Primary School	Southside Hub – also serving SMPS and Bruntsfield PS		Theatre	South East	Morningside
	Bruntsfield Primary School	Southside Hub – also serving SMPS and JGPS		Theatre	South East	Morningside
Portlee Day Centre (formerly Hawkhill Adult Training)	Leith Academy	4 Classes		Training Centre	North East	Leith
Citadel Youth Centre	Leith Academy	Hub Space		Youth Centre	North East	Leith

Appendix Eight – Guidance for non-core staff and Partners – 18/09/20

1.   Introduction and purpose of this guidance

For the purposes of this guidance, staff have been grouped into categories to reflect the essential delivery of service.

Level 1 – core teaching staff, PSAs, etc

Level 2 – police, clergy, Social Workers, supply teachers, Instrumental Music Instructors, Skills Development Scotland staff, JET Team, School Nurse

Level 3 – Peripatetic: ASL, Psychologists, Youth Music Initiative (YMI) Tutors

Non-core staff and partner services are valued and provide considerable additionality and specialism in schools for children, young people and families in receipt of their support. In agreeing specific risk measurements with these staff and following a Risk Management Meeting on 4/9/20, we are now able to include them within schools, however this will continue to be reviewed on the agreed dates – every second Thursday, with next review date being 17th September.

The purpose of this guidance is to assist managers in determining how such services can support continuity in learning during and beyond phased recovery. It draws from current Government advice and aims to assist colleagues in addressing and adhering to risk management around coronavirus (COVID-19). It will support schools to continue to deliver certain specialist support functions with identified individuals and groups of children and young people as appropriate to their local context and risk assessment.

2.   Guiding Principles

The following principles should underpin any planning and allow for demographic differences between educational establishments and central teams and their functions.

Safe

Staff deployment and recovery plans must protect the physical, emotional and mental health and wellbeing of children, young people, parents and staff and prevent any spread of infection.

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Fair and Ethical

Plans should ensure every child has the same opportunity to succeed through their learning in-school and in-home learning, if applicable, during recovery, with a particular focus on closing the poverty related attainment gap; and therefore, learners at key points and/or with specific needs should be prioritised. This will be determined through consultation between school/setting leaders and central team managers.

Clear

Plans should be easy to interpret and understand, and have the confidence of parents, staff and young people so that they can plan ahead.

Realistic

Plans must be possible and achievable within the resources that each school and the Council has available. They must also ensure that there is collaboration between central teams to minimise the number of staff visits to a school across a week.

Moving between multiple different settings should be discouraged during this period except in circumstances where the individual works with the same group of children. These cohorts should work with the same staff members, as much as possible.

3. Preparation for engagement

In order to support our children and young people back into their learning environments we need to adopt a flexible approach and work in close collaboration with the individuals' setting or school and other peripatetic services. All non-core support within early learning, schools and specialist settings will have to be agreed, in advance, with the management team of that facility and co-ordinated with other non-core / partner visits. It will also be important to maintain communication with usual contacts, so that the child or young person, staff working directly with them and management team are fully prepared for visits.

All non-core staff / partners must be aware of the infection control procedures and Risk Assessments in place for each educational setting/ building prior to entry. Non-core staff should comply with the same requirements for handwashing or hand sanitising upon entering and exiting the building as other visitors.

4. Considerations during recovery

When planning contact with schools, children or families consideration should be given to:
- minimising the number of sustained contacts to those that are **essential**

- availability of adequate space within the setting or school environment to allow for physical distancing;
- individual establishment health and safety plans;
- individual learner Risk Assessments, where these are in place;
- adequate provision of appropriate PPE;
- permissions from parents and/or young person, if required;
- the timing of support i.e. within core time with the setting or school or at an additional time;
- safe use of resources, including:
  - adhering to National guidance on pupil use of their own device, i.e. phone, tablet or laptop.
  - maintaining teacher professionalism and good student relationships using online platforms. Further information can be found in the General Teaching Council for Scotland advice on online good practice, which offers useful information on working in an online environment.
  - equipment sharing protocols.
  - appropriate cleaning is in place.
- planning activities outdoors if the task allows.

Level 2 staff

Supply teachers will work in a maximum of three different schools in a week.

Police officers, clergy and social workers must restrict visits between schools and be present to provide essential service only. This includes police inquiries and interviews. Risk Assessments apply in all situations.

SDS staff will work only in their nominated schools and will attend other meetings virtually.

DYW/JET staff will only work in one setting per day, up to a maximum of 3 different settings per week

Instrumental Music Instructors will work in a ***maximum*** of three different schools in a week, some will work in fewer. They will still be required to teach online in some cases. There may be reasons why some instructors need to work from home on agreed days. This will be approved following discussion with IMS managers.

Where Instrumental Music Instructors work in 2 or 3 schools, they will see the same pupils every week and records of pupils' lessons must be kept up to date.

Brass, wind and singing should continue to be avoided until further Scottish Government guidance is issued.

Level 3 staff

Peripatetic and non-core staff who are able to physically distance will only visit one learning environment or school per day, in which they could have direct contact with up to two 'contacts'. A single contact is defined as one child, a group of children, a class, year group (secondary schools), a single member of staff, a group of staff, a parent or carer, a family group.

To avoid any confusion, Specialist Staff assigned to one school are to be treated in the same way as Core members of staff, in terms of numbers of groups they can have contact with.

Where Specialist Staff are shared over two settings this should be proportionately arranged in blocks of teaching (ideally in 2-week blocks). For Specialist staff who normally teach across more than two settings the peripatetic guidance should be followed. This includes YMI.

Peripatetic and non – core staff who are not able to physically distance at work, i.e. they need to provide personal care or work with very young children or children with complex additional support needs, will be based with one child or group of children and in one school or setting. It is recommended this is for a block of 2-4 weeks at a time.

Other arrangements may be required based on the wellbeing needs of the pupils. These arrangements should be subject to risk assessment between education settings and wider partners such as ASL Service staff or third sector colleagues involved. Risk assessments should be shared with all relevant staff.

Please refer to the Early Learning and Childcare Guidance for additional information for non-core staff working with very young children.

If a child, young person or visiting member of staff develops any symptoms of COVID-19 when in a school, the protocol of the school should be followed.

5. Prioritising need

During Phase one - visits to schools by non- core staff/ partners offering services are only permitted when it is essential for a child's learning or detailed in a Child's Plan/Minute of an alternative meeting e.g. CPCC, as defined to support a child's safety, health & wellbeing and/or access to education. The process for widening the safe use of partners and other non-core staff, including risk assessment, will be reviewed prior to phase 2 (October - December) and communicated to schools. If infection levels are appropriate and health and safety measures are fully embedded, widening provision will be introduced incrementally.

Services are encouraged to be mindful that having more adults in schools at one time creates an increased health and safety risk until the need for adults to physically distance from each other is removed.

Peripatetic staff should:
- check that the school can safely accommodate their visit;
- consider if their visit is needed if there are already several other services visiting the school that day;
- consider if the task could be completed through virtual/online means;

Over the closure period some of the ways staff have had to use technology to continue to deliver their function has been proven to be very effective. Opportunities should be sought to capitalise on the lessons learned and build in the new ways of working that have evaluated well to continue to improve practice.

6. Environment

When non-core staff are undertaking activities which are specialist, they may not be covered by the setting or school generic risk assessment. Therefore, a separate risk assessment specific to the non-core staff service should be undertaken and this risk assessment and relevant control measures shared with Headteachers or managers of the schools or settings to be visited. It is acknowledged that there will be situations which arise that will require a dynamic assessment of risk to be undertaken when they happen and that this should not prevent children and young people safely undertaking appropriate learning within their learning environments.

Early Year Settings

It is acknowledged that within Early Learning settings social distancing will not always be possible. Current guidance states that staff moving between ELC settings should be avoided, except in circumstances where the individuals works with the same group of children.

It should be noted that this guidance also applies to these settings and the use of peripatetic / non-core staff / partner visits should be planned according to the guidance and the needs of the children

Scottish Government Guidance on Reopening Early Learning and Childcare Services

This means that models of Early Years Peripatetic teaching and support roles will look different and need to take account of local and national guidance as well as local individual school recovery plans.

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Primary and Secondary Schools

Each school will have developed bespoke plans for their school context. They will have taken into consideration their timetabling to maximise learning time for children and young people. The approach will take into consideration the configuration of the school building, transport and available staffing, and all current health and safety guidance and advice that relates to COVID-19. Movement in and around the school should be kept to a minimum.

7.   Personal Protective Equipment (PPE)

Where a risk assessment indicates a foreseeable risk of physical intervention being required when a staff member is in a setting or school, they should have access to appropriate PPE to maximise safety for all involved, particularly where prolonged close physical contact is the only available option to staff. The relevant government advice regarding PPE must be followed, with all staff being mindful that this is likely to be subject to regular change and should be rechecked regularly.

Where a learner requires support which involves close contact between the learner and adult(s) supporting them, including children and young people with complex healthcare needs and those who require personal care, PPE should be used in line with national guidance and a risk assessment involving the appropriate professionals and partner agencies.

8.   Resources and Equipment

The range of resources available for use in school will need to be restricted during this time and consideration should be given to the use of alternative resources and online materials to support learning. Where it is unavoidable, and children require to access equipment or resources, including those shared with others, extremely high standards of cleaning throughout the school day will be required.

Non-core staff should carefully consider the resources required during lessons and promote the use of equipment and resources that need only be used by the child. Shared resources should be avoided where possible and not shared by other group or moved between environments. Any resources that must be shared must be cleaned more frequently.

Useful links

Early Learning and Childcare

Schools

Community Learning and Development sector

Physical distancing in education and childcare settings

Appendix Nine – Active Schools

Background

The Council's **Sport and Outdoor Learning Unit** (SOLU) is committed to supporting effective education adaptation and renewal.

This document provides an outline of the integral part this unit is to play as part of the delivery of targeted catch up provision, to close the poverty related attainment gap in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19.

Health and Wellbeing, alongside numeracy and literacy is the key theme for the first term of primary schools. As such, we have identified the primary schools most in need of extra support provision by SOLU, embedding the Edinburgh Learns *Renew, Reconnect, Learn* curriculum guidance

Which Schools have been selected for support?

Thirteen schools have been identified as potentially having the greatest need for health and wellbeing support- the selection criteria was based on; FSM of over 30%, SAC schools, SIMD profile, and potential barriers to outdoor activity due to geographical location of schools/pupils' housing during lockdown, other poverty-related barriers to participation in outdoor activity

Each of these schools will be allocated one Active School Co-ordinator for the first term. This resource will work with a maximum of two groups of children per day, alongside their teacher(s) and promote outdoor learning and physical activity. This resource can also help teachers plan physical activity into each and every day – from 5 minute yoga stretch to a playground games, playground buddies, multi skills, outdoor activities, including Clubgolf, team building games.

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Schools	Locality
Canal View Primary School	South West
Niddrie Mill Primary School	North East
Forthview Primary School	North West
Sighthill Primary School	South West
Castleview Primary School	North East
Pirniehall Primary School	North West
Clovenstone Primary School	South West
Royal Mile Primary School	South East
Craigroyston Primary School	North West
St Francis Primary School	North East
St Catherine's Primary School	North East
Braidburn Special School	South West
Bruntstane Primary School	North East

A further sixteen schools have also been identified by QIOs as requiring support to ensure Health and Wellbeing, these schools will be placed on a rota, and have an Active School resource every second week during the first term.

School	Locality
Ferryhill Primary School	North West
Granton Primary School	North West
Broomhouse Primary School	North West
Murrayburn Primary School	North West
Gilmerton Primary School	South East
Craigour Park Primary School	South East
Leith Primary School	North East
Leith Walk Primary School	North East
Gracemount Primary School	South East
St John Vianney Primary School	North East
St David's Primary School	North West
St Mark's Primary School	South East
Stenhouse Primary School	South West
Balgreen Primary School	South West
Hillwood Primary School	North West

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

| St Mary's Leith Primary School | North East |

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020

VERSION CONTROL

Version	Date	Summary of changes
V1.0	30/7/2020	First version of document
V2.0	25/8/2020	Update to guidance on face coverings in Key Public Health Measures section and Dedicated School Transport section. Updates effective from 31st August 2020.
V3.0	11/9/2020	Various updates for clarification of key issues, including self-isolation, testing procedures, quarantine, outbreak and case management, and links to updated guidelines on Physical Education and Home Economics. The revised and additional text introduced in this version of the guidance is in red.

Scottish Government
Riaghaltas na h-Alba
gov.scot

Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020

Non-statutory guidance to support implementation of a full-time return to school.

Version 3.0

Published 11 September 2020

This document is uncontrolled when printed. Before use check the gov.scot page to verify this is the current version

VERSION CONTROL

Version	Date	Summary of changes
V1.0	30/7/2020	First version of document
V2.0	25/8/2020	Update to guidance on face coverings in Key Public Health Measures section and Dedicated School Transport section. Updates effective from 31st August 2020.
V3.0	11/9/2020	Various updates for clarification of key issues, including self-isolation, testing procedures, quarantine, outbreak and case management, and links to updated guidelines on Physical Education and Home Economics. The revised and additional text introduced in this version of the guidance is in red.

CONTENTS

OVERVIEW

[Note: This overview section is under review and will be updated in light of the latest evidence and experience in the next version of the guidance.]

1. This guidance has been developed to support a safe return to school for all children, young people and staff taking full account of progress made in suppressing COVID-19 in Scotland, the scientific advice received and the advice of the Education Recovery Group and other key stakeholders.

2. In Scotland, as at 19 July 2020, 152 (0.8%) of a total 18,452 positive cases of COVID-19 were among people aged under 15. This is a rate of less than 20 per 100,000 of the population in that age group. There have been no deaths among people under 20 years of age. These data are regularly updated.

3. In the light of this greatly improved situation with regard to suppression of the virus, and in the context of the vital importance of school to a child's development, wellbeing and right to education, the balance of risk is now strongly in favour of children and young people returning to school full-time. This is a positive development that will help address the wider impacts of the virus on the health and wellbeing, educational progress and attainment of our children and young people.

4. It is the Scottish Government's intention that all children and young people, in all year groups, will return to school full-time from the autumn term in August so as to benefit once again from all that school brings to their lives. There is increasing concern around the negative impact of school closures on children and young people's wellbeing. The wellbeing of all children, young people and staff should be the central focus when preparing for the reopening of schools.

5. This updated planning assumption reflects the latest scientific evidence and advice and the significant progress that Scotland has made in suppressing the virus. It remains contingent, however, on continuing success in this regard and prevailing public health guidance. The Scottish Government has agreed with partners in the Education Recovery Group that schools will reopen on 11 August. The Scottish Government welcomes local authority decisions which enable children and young people to return to school full-time as quickly and safely as possible, and expects all pupils to be in school full-time by 18 August at the very latest. The Scottish Government will bring forward an Educational Continuity Direction to that effect.

6. The scientific advice that has informed this decision and the development of this guidance was published on 16 July. This updates and builds on an initial summary of key scientific and public health advice published on 26 May 2020.

7. We do not however expect the return to school in August to be a return to normality. We must remain vigilant and continue to manage the risks of COVID-19. This guidance has been designed to help our local authorities and schools to do so, and ensure the safety of children, young people and staff.

8. The guidance applies to all local authorities and schools (primary/secondary/special/school hostels/residential) under their management. Local authorities should ensure that any external organisations involved in delivering services in schools (e.g. contracted facilities management services) are required to follow this guidance. It should also be used by grant-aided schools and independent schools to support their recovery efforts. Please read the supplementary guidance for residential boarding/hostel accommodation in educational facilities, developed in partnership with relevant stakeholders. COVID-19 guidance for colleges may also be relevant to some.

9. Recognising its specific context, separate guidance for the Early Learning and Childcare (ELC) and childcare sector has been developed. There is also specific guidance for childminders and for "Out of school care". Guidance for youth work and the Community Learning and Development Sector is also available.

10. Nothing in this guidance affects the legal obligations of local authorities with regard to health and safety, public health and their responsibilities under the Equality Act 2010. Local authorities must continue to adhere to all such duties when implementing this guidance. Under the Coronavirus Act 2020, they must have regard to the advice relating to coronavirus from the Chief Medical Officer for Scotland.

11. Local authorities and schools should exercise their judgement when implementing this guidance, to ensure the safety and wellbeing of their children, young people and staff taking into account local circumstances. Where this guidance states that local authorities and schools:

   - "should" do something, there is a clear expectation, agreed by all key partners, that it should be done.

   - "may" or "may wish" to do something, the relevant sections have been included as examples of relevant practice that can be considered if appropriate. Local variations are likely.

12. Changes in incidence of COVID-19, and the impact of implementation of this guidance in schools, will be closely monitored at the national and local level. The guidance will be kept under review and updated when necessary. Local authorities and schools will also need to be able to adapt to local issues, e.g. outbreaks or local increases in cases of COVID-19, and follow any locally-determined advice and guidance.

KEY PUBLIC HEALTH MEASURES

13. This section of the guidance sets out the key public health measures that local authorities and schools should implement to minimise the risks of COVID-19 transmission and infection. These controls, when implemented alongside updated risk assessments, will help substantially reduce the risks to children, young people and staff and ensure a safe, successful return to school.

14. This guidance is designed to promote a consistent and equitable approach against the context of the nationwide health emergency. Every school is different, however, and local authorities and schools will understand best how this guidance can be applied in their settings. They should do so in a way that prioritises the health, safety and wellbeing of children, young people and staff, and ensure that the risk mitigation measures set out in this guidance are implemented effectively.

Risk assessment

15. Employers must protect people from harm. This includes taking reasonable steps to protect children, young people, staff and others from COVID-19 within the education setting.

16. It is a legal requirement that local authorities and headteachers ensure that risk assessments are conducted or updated to reflect the revised planning assumption of a full return to school. Implementation of the mitigations set out in this section will help manage risks effectively for children, young people and staff returning to full-time learning.

17. All aspects of the return to school should be considered, including transport to and from school and for learners attending college and work placement activities. Specific risk assessments should be completed regarding school cleaning and the use of school kitchens, including those used for home economics. This does not replace the need for other risk assessments required by law, such as under fire safety legislation. All risk assessments should be reviewed regularly and as circumstances change.

18. Schools should ensure that they implement pragmatic and proportionate control measures which reduce risk to the lowest reasonably practical level. They should have active arrangements in place to monitor that the controls are:

   - effective;
   - working as planned; and
   - updated appropriately considering any issues identified and changes in public health advice.

19. In accordance with relevant legislation and guidance, all local trade unions should be consulted with and involved in the development of risk assessments. Risk assessments should be shared with staff and trade unions, including catering and facilities management teams and contractors where appropriate.

20. Schools should communicate with all school staff, children, young people and parents/carers regarding health and safety. It is imperative that all members of the school community understand what measures are being put in place and why, and can cooperate to make them work. Schools may wish to consult children, young people and parents/carers on these arrangements to help ensure that they feel safe and comfortable in school.

21. While intended for wider use, the Health and Safety Executive has produced helpful [guidance on COVID-19 risk assessments](#).

22. For more information on what is required of employers in relation to health and safety risk assessments, see Annex B.

Public health measures to prevent and respond to infections

23. In order to address the risks identified in their risk assessments, local authorities and schools should adopt core public health measures in a way that is appropriate to their setting. Ensuring a positive learning environment for all children and young people, should include measures focused on preventing and responding to infections.

24. Essential public health measures include:

- enhanced hygiene and environmental cleaning arrangements;
- minimising contact with others (groupings, maintaining distancing for young people in secondary schools and physical distancing for adults);
- wearing appropriate personal protective equipment (PPE) where necessary;
- a requirement that people who are ill stay at home; and
- active engagement with Test and Protect.

Enhanced hygiene and environmental cleaning

Personal hygiene

25. Schools should strongly encourage and support all children, young people, staff and any others for whom it is necessary to enter the school estate to maintain COVID-secure personal hygiene throughout the day.

26. The key COVID-secure personal hygiene measures that all children, young people and staff should follow are:

- frequent washing/sanitising of hands for 20 seconds and drying thoroughly, and always when entering/leaving the building, before/after eating and after using the toilet;
- encouraging children, young people and staff to avoid touching their faces including mouth, eyes and nose; and
- using a tissue or elbow to cough or sneeze, and use bins that are emptied regularly for tissue waste.

27. It will be the responsibility of every individual in the school to observe good hygiene practice to minimise the risk of infection. Schools should identify opportunities to reinforce for all

children, young people and staff the importance of COVID-secure hygiene measures throughout the school day, as part of their work on responsible citizenship. Involving children and young people in discussions about how to manage mitigations will be critical to their success. Signage should be applied appropriately, including in toilets.

28. Adequate facilities should be available for hand hygiene, including handwashing facilities that are adequately stocked or have alcohol-based hand rub at key areas. Outdoor hand basins or hand sanitisers should be available at entry/exit points, to allow all building users to wash/sanitise their hands as they enter/leave the building at pick up/drop off time and at break/lunch times. Help should be given to those children and young people who struggle to wash their hands independently.   Over time it is possible that children and young people will become complacent about hand hygiene. Schools should involve them in making plans to ensure continued rigour.

29. School uniforms/clothing and staff clothing should be washed/cleaned as normal. Any arrangements in place to support washing of school uniform and clothing should be continued.

Enhanced environmental cleaning

30. If the school site or building has been closed for many weeks or if parts of the building have been out of use for a long period, the local authority/school should undertake a health and safety check of the building concerned, including water quality sampling for legionella and other bacteria.

31. Local authorities and schools should ensure that an enhanced environmental cleaning regime is in place. The regime put in place should be in line with Health Protection Scotland Guidance for Non-Healthcare Settings. This specifies in particular:

- Ensuring regular detergent cleaning schedules and procedures are in place using a product which is active against bacteria and viruses;
- Ensuring regular (at least twice daily) cleaning of commonly touched objects and surfaces (e.g. desks, handles, dining tables, shared technology surfaces etc.);
- Ensuring that where possible movement of individuals between work stations is minimised and where work spaces are shared there is cleaning between use (e.g. avoid hot desks and instead each individual, children, young people and staff, has a designated desk);
- Ensuring there are adequate disposal facilities;
- Wedging doors (other than fire doors) open, where appropriate, to reduce touchpoints;
- Setting clear use and cleaning guidance for toilets to ensure they are kept clean and physical distancing is achieved as much as possible; and
- Cleaning work vehicles, between different passengers or shifts as appropriate.

32. There should also be more frequent cleaning of rooms/areas that must be used by different groups, including staff (e.g. classrooms, toilet blocks, changing rooms and staff areas).

33. Movement of children, young people and staff between classrooms should be minimised wherever possible. Where this cannot be avoided, the provision of appropriate cleaning

7

supplies to enable them to wipe down their own desk/chair/surfaces before leaving and, especially, on entering the room should be considered as part of overall hygiene strategies for secondary schools.

34. Careful consideration should be given to the cleaning regime for specialist equipment (e.g. in practical subjects or for children with additional support needs), sensory rooms, practical subjects with specialist equipment and dining halls, etc. to ensure safe use. Staff can safely eat in the dining hall if they wish. They should use their own crockery/cutlery in staff areas and ensure these are cleaned with warm general purpose detergent and dried thoroughly before being stored for re-use.

35. It is recommended that younger children access toys and equipment that are easy to clean. Resources such as sand, water and playdough should be used only by consistent groupings of children and should be part of relevant risk assessments. Children and young people should wherever possible be encouraged not to bring toys from home to the setting or to share their personal belongings, although it is appreciated that for younger children and for some children and young people with additional support needs this may be difficult to prevent. Consideration should be given to practical alternatives to provide comfort and reassurance, which is particularly important for younger children and children with additional needs. However, if a child brings their own book/bag/personal device that only they use then this should not increase the risk of indirect spread of the virus. Children, young people and staff should be instructed to keep bags on the floor and not on their desks or worktops.

36. Children, young people and staff can take books and other resources home, although unnecessary resource sharing including textbooks should be avoided, especially where this does not contribute to education and development. Cleaning between uses should be in accordance with the Health Protection Scotland Guidance for Non-Healthcare Settings. Assist FM have also published complementary guidance on cleaning for local authorities with helpful practical advice on cleaning schedules.

37. Library books should be quarantined for 72 hours upon return to the library. The amount of infectious virus on any contaminated surface is likely to have decreased significantly after this time. School libraries should develop quarantine procedures for returned books and resources. Book drops and book trolleys can be used as they are easy for staff to wheel into a dedicated quarantine area and can be easily labelled.

Ventilation

38. Schools should ensure adequate levels of ventilation. Wherever it is safe to do so, doors and windows should be kept open to increase natural ventilation (this advice will be reviewed as we head into the winter months). This will also help to reduce contact with door handles. However, internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system). The Fire Safety Risk Assessment should always be reviewed before any internal doors are held open.

39. Where it is not possible to keep doors and windows open, and centralised or local mechanical ventilation is present, systems should wherever possible be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present enhanced precautions should be taken when changing filters. Ventilation systems should be checked or adjusted to ensure they do not automatically adjust ventilation levels due to differing occupancy levels.

Minimising contact between individuals and groups

40. The COVID-19 Advisory Sub-Group on Education and Children's Issues has published scientific advice on physical distancing in schools. The advice states:

"Subject to continued suppression of the virus, and to surveillance and mitigations being in place, the balance of the evidence suggests that no distancing should be required between children in primary schools. The evidence is less clear for older pupils but at present we support the same approach being taken in secondary schools on the basis of the balance of known risks, the effectiveness of mitigations and the benefits to young people of being able to attend school."

41. It goes on to state:

"In both primary and secondary settings, the preference would always be to avoid large gatherings and crowded spaces and, wherever possible, to keep children and young people within the same groups for the duration of the school day. In giving this advice we recognise the practical challenges. Where possible, timetabling should be reviewed to reduce movement of groups of pupils around the school estate as much as possible."

42. It is important to understand that this advice has been developed by the sub-group in the specific context of schools. There are sound reasons for approaches to physical distancing to vary in different contexts, including the drawing of judgements about cumulative risk across the whole of society and the features of distinct environments.

Physical distancing between children in primary schools

43. On the basis of the scientific advice, and subject to all other risk mitigation measures set out in this advice being appropriately implemented, there is no requirement for physical distancing between children in primary schools.

Maintaining distance between young people – secondary schools

44. The scientific advice is that physical distancing between young people in secondary schools is not required to ensure a safe return to schools.

45. The evidence for this is less clear for older pupils, but at present this approach is being advised for secondary schools on the basis of the balance of known risks, the effectiveness of mitigations and the benefits to young people of being able to attend school.

9

46. However, within the context of a full return to school, and to provide additional reassurance to young people, staff and parents/carers, where there are opportunities to further minimise risk these should be encouraged. As a precautionary approach therefore secondary schools should encourage distancing where possible between young people particularly in the senior phase.

47. Distancing should be implemented in a proportionate way. Importantly, schools should ensure that the specific approaches adopted do not introduce capacity constraints and/or prevent a return to full-time learning in school.

48. Mitigations that schools should consider could include:

- Encourage young people to maintain distance where possible, particularly indoors – this does not have to be strict distancing of 2m if this is unachievable, but encouraging young people not to crowd together or touch their peers is recommended.
- Discourage social physical contact (hand to hand greeting/hugs)
- Use all the available space in classrooms, halls, libraries or social spaces to promote distancing where possible.
- Adjust class space if required, and where possible, to maintain spacing between desks or between individual young people
- Seat young people side by side and facing forwards, rather than face to face
- Avoid situations that require young people to sit or stand in direct physical contact with others.
- Where young people need to move about within the classroom to perform activities (for example to access a shared resource) this should be organised to minimise congregation around the point of access to the shared resource.
- Where staffing within the school allows it, consider altering class sizes and composition to intensify support for young people and create more space. For example, where there are 3 maths sets in a year group (one set with 30 pupils, another with 20 pupils and another with 10 pupils) class size and composition may be altered to improve the spread of pupils and create 3 sets of 20 pupils.
- Young people in the senior phase may require to spend time in college environments. They should ensure that they follow the guidance on the appropriate approach to these specific circumstances while on campus. This has now been included in updated guidance for colleges.

49. Secondary schools should consider which of these possible mitigations are achievable in their establishment, bearing in mind that this distancing is an additional, precautionary step, which goes beyond what is recommended in the current scientific advice on the re-opening of schools.

Minimising contacts (groupings)

50. In line with the scientific advice, in both primary and secondary settings, wherever possible, efforts should be made to keep children and young people within the same groups for the duration of the school day. Consistent groups reduce the likelihood of direct transmission, allow for quicker identification of those who need to self-isolate and may reduce the overall

Page 185

number of children, young people and staff who need to isolate in the event of a positive test or COVID-19.

51. Schools should make efforts to keep groups apart from other groups where possible. In open plan settings with large numbers of children or young people (for example multiple classes in one open plan space) consideration should be given to ensuring clear demarcation and separation between the areas in which different groups learn. Schools should consider how to reduce the movement of groups across different parts of the school estate where possible. In particular, schools should avoid assemblies and other types of large group gatherings.

52. Where it is necessary to bring groups together, alternative mitigating actions should be put in place, such as limiting the time spent together. Guidance about the maximum size of gatherings allowed in wider society in Scotland (e.g. places of worship) may provide a suitable benchmark for the advisable maximum size of a single group activity within a school at the time of reopening. When undertaking fire test drills or procedures where the whole school is evacuated, schools and local authorities should consider muster points and whether these need to be altered to ensure a greater degree of separation.

53. The approach taken to configuring groups should be risk-based and adapted to the specific circumstances of the school. The general approach should be to keep groups consistent where practically possible, taking into account the feasibility of doing this while delivering a broad, meaningful curriculum and promoting children, young people and staff's health and wellbeing.

54. Examples that schools may draw on include:

   - in primary schools it may be appropriate to have groups organised according to full-class sizes. Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for children and create more space;
   - for young people in secondary schools within the BGE, consideration may be given to keeping pupils in the same groupings across the curriculum. Where possible, consideration may be given to teaching whole/ half year group blocks in as close to tutor group sections as possible while the guidance on "minimising contacts" is in place; and
   - for those young people in the senior phase where consistent groups cannot reasonably be maintained, schools will wish to consider the most appropriate delivery and timetabling models to keep mixing of young people to the minimum necessary while ensuring a full range of subjects can be offered. One option may be working together in a group for extended blocks of time. Another may be for the senior phase to be considered as a group in and of itself, with senior pupils kept away from other age groups where possible. Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for young people and create more space. Schools may also wish to consider other ideas such as timetabling in double periods (or more) to minimise contacts if this is practical or achievable in their context.

55. The practical and timetabling challenges of these approaches, particularly in secondary schools, are recognised. The variation in size, context and physical structure across schools is also recognised. If groups cannot reasonably be maintained, or if groups require to be larger in size with some mixing permitted, the application of other risk mitigation measures becomes even more important.

56. These will require coordination of other services such as transport, catering and cleaning. Mitigations should be considered as part of risk assessments and may include:

    - ensuring access to hand washing stations or hand sanitiser whenever children and young people move between groups;
    - minimising frequency of change of groups for children and young people in a day;
    - arranging for staff to move to class groups (as opposed to vice versa); and
    - encouraging distancing where possible when in different groups (in secondary schools).

57. Passing briefly in the corridor or playground is considered low risk, but risk assessments should consider the ways in which busy corridors, entrances and exits could be avoided, and could include one way and/or external circulation routes.

58. It is recognised that break times will also require careful consideration. Schools may wish to consider staggered break and lunch times, etc (although these will not be suitable for all schools, and staggering break and lunch times to an extent that they could reduce the overall amount of time children and young people can spend learning in school should be avoided). Localised solutions should be agreed and, as far as possible, children, young people and parents/carers should be involved in these discussions.

59. If children and young people go offsite for lunch, they should follow the rules in place for wider society, for example wearing a face covering when entering a shop. Risk assessments should consider procedures for when children and young people leave and return to school premises, including hand hygiene. Schools may wish to contact local shops in advance to alert them to plans.

60. For children and young people who attend multiple education settings, either in other educational establishments or the wider community, consideration should be given to their groupings and an appropriate risk assessment conducted.

Proportionality

61. It is important to emphasise that both the approaches of maintaining distance between young people (in secondary schools) and the use of groups **are not all-or-nothing approaches.** These will bring public health benefits even if logistics mean they can be implemented only partially (e.g. with groups maintained for the majority of the day but some limited mixing into wider groups permitted for specialist subjects or transport, etc.). Schools should apply proportionate, risk-based approaches to implementation of distancing and the use of groups.

12

Physical distancing and minimising contact for adults

62. Two metre physical distancing between adults, and between adults and children and young people who are not from the same household should be maintained. This includes non-staff adult visitors to the school e.g. contractors, deliveries etc. Adult visitors to schools should be strictly limited only to those that are necessary to support children and young people or the running of the school and arrangements should be communicated clearly to staff and the wider school community.

63. Maintaining 2m distancing between adults and children whenever possible will help mitigate risk, but it is acknowledged that this is not always possible or desirable, particularly when working with younger primary school children or children with additional support needs who may require personal or intimate care. For the early stage (P1-P2), schools may consider making use of ELC models of managing children's interactions and other mitigations, where appropriate, particularly where adopting a play based approach. Detailed guidance for ELC settings is available.

64. Where adults cannot keep 2m distance and are interacting face-to-face for a sustained period (about 15 minutes or more) with other adults and/or children and young people, face coverings should be worn (or, in certain limited circumstances, PPE - see section on PPE and other protective barrier measures, below).

65. Movement between schools (e.g. of temporary/supply/peripatetic staff etc) should be kept to a minimum, until further notice. This includes attendance at school of those who visit, such as visiting teachers, psychologists, nurses, social workers and those providing therapeutic support. Recognising the importance of holistic support for children and young people requirement to meet their needs, every effort should be made to secure these wider inputs through lower risk methods such as digital/virtual means or outdoor settings. This does not mean that none of these services and supports can be provided. The management of visitors to schools requires careful risk assessment in order to prevent transmission of the virus within and between schools.

66. As cleaning regimes will be enhanced, the extent to which cleaners will be able to move between locations may be constrained depending on local circumstances (see "Enhanced Hygiene and Environmental Cleaning", above).

67. Where movement across locations is necessary to deliver school operations the number of interactions should be minimised, and the 2m distancing between adults should be adhered to wherever possible.

68. All staff can operate across different classes and year groups within a setting where this is necessary in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep 2m distancing from learners and other staff as much as they can.

13

69.	With regard to movement of NCCT teachers between classes and across settings, this is permitted but should be minimised wherever possible. Schools should be encouraged to follow SNCT and LNCT guidance on how flexibility of time over a 2 or 4 week period may help to reduce movement of staff across classes.

70.	Schools should plan how shared staff spaces are set up and used to help staff to distance from each other. The number of people in staff rooms at any one time should be limited to ensure distancing can be maintained.

71.	Any facilities management work carried out within the school setting should adhere to the principles of physical distancing and be subject to risk assessment to put in place mitigating actions. Procedures should be put in place for deliveries to minimise person-to-person contact.

Drop off/pick up

72.	The arrangements for parents/carers to drop off and collect children and young people require careful consideration, to ensure that large gatherings of people can be avoided and physical distancing between adults and children of different groupings is maintained. Schools should consult parents/carers on their plans and ensure that any arrangements put in place are communicated clearly to parents/carers.

73.	Parents should not enter school buildings unless required. Some approaches that local authorities and schools may consider include the following:

- staggered drop off/pick up times or locations, so that not all children and young people arrive onsite at one time as long as this does not reduce the overall amount of learning time in school for children and young people;
- if the school has additional access points, consideration may be given to whether it would be beneficial to open these to reduce congestion;
- consideration may be given to where children and young people go as they arrive at the facility. This could include heading straight to their group's designated learning space/classroom, which could be indoors or outdoors;
- if parents/carers are dropping off younger children, they should be discouraged from gathering outside the school and should maintain distancing of 2m, as far as practicable, when dropping off their children. Appropriate markings may be introduced at the school gates;
- for those arriving by car, parents/carers may be encouraged to park further away from the school and then walk with their children to avoid congestion, or alternatively use active travel routes where feasible. Car-sharing with children and young people of other households should be discouraged;
- where learning spaces can be accessed directly from outside, this may be encouraged to decrease interactions between individuals in circulation spaces;
- particular consideration should be given to the arrangements for parents/carers of children and young people with additional support needs or disabilities, who may normally drop their children off within the school building, and those who arrive at school using school transport, including taxis.

<u>PPE and other protective barrier measures</u>

PPE

74. For the majority of staff in schools, PPE will not normally be required or necessary. Where it is required or necessary, the following arrangements will apply.

75. Schools and local authorities already have set risk assessment processes for the use of PPE. Following any risk assessment (individual or organisational), where the need for PPE has been identified appropriate PPE should be readily available and provided and staff should be trained on its use. The use of PPE by staff within schools should be based on a clear assessment of risk and need for an individual child or young person, such as personal care, where staff come into contact with blood and body fluids or lift children and young people.

76. Risk assessments should already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments should be updated as a matter of priority in light of changes to provision such as environment and staffing.

77. Local infection control procedures that outline safety and protocols should also be stringently followed. This includes procedures for the disposal of soiled items; laundering of any clothes, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.

78. Specific guidance has been developed and published for first responders (COVID-19: guidance for first responders) who, as part of their normal roles, provide immediate assistance requiring close contact until further medical assistance arrives. This guidance sets out clearly what a first responder is required to do if they come into close contact with someone as part of their first responder duties. It covers the use of PPE and CPR.

79. The types of PPE required in specific circumstances are set out below:

- **Routine activities:** No PPE is required when undertaking routine educational activities in classroom or school settings.

- **Suspected COVID-19:** A fluid-resistant surgical mask should be worn by staff if they are looking after a child or young person who has become unwell with symptoms of COVID-19 and 2m distancing cannot be maintained while doing so.
- If the child or young person who has become unwell with symptoms of COVID-19 needs direct personal care, gloves, aprons and a fluid-resistant surgical mask should be worn by staff.
- Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.

15

- **Intimate care:** Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding.
- Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

*Face coverings [**Note: updated effective from 31st August 2020]**

80. The Advisory Sub-Group on Education and Children's Issues has provided updated advice on the issue of face coverings in schools, in light of the latest scientific evidence and the advice of the World Health Organisation, which was published on 22nd August 2020.

81. The advice notes that the volume of evidence supporting the initial scientific position on a key benefit of face coverings (protection of others from infection by the wearer) has grown. There is also emerging evidence to suggest that the wearer of a face covering can be protected.

82. This section of the school reopening guidance has been updated in light of the advisory group's updated advice, and the feedback received from stakeholders on the early experiences of school reopening.

83. A definition of face coverings (which should not be confused with PPE) can be found here. Use of face coverings in the circumstances set out in this guidance should be seen as just one mitigation within a package of measures. The other mitigation measures in this guidance, including physical distancing for adults, environmental cleaning, personal hand and respiratory hygiene, grouping of young people and maintaining distancing between young people in secondary schools where possible, remain vitally important.

84. Anyone (whether child, young person or adult) wishing to wear a face covering in any part of the school should be permitted to do so.

85. Some individuals are exempt from wearing face coverings. Further information on exemptions can be found in wider Scottish Government guidance.

86. Face coverings should not generally be required in classrooms or other learning and teaching environments. However, face coverings should be worn by adults where they cannot keep 2m distance and are interacting face-to-face for a sustained period (about 15 minutes or more) with other adults and/or children and young people.

87. Face coverings should also be worn in the following circumstances (except where an adult or child/young person is exempt from wearing a covering):

- where adults and young people in secondary schools (including special schools and independent and grant aided schools) are moving about the school in corridors and

confined communal areas (including toilets) where physical distancing is particularly difficult to maintain; and

- in line with the current arrangements for public transport, where adults and children and young people aged 5 and over are travelling on dedicated school transport (see School Transport section).

88. This approach reflects precautionary judgements based on the latest scientific advice and the experience of school reopening to date. It is limited to the specific environments identified above for the following reasons:

- These are areas where mixing between different (age) groups is more likely, increasing the potential for transmission of the virus;

- Experience and feedback has demonstrated that crowding and close contact in these areas is more likely, and that voices may be raised resulting in greater potential for creation of aerosols;

- The scope for effective ventilation is often less;

- There are less compelling counter-balancing arguments regarding the potential impact of face coverings on educational outcomes in these areas of the school estate; and

- For school transport, the adoption of an approach to face coverings applying to children and young people aged 5 and over will be consistent with the current approach on public transport.

89. Face coverings may also play a particularly important role when prevalence rises, and their use may be increased in specific local contexts on the basis of risk assessments and local factors, including as follows:

- Local Incident Management Teams may recommend a further strengthening of the use of face coverings in other areas of the school (e.g. classrooms) when dealing with local outbreaks (see Outbreak Management).

- Individual local authorities and secondary schools (including special schools and independent and grant aided schools) may wish, following the relevant local authority processes and appropriate risk assessment and consultation with school communities, to consider strengthening the use of face coverings in other areas of the school (e.g. classrooms) to address specific local circumstances (e.g. particular concerns or anxieties around distancing or confidence building in the context of local or wider outbreaks).

90. An example of this local "stepping up" of measures may be the use of face coverings in secondary school classrooms where any form of distancing is impossible, in circumstances where increased community transmission is being seen.

91. In making any such local decisions on the stepping up of use of face coverings, it will remain vitally important to consider the potential impact on children and young people, including via

the appropriate use of Equality Impact Assessments. The impact of wearing a face covering for learners with additional support needs, including any level of hearing loss, should be carefully considered, as communication for many of these learners (including hearing impaired young people) relies in part on being able to see someone's face clearly. This is also important for children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning. Individuals who may not be able to handle and wear face coverings as directed (e.g. young learners, or those with additional support needs or disabilities) should not wear them as it may inadvertently increase the risk of transmission.

92. In classes where any such impacts are anticipated and no alternative mitigations are reasonable, schools may wish to consider the use of see-through face coverings which are increasingly available. Some children and young people may need additional support/reassurance about the reasons for adults wearing face coverings.

93. It is vital that clear instructions are provided to staff and children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. The key points are as follows:

- Face coverings should not be shared with others.
- Before putting on or removing the face covering, hands should be cleaned by washing with soap and water or hand sanitiser.
- Make sure the face covering is the right size to cover the nose, mouth and chin. Children should be taught how to wear the face covering properly, including not touching the front and not pulling it under the chin or into their mouth.
- When temporarily storing a face covering (e.g. during classes), it should be placed in a washable, sealed bag or container. Avoid placing it on surfaces, due to the possibility of contamination.
- Re-usable face coverings should be washed after each day of use in school at 60 degrees centigrade or in boiling water.
- Disposable face coverings must be disposed of safely and hygienically. Children and young people should be encouraged not to litter and to place their face coverings in the general waste bin. They are not considered to be clinical waste in the same way that used PPE may be.

Further general advice on face coverings is available here.

94. There should be regular messaging from schools to adults and children and young people about these instructions. These risks must be considered when deciding locally whether to step up measures.

95. Local authorities and schools should consider carefully how to address any equity concerns arising from the use of face coverings, including in respect of the impacts on certain groups of pupils and the costs of providing face coverings for staff and children and young people. It is reasonable to assume that most staff and young people will now have access to re-usable face coverings due to their increasing use in wider society, and the Scottish Government has made available a video on how to make a simple face covering. However, where anybody is

struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled/unsafe, schools should take steps to have a contingency supply available to meet such needs.

96. No-one should be excluded from education on the grounds that they are not wearing a face covering. As is usual, if there are any concerns about a child or young person behaving or acting in a way which doesn't align with school policy or procedure, their behaviour or actions should be discussed with them to resolve those concerns as quickly as possible. See the section on Supporting the Wellbeing of Children and Young People for further guidance addressing concerns regarding adherence to school policy or procedure.

97. It is not recommended that face coverings are used in secure schools.

98. Any additional costs of implementing this updated guidance (for example in respect of contingent provision of face coverings, or additional cleaning costs) will be considered via the arrangements for funding of Education Recovery that have been agreed between the Scottish Government and COSLA.

Staying vigilant and responding to COVID-19 symptoms

99. The whole school community should be vigilant for the symptoms of COVID-19, and to understand what actions they should take if someone develops them, either onsite or offsite. The most common symptoms are:

- new continuous cough
- fever/high temperature
- loss of, or change in, sense of smell or taste (anosmia).

100. All staff working in and with schools, along with the children and young people in their care, should be supported to follow up to date health protection advice on household or self-isolation and Test and Protect procedures if they or someone in their household exhibits COVID-19 symptoms, or if they have been identified by NHS contact tracers as a close contact of someone with the virus. Guidance on this is available from NHS Inform, Parent Club and gov.scot. The National Clinical Director has also written an open letter to parents and carers providing guidance on how COVID-19 symptoms differ from those of other infections circulating at this time of year. Some of the key points to ensure that children, young people and staff are aware of are as follows:

- It is essential that people do not attend school if symptomatic. Everyone who develops symptoms of COVID-19 – a new, continuous cough; fever or loss of, or change in, sense of smell or taste - should self- isolate straight away, stay at home and arrange a test via the appropriate method (see below).
- People who live in the same household as a person with symptoms should also self-isolate straight away and stay at home. Only those developing symptoms should be tested. There is no need for other members of the household to have a test, unless they are also symptomatic. If the test result for the symptomatic person is negative, and they are not already isolating as a 'close contact' of a confirmed case, they can end isolation

and return to work or school when they are well enough and have not had a fever for 48 hours assuming also that they are not quarantining for foreign travel reasons. The rest of their household can end isolation straight away.

- School staff who opt to undertake asymptomatic testing do not need to self-isolate while awaiting results.
- If the test is positive, the symptomatic person must remain in isolation until 10 days from symptom onset, or longer if symptoms persist. They must otherwise be well and remain fever-free for 48 hours without medication. The rest of the household should remain in isolation for 14 days from symptom onset in the symptomatic person, even if they don't have symptoms themselves.
- Everyone who tests positive for COVID-19 will be put in touch with the local contact tracing team so that other close contacts can be identified. All close contacts who are in the same household as confirmed cases will be asked by Test and Protect to self-isolate for 14 days from symptom onset in the symptomatic person. Contacts from outside the household of the confirmed case will be asked to self-isolate at home for 14 days from the date of last exposure to the case.
- Everyone who has been asked to self-isolate by Test and Protect as close contacts of confirmed cases must continue to self-isolate for 14 days, even if they have a negative test result.
- Unless otherwise advised by Test and Protect or local Incident Management Teams, where children, young people or staff do not have symptoms but are self-isolating as a close contact of person who is a confirmed case, other people in their household will not be asked to self-isolate along with them.

101. Children, young people and staff can book a test through www.nhsinform.scot, the employer referral portal (for staff only – see below) or, if they cannot get online, by calling 0800 028 2816.

102. Schools, other than in those authorities detailed in the following paragraph, will also be able to register their symptomatic staff as category 3 key workers under the employer referral portal, to ensure priority access to testing. The nature of this portal is to prioritise tests and appointments over the general public. This route directs individuals through to a Regional Test Centre or Mobile Testing Unit (whichever is nearer). For those who cannot access an RTC/MTU (if they do not have access to a car or live too far away), they can order a home test kit.

103. For schools in Orkney, Shetland and Comhairle nan Eilean Siar, there are different routes to accessing a test in your local areas. Education departments in these areas should liaise with their local Health Boards to ensure priority access to symptomatic testing for school staff.

104. Unless staff are symptomatic or are advised to get a test by a healthcare professional, then testing is not a requirement. However, if members of school staff are concerned that they have been at risk from infection, then they may request a test whether or not they have symptoms. Staff should make such requests via their local authority employer, who can book a test for them using the employer portal, or for staff in Orkney, Shetland and Comhairle nan Eilean Siar, can advise school staff on the testing arrangements with their local Health Board.

105. All children, young people and staff must know that they must inform a member of staff or responsible person if they feel unwell with symptoms of COVID-19. Schools may need to ensure a responsible adult is there to support an affected individual where required. If the affected person has mild symptoms, and is over the age of 16 and is able to do so, they should go home as soon as they notice symptoms and follow the guidance for households with possible coronavirus infection including testing and self-isolation. If the individual affected is a child or young person below the age of 16 (or otherwise unable to travel by themselves), parents/carers should be contacted and asked to make arrangements to pick up the child or young person from school (preferably this should be another adult member of their household and not a grandparent) and follow the national guidance for households with possible COVID-19 infection including testing and self-isolation.

106. If a child or young person is awaiting collection try to find somewhere safe for them to sit which is at least 2 metres away from other people. If possible, and it is safe to do so, find a room or area where they can be isolated behind a closed door with appropriate adult supervision if required, depending on the age and needs of the child or young person. If it is possible to open a window, do so for ventilation. Ensure that guidance on the use of PPE is followed. The individual should avoid touching people, surfaces and objects and be advised to cover their mouth and nose with a disposable tissue when they cough or sneeze, and then put the tissue in the bin. The symptomatic individual may also be asked to wear a face mask or face covering to reduce environmental contamination where this can be tolerated. If no bin is available, put the tissue in a bag or pocket for disposing in a bin later. If you don't have any tissues available, they should cough and sneeze into the crook of their elbow. Where possible, a separate bathroom should be designated for the individual to use.

107. Those with minor symptoms (staff and young people over the age of 16 and children under the age of 16 accompanied by a parent/carer), should, after leaving the school, minimise contact with others where possible, e.g. use a private vehicle to go home. If it is not possible to use private transport, then they should be advised to return home quickly and directly, and if possible, wear a face covering in line with Scottish Government guidance. If using public transport, they should try to keep away from other people and catch coughs and sneezes in a tissue. If they don't have any tissues available, they should cough and sneeze into the crook of the elbow. See the Health Protection Scotland Guidance for Non-Healthcare Settings for further advice on travel.

108. If an individual is so unwell that they require an ambulance, phone 999 and let the call handler know you are concerned about COVID-19. If it is safe and appropriate to do so, whilst you wait for advice or an ambulance to arrive, try to find somewhere safe for the unwell person to sit which is at least 2 metres away from other people.

109. Advice on cleaning of premises after a person who potentially has COVID-19 has left the school premises can be found in the Health Protection Scotland Guidance for Non-Healthcare Settings. Assist FM have also produced complementary guidance on cleaning in schools.

110. Individuals should wash their hands thoroughly for at least 20 seconds after any contact with someone who is unwell (see personal hygiene section). Also see section on PPE.

111. Schools should manage outbreaks (i.e. 2 or more confirmed cases within 14 days) in line with the guidance on outbreak response (below).

112. Schools should also maintain an accurate register of absences of children, young people and staff and whether these are due to possible or confirmed COVID-19. Codes for this have been developed in SEEMiS.

International travel - self-isolation arrangements

113. The Chief Medical Officer, Chief Nursing Officer and National Clinical Director wrote to all Directors of Education on 17 August to clarify the arrangements for children and young people returning to Scotland who are not exempt from self-isolation ("quarantine") rules.

114. The Health Protection (Coronavirus) (International Travel) (Scotland) Regulations 2020 require all those returning to Scotland from non-exempt countries to self-isolate at home or another appropriate location for 14 days. Those self-isolating should not go out to work or school or visit public areas. This point is covered prominently in the sector advice card which should be displayed in all schools. The list of exempt countries is kept under constant review, and schools and local authorities should ensure they are familiar with the most up to date list.

115. Headteachers and heads of early learning and childcare settings should ensure that arrangements are in place to identify and support children and young people who need to self-isolate including appropriate safeguarding measures. This includes engaging with children, young people and their families to ensure adherence to the legal requirements. Directors of Public Health and local health protection teams are available to offer further support where there are concerns.

116. Detailed guidance is available, as is the list of exempt countries.

Enhanced surveillance, testing and outbreak management

117. The public health measures set out above will go a long way to ensuring a safe return to school for everyone.

118. There will also be, in parallel, a number of measures, involving testing and other steps, designed to monitor developments and allow for rapid response to any cases of COVID-19. This will include the following key elements.

(i) Enhanced surveillance programme

119. Scotland has an excellent programme of community surveillance. This allows us to monitor actively trends in the pandemic, both nationally and more locally.

120. There will also be specific surveillance in respect of schools and children/young people. This will draw on COVID-19 related information from a range of sources and will cover all school ages and the ELC phase.

121. We are also developing an additional surveillance programme within a sample of schools. This would involve working over a period of time with substantial numbers of children and workers at a representative sample of schools throughout Scotland, using repeated PCR/serology testing and survey data to establish symptoms and infections in the school population to inform the ongoing development of guidance. The principal focus of this at least initially would be children, young people and staff in S4, S5 and S6. Participation would be voluntary and careful consideration is being given to ensuring acceptability in school populations.

122. An additional surveillance study will look at risk in different occupational groups which will improve our understanding of the likelihood of COVID-19 infection and illness within the education workforce, and the effectiveness of measures to reduce transmission.

123. Taken together, these sources will allow regular reporting on indicators such as: overall incidence and swab positivity for Scotland; incidence and swab positivity for school-age children; number and proportion of all cases that are among school workers; hot spots by local authority area; number of clusters or outbreaks that are under investigation within educational settings; and, if feasible, antibody prevalence among children and school workers.

124. These data will inform decision-makers at different levels as they consider any adjustments to make to arrangements – including this guidance – or any investigations to be conducted at certain localities to explore what local responses are required.

(ii) Test and Protect

125. The effective application of Test and Protect in the school environment will be an important means of preventing any spread of the virus. Schools should ensure that they understand the Test and Protect process and how to contact their local Health Protection Team (HPT). Further information on Test and Protect is available. All educational establishments are considered complex settings and cases will be prioritised and escalated to specialist HPTs.

126. The key initial step is the self-isolation and rapid testing of all symptomatic children, young people and staff (see above). Other children, young people and staff members will not be required to self-isolate unless contacted by the contact tracing service. If a child, young person or staff member tests positive, the HPT will assess what action is needed, taking into account the close contacts the person has had within the school and other factors such as the implementation of mitigating measures, eg cleaning, ventilation and PPE.

127. If a child, young person (or their parent/carer if under 16 years) or staff member is contacted by a contact tracer and told to self-isolate for fourteen days, the person should leave school to self-isolate at home straight away and, if possible, wear a face covering en route and avoid public transport. The Scottish Government has published advice for employers on how to support people who are asked to self-isolate.

(iii) Outbreak and case management

128. The management of outbreaks (if schools have two or more confirmed cases of COVID-19 within 14 days) and cases of infectious disease in schools is led by local health protection teams (HPTs) alongside local partners, such as schools and local authorities. Schools should ensure before the return that they know how to contact their local HPT and who will usually be responsible for doing so.

129. The procedures for outbreak management are well established. Public Health Scotland now ask that if there is either a single confirmed (test positive) case of COVID-19 or *any* suspicion that there may be an outbreak of cases in a setting (e.g. an increase in background rate of absence due to suspected or confirmed cases of COVID-19), schools should make prompt contact with their local HPT and local authority so they can assess the situation and offer advice. Note that settings with increased rates of respiratory illness should also be alert to the possibility that this could be due to COVID-19 and contact their local HPT for further advice.

130. Schools and local authorities will be expected to work closely with their local HPT to resolve the situation. COSLA and Public Health Scotland are currently developing a national protocol for managing cases and outbreaks in schools, but actions that they may need to be involved in include (but are not restricted to):

- attendance at multi-agency incident management team meetings;
- communications with children, parents/carers and staff;
- providing records of school layout / attendance / groups; and
- implementing enhanced infection, prevention and control measures.

131. The HPT will make recommendations to the incident management team on self-isolation and on testing of children and staff and the arrangements for doing this. The IMT will discuss and agree additional measures to deal with the specific situation faced in a school. These may include reviewing risk assessments and compliance with existing guidance, the greater use of face coverings, reviewing and reducing higher risk activities, and/or a move to blended learning. Any discussion of possible school closures should take place between schools, local authorities and local HPTs. Schools should maintain appropriate records to support outbreak control measures, e.g. children, young people and staff attendance, details of pupil groups, visitors to schools, and clinically vulnerable/extremely vulnerable children and young people who are attending school.

Special considerations for certain groups

Children, young people and staff who are clinically vulnerable

132. Clinically vulnerable staff can return to work, following a dynamic risk assessment, and arrangements should be made to enable appropriate physical distancing staying 2 metres away from others wherever possible, in line with current advice on the return to school. If they have to spend time within 2 metres of other people, settings must carefully assess and agree with them whether this involves an acceptable level of risk.

<u>Children, young people and staff who are clinically extremely vulnerable (shielding)</u>

133. The trajectory of the virus has been such that shielding will be paused from 1 August. We expect that children, young people and staff who are shielding will be able to return to school in August, unless given advice from a GP or healthcare provider not to, and can follow the same guidance as the rest of Scotland.

134. Where any concerns do exist, guidance for people with underlying health conditions has been prepared and will continue to be updated. School staff who have underlying health conditions will wish to be aware of this advice in order to inform discussions with their employer, trade union and/or healthcare team. Similarly, parents/carers may wish to have a discussion with their child's healthcare team if they are unsure or have queries about returning to school because of their health condition.

135. In addition, local monitoring arrangements will be in place to give early warning of any local increase in infections in the future which could lead to people in the higher risk categories being advised to stay away from schools again for their safety. Schools will therefore wish to maintain plans for providing education remotely to some children and young people in such circumstances, in line with duties to provide education elsewhere than a school when a child is unable to attend school due to ill health.

<u>Support for children and young people with Additional Support Needs</u>

136. Every child and young person will have different levels of required support. It will be important as part of the risk assessments carried out to consider the individual needs of a child or young person. Where there is a need to work in close proximity with adults and children and young people the safety measures to protect adults and children and young people alike should be followed. Staff should wear a face covering or PPE as appropriate, and regularly wash their hands before and after contact.

<u>Support for anxious children, young people, families and staff</u>

137. The past few months have been a time of considerable change and there will undoubtedly be moments of anxiety. It will be important to take gradual steps in terms of reintroduction to safe practices and intervention with others. It will be important to phase some of this in through family interaction prior to the return to school, particularly for children and young people with additional support needs. It will also be vital for relevant services to consider mental health awareness.

<u>Support for Minority Ethnic children, young people and staff</u>

138. There is some wider evidence that children, young people and adults from a Minority Ethnic background who are infected with COVID-19 seem to be at higher risk of severe disease. The recent report by the National Records of Scotland on the breakdown of COVID-19 deaths in Scotland by ethnic group, concluded that over the course of the pandemic to date, COVID-19 was a relatively more common cause of death for people in the South Asian ethnic group compared to people in the white ethnic group. Work is ongoing to

25

build upon these data and to improve understanding. The Scottish Government continues to work with experts from a range of fields, including our new Ethnicity Expert Reference Group, to develop actions to help mitigate any disproportionate effects.

139. Consequently, the concerns within Minority Ethnic communities must be recognised and individual requests for additional protections should be supported wherever possible. Responding to requests for additional protections may include offering access to support from occupational health services (OHS) and the provision of individual risk assessments. Care should be taken to ensure that Minority Ethnic children, young people, families and staff are involved in decisions about additional protections - automatic referrals to OHS should not be made. Local authorities should ensure that managers in school have sensitive, supportive conversations with all Minority Ethnic staff, which also consider their health, safety and psychological wellbeing and personal views and concerns about risk. Wellbeing support services should be promoted to all Minority Ethnic staff.

140. Employers should be mindful of their duties under the Equality Act 2010 at all times. All Minority Ethnic staff from South Asian backgrounds with underlying health conditions and disabilities, who are over 55, or who are pregnant, should be individually risk assessed, and appropriate reasonable adjustments should be made following risk assessment.

<u>Young people in the senior phase who attend colleges</u>

141. Young people in the senior phase may require to spend time in college environments. They should ensure that they follow the guidance on the appropriate approach to these specific circumstances while on campus. This has now been included in updated guidance for colleges.

<u>Individual risk assessments</u>

142. Local authorities will already have individual risk assessment processes in place to support individuals in the groups above. They may also wish to have reference to Scottish Government guidance on individual risk assessment for staff in the workplace.

SCHOOL OPERATIONS

Promoting attendance and reducing absence

143. It is recognised that some parents and carers may be concerned about their child returning to school, and consider withholding their child until reassurance is provided. In these circumstances schools and local authorities should engage with those parents and carers to provide reassurance on any concerns, overcome any barriers to learning, and support attendance. National guidance on promoting attendance and managing absence makes clear the importance of relationships with families in promoting good attendance. The National Parent Forum has produced guidance for parents on the return to school.

144. Parents are required under the Education (Scotland) Act 1980 to provide education for their child. It is important that children and young people are able to benefit from their right to education; are able to see their friends and have social contact and benefit from the learning, care and support that schools provide. The need to reconnect to normal patterns and routines in children's lives will be important and reassuring to them.

145. National guidance is clear that measures of compulsion for attendance should only be used as a last resort once all other approaches to support attendance have been undertaken. Additional codes will be developed within SEEMiS to support the recording and monitoring of attendance and absence, including specific codes relating to COVID-19.

Curricular and assessment matters

Outdoor learning

146. Schools may wish to consider the increased use of outdoor spaces when they reopen. The outdoors can provide extra space for distancing between consistent groups of learners, help to decrease the risk of transmission and improve the physical and mental health and wellbeing of young people.

147. Suitable facilities may include school playgrounds, local greenspaces and/or community areas. When enhancing existing outdoor space, schools may find it necessary to consider temporary shelters or the periodic use of established buildings for activities such as handwashing, regrouping or the relaying of instructions. An appropriate cleaning regime should be introduced along with appropriate bins for disposal of any rubbish and hand washing stations/sanitiser to ensure hygiene.

148. Schools should ensure that children and young people with additional support needs are not disadvantaged. In addition, if outdoor equipment is being used, schools should ensure that multiple groups do not use it simultaneously, as well as considering appropriate cleaning between groups of children using it. Appropriate clothing should be worn for the particular outdoor activity.

149. The Outdoor Learning Directory provides links to a variety of resources that can be filtered by subject area and curriculum level. Support and guidance on risk assessment can be found on the Going Out There framework.

<u>Practical activities, experiments and investigations</u>

150. Practical, "hands-on" learning and activities, experiments and investigations are an important part of the curriculum across all subject areas. We recognise that practitioners may need to adapt their approaches to enable learners to carry out these activities in a safe way. SSERC has produced guidance on carrying out practical work in Sciences and Technologies for early, primary and secondary levels, including links to helpful resources.

<u>Physical activity and sport</u>

151. Opportunities to participate in physical activity and sport have the potential to enhance children and young people's mental and physical wellbeing and will support children and young people to lead healthy, active lifestyles now and in the future. Guidance has been prepared by Education Scotland and physical education practitioners to assist with decision-making and the safe implementation of timetabled physical education. The COVID-19 Advisory Sub Group on Education and Children's issues has published advice on PE, music and drama in schools. Guidance on organised outdoor sport for children and young people should also be considered when planning and preparing for physical activity and sport.

<u>Home economics</u>

152. Guidelines on safe practice in home economics have been prepared by Education Scotland and practitioners and are expected to be published in w/c 14 September 2020 on the Education Scotland website.

<u>Music/singing</u>

153. Scientific and medical advice around how activities such as singing, talking at volume e.g. in theatre performance, or playing wind/brass musical instruments can be managed safely is still being developed. These activities should be avoided during the initial return to schools.

<u>Senior phase/SQA National Qualification Courses</u>

154. Further details will be provided separately before schools return on 11 August, regarding the approach for the assessment of national qualifications for the 2020/21 session.

<u>The provision of activities or clubs outside the usual school timetable</u>

155. These are important for wider health and development of children and can be conducted subject to following the guidance set out in this note, and guidance for the general public where applicable. Schools should consider the need for out of hours cleaning when scheduling activities.

156. Guidance on school trips and visits was published on 14 August. The COVID-19 Advisory Sub Group on Education and Children's issues has also published advice on school trips which include an overnight stay.

157. The Director of Learning at the Scottish Government wrote to all Directors of Education on 2 June to set out the latest guidance on recovery and improvement planning. This made it clear that planning for 2020-21 should focus on recovery, and then continuity of provision under these changed circumstances. There will be a continued emphasis on issues such as: supporting student and staff health and wellbeing; transitions at all levels; the impact of tragedy in communities; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap. In particular, there should be a focus on what can be done to remedy any impact that there has been around the widening of inequalities of outcome experienced by children and young people.

158. Schools and local authorities should also complete annual reporting, as a record of progress towards meeting improvement priorities up until the period when schools closed on 20th March 2020. It is important to capture the impact of work which has been undertaken during this academic session.

159. Effective school and local improvement plans are also essential to ensure that the improvement activity which will be set out in the 2021 National Improvement Framework will be informed by local and school-level priorities, and that it will reflect the school and local authority response to supporting children, families and school communities throughout the COVID-19 crisis and beyond.

School transport

160. This guidance is intended to inform local authority planning of school transport services. Local authorities are responsible for implementation of this section of the guidance, working with the operators with whom they contract to ensure necessary measures are put in place in line with risk assessments (which should involve appropriate consultation with trade unions and staff). Parents and school staff should all play a role in educating children and young people on acceptable behaviour on school and public transport.

161. This guidance has been informed by the scientific advice of the COVID-19 Advisory Sub Group on Education and Children's issues, published on 16 July, and updated advice on face coverings received from the Sub Group in w/c 24 August 2020. The key messages from the scientific advice include:

- Dedicated school transport should be regarded as an extension of the school estate and it is not necessary to maintain distance between children and young people of all ages (subject to continued low levels of infection within Scotland).
- Important mitigations include: hygiene, ventilation, improved cleaning regimes including regular and thorough cleaning of surfaces, and regular handwashing. Hand sanitising should be required for everyone prior to boarding dedicated school transport and schools should also consider a process for children and young people which enables them to wash their hands immediately on arrival (as is the case for all children and young people), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands

again. Effective from 31st August, face coverings should be worn on dedicated school transport (subject to exemptions), to align with the position on public transport.

- Children, young people and adults must not board dedicated school or public transport if they, or a member of their household, have symptoms of COVID-19. If a child or young person develops symptoms while at school they will be sent home. They must not travel on regular home-to-school transport. The school should contact the parent/carer who should make appropriate and safe arrangements to collect the child or young person. In this situation, the wearing of a face covering by the child or young person on the journey home is strongly advised.

- Where public transport (including buses, taxi, trams, subway, trains, ferries and air) is required for school-aged children to attend school, the general advice and guidance from the Scottish Government and Transport Scotland should be followed. This currently includes the mandatory use of face coverings unless exemptions apply and physical distancing where possible.

- Drivers and staff on public transport, and to a lesser extent on school transport, are at relatively higher risk of exposure and particular attention should be paid to ensuring that they are protected from airborne and surface transmission.

National Transport Guidance and local authority arrangements

162. Schools should be aware of the latest guidance on how to remain safe when walking, cycling and travelling in vehicles or on public transport as we transition through and out of the COVID-19 outbreak.

163. Local authorities should ensure that local arrangements and advice to staff, parents/carers and children and young people for travelling to and from their school are consistent with the latest national guidance. Schools should work with their local authority public transport teams to inform their local planning, particularly in respect of options to minimise and, where possible, stagger the use of public transport if necessary to address capacity constraints. As part of risk assessments, local authorities should work with schools, transport operators and trade unions as necessary to identify the risks arising from COVID-19 and work through the measures in this section of the guidance to minimise any risks to children, young people and staff travelling on transport to school.

164. Some general points for consideration are:

- schools should undertake a survey of families as early as possible to understand how children and young people will be travelling to school when they return, to aid in quantifying the potential public transport issues in local authority areas.
- ensure understanding is shown to children, young people, staff and parents/carers who may be delayed in getting to school due to transport issues.
- additional support should be available for vulnerable families for planning their journey to school.
- include colleges and other relevant partners in planning for school transport, as young people in the senior phase may also be doing some of their learning in colleges, on work placements, or through consortium arrangements.
- ensure that all children and young people travelling on dedicated or public transport have access to hand sanitiser. The precise arrangements for doing so are for local authorities

Page 205

30

to decide in consultation with operators and school communities. Options may include provision of personalised supplies to those travelling on school transport.

165. A strategy for communicating and disseminating clear information about school transport provision to parents/carers and children and young people, drivers and other staff should be developed.

<u>Encouraging active travel</u>

166. As far as it is safe to do so, the use of active travel routes by parents/carers, staff and children and young people should be encouraged. Walking and cycling, scooting, wheeling etc should be strongly encouraged. In view of the potential for capacity constraints on public transport to impact on children and young people's ability to attend school, all sustainable and active travel modes should be considered. If bikes are stored in bike sheds/racks consideration should be given to the cleaning of these areas and to reducing time spent at the bikes stores/shed.

<u>Dedicated school transport</u> **[note: updated effective from 31st August]**

167. This section of the guidance applies to dedicated school transport – broadly, transport services which carry children and young people to and/or from their homes and any educational establishment where they receive school education. It is important to note that dedicated school bus vehicles may be used for other purposes before and after transporting children to school – effective implementation of the preventative measures set out below is particularly important in these circumstances.

168. This guidance also reflects the <u>scientific advice from the COVID-19 Advisory Sub-Group on Education and Children regarding the requirements for the safe travel of children and young people</u> to/from school published on 16 July, and <u>updated advice on face coverings received from the Advisory Sub Group in w/c 24 August</u>.

- **Enhanced cleaning:** Local authorities should work with transport operators to agree what supplementary arrangements are needed alongside operators' existing programmes for cleaning vehicles. It is recommended that frequently touched surfaces are cleaned appropriately after each journey wherever possible – especially important where vehicles are used for other purposes before and after transporting children to and from school – and that enhanced cleaning takes place at the end of each day. Ensuring an effective enhanced cleaning regime is in place will play an important role in suppressing transmission and building confidence among parents, children and young people in school transport services.

- **Children and young people**: the updated scientific advice is that face coverings should be worn by children aged 5 years and over on dedicated school transport (unless exemptions apply).This means that the position on face coverings on dedicated school transport is consistent with the position on public transport. See the section on Face Coverings under Key Public Health Measures for further information.

- The scientific advice makes clear that maintaining distance between young people on dedicated school transport is not necessary. However, where feasible and provided they do not introduce capacity constraints, the following precautionary approaches may help further minimise risk:

  o Where possible, arrangements should be put in place to allow family groups and children and young people from the same class groupings to travel together. This will reduce unnecessary mixing and is one way to further lower risk.
  o While logistics may prevent this in many cases, where possible, school-aged children and young people should be assigned seats which they use consistently, although this is not essential. This could be allocating specific seats or having rules such as sitting in ascending year groups: front to back, youngest to oldest. Queuing arrangements for picking up children and young people may be important considerations in this regard.
  o Wherever vehicle capacity allows, distancing between individual passengers, or groups of passengers, is helpful. In particular, local authorities should consider whether distancing is possible for secondary pupils or those in the senior phase, in circumstances where children attending different schools travel on the same vehicle, and for certain children and young people with complex needs e.g. those that spit uncontrollably.
  o Where possible, avoid the use of face-to-face seating on dedicated school transport.

- The consumption and sharing of food and drink should not be allowed.

- Any such arrangements will rely on **clear communication between schools and families/children**, including as part of their education to develop as responsible citizens. Drivers are unable to monitor and enforce seating arrangements.

- Transport operators should be asked to keep windows on dedicated school transport open, where possible, and to ensure that mechanical ventilation uses fresh rather than recirculated air; or use air conditioning with attention paid to the appropriate frequency for changes of filters.

- **Drivers, staff and other adults**: particular attention should be paid to ensuring drivers, staff and other adults are protected from the risks of COVID-19 in vehicles. Risk assessments should consider whether changes within a vehicle are required, with changes made on that basis. This may include leaving seats behind/beside the driver empty or fitting a physical barrier or screen. Any adults travelling by dedicated school transport should conform with the requirements for public transport (1 metre distancing with appropriate mitigation measures in place and the wearing of face coverings, at the time of writing). Drivers and passenger assistants may wish to use alcohol hand rub or sanitiser at intervals throughout the journey, and should always do so after performing tasks such as helping a child into the vehicle or handling a child's belongings. Drivers of school transport services may also have other driving tasks as part of their job role, for example delivering meals to care homes, day centres and sometimes transporting others who may be vulnerable. Local authorities should pay particular attention to effective implementation of the preventative measures set out in this guidance in these circumstances to prevent the spread of infection.

- **Adults travelling with children and young people with Additional Support Needs**: Adults travelling with children and young people with Additional Support Needs should be very alert to them displaying symptoms. As a general rule, these adults should wear face coverings. However, this requires to be balanced with the wellbeing and needs of the child: face coverings may limit communication and could cause distress to some children and young people. Advice should be provided to parents/carers to support the effective cleaning of specialist equipment for children and young people with additional support needs who are using school transport. Local authorities should consider the support available for children and young people with complex Additional Support Needs using school transport, and take appropriate actions to reduce risk if adherence to hygiene rules and physical distancing for adults are not possible.

- **All (children, young people, drivers, other adults) travelling on dedicated school transport**: All passengers and staff should sanitise their hands prior to boarding dedicated school transport. Schools should regularly reinforce the importance of this key message with all children and young people. Hand washing/hand sanitising should be done regularly throughout the day including on each and every entry to the school building and prior to boarding the school bus. Good respiratory hygiene should be encouraged ("Catch it, kill it, bin it") and children and young people should be encouraged to carry tissues on home to school transport. It is crucial that someone with symptoms does not enter a bus and travel. Drivers and adult passengers must self-isolate and book a test if they display coronavirus (COVID-19) symptoms. Families must get a test for children and young people displaying symptoms.

Public transport

169. Children and young people travelling to and from school normally form a significant proportion of the journeys on public transport during peak times, particularly in city schools and by secondary school children and young people. While physical distancing remains in place on public transport, it will not be practicable for those to resume in the same numbers or mode as previously. Journeys by public transport may take longer and timetables may change. Children, young people and staff who have no alternative to public transport should therefore be advised to plan their journey in advance and leave additional time where possible. Information on public transport services can be found at www.travelinescotland.com. Local authorities may wish to engage with bus operators to identify routes where capacity constraints may be particularly severe and to work with them to agree measures to improve capacity for school pupils.

170. To help address capacity constraints on public transport, local authorities may wish to work with operators and schools to consider the following approaches:

- consider making additional dedicated school transport available in such circumstances. Transport Scotland intelligence suggests there is significant spare capacity in the coach sector currently, due to reduced demand from the tourism sector.

- where consistent with a full time return to school, consider options which could reduce or spread the number of staff and children and young people travelling at peak times, for example by adjusting traditional start and finish times to avoid the morning and evening rush hours. This would, however, have knock-on impacts for staff and parents/carers.

33

Feedback from some operators is that, in view of the shift in travel to work patterns occasioned by COVID-19, usual school timings may be achievable.

- consider introducing dedicated zones (e.g. seating or carriages) for school-aged children and young people on public transport at peak school journey times. The scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues includes this recommendation. Discussions with local authorities and operators indicate this approach is likely to be suitable only for services that primarily carry children and young people to school, with limited numbers of adult passengers (i.e. a similar composition as for dedicated school transport). The following considerations apply:

  o In dedicated zones, on both local authority-contracted school bus services and all other public transport services, the same arrangements regarding physical distancing, hygiene, face coverings and cleaning, etc. should apply as for dedicated school transport (see above).
  o Ensure sufficient separation and clear demarcation between zones for the general public and zones for school-aged children and young people. For example, use the top deck of a double decker bus for school children where this is available, or a separate train carriage.
  o Where this is not possible, and zones are on the same level, ensure there is at least 1m distancing, where operators have deemed that acceptable through the introduction of appropriate mitigation measures, and clear demarcation between the zone for the general public and the zone for school-aged children and young people. There should be clear signage and communication to inform the general public of any such arrangements prior to boarding.

171. Where dedicated zones are not in use, the latest guidance on how to travel safely on public transport will apply.

172. Where children and young people have more complex public transport arrangements to and from their school, for example involving air, ferry or multiple transfers which may be operating on a reduced or different timetable, authorities should explore options with local operators, to inform what pattern and location for in-school learning may be practicable in the immediate term.

Taxis and private hire vehicles

173. Some children and young people, including those with additional support needs, rely on taxi transfers to get to school. Where taxis are used solely for the purpose of transporting children and young people to school, as with dedicated school bus and coach services, physical distancing requirements are not necessary. It is recommended that in private hire vehicles (which are typically saloon cars) children and young people travel on the back seat only and, where appropriate, wear face coverings.

174. There should be careful consideration of how children and young people with additional needs and adults supporting them can be provided with safe, bespoke transport arrangements. This could include the use of Perspex shields in taxis (taking into account relevant safety concerns) or finding larger vehicles for transportation. Local authorities and schools should liaise with their local private hire providers on the measures they are putting

in place to protect passengers, including for the arrangements for carrying multiple passengers.

175. When travel by taxi or private hire vehicle is necessary, passengers should follow the advice of the driver, including sitting in the back-left hand seat of the car when travelling alone. Appropriate cleaning and sanitising measures will also be necessary.

Private cars

176. Routes to and from some schools may also be different as areas have made changes to enable physical distancing on pavements and on existing or pop-up cycle routes. While continuing to encourage walking or cycling where they can, parents or carers taking their children to school by car should be encouraged to plan their journey in advance and ensure that their chosen route is accessible. Local authorities may consider introducing park and stride for those children and young people who have to travel by car. Sustrans guidance on school streets provides advice. Where it is possible to do so, family groups should travel together.

Remote learning and special considerations for people who are unable to attend school

177. While the presumption is of full-time learning in school, there will be some children and young people whose health prevents them from learning in schools for some or all of the time. In these circumstances, appropriate provision should be made for remote learning pursuant to local circumstances. Where children and young people are unable to attend school due to ill health, provision should be made elsewhere than a school, in line with statutory responsibilities. There should be a particular focus on addressing digital exclusion as part of these arrangements.

Free school meals

178. Local authorities' duty to provide free school meals to children and young people who are eligible for them remains. The universal provision of free school meals to all children in P1-P3 who are attending school should continue and all food provided should comply with the School Food and Drink Nutritional Standards.

Access to drinking water

179. Local authorities remain under a duty to ensure that free drinking water is available to children and young people throughout the day and schools are expected to continue to meet this duty whilst taking account of the latest health protection advice.

Catering

180. Guidance from Food Standards Scotland (FSS), which includes a risk assessment tool and checklist should be followed. Any school or local authority wishing to provide a breakfast service should follow this risk assessment tool and checklist. Further advice around mitigating any issues identified by the risk assessment can be requested from the local

environmental health team. Additionally, this Q&A from FSS may be useful. Assist FM have also produced updated catering advice.

181. In the circumstances where a school has a breakfast club which is organised by the third sector, parents and carers or volunteers, rather than by the school itself, the guidance on unregulated children's services will apply. That guidance does not apply to breakfast clubs which are provided by a school or authority themselves (these are considered regulated services), and the arrangements set out in this guidance will apply.

Workforce planning and support

182. Additional workforce capacity will be needed to provide a range of additional support to help with recovery work. The Scottish Government is making additional funding available to local authorities for the recruitment of additional teachers and other staff to support COVID-19 recovery.

183. Local authorities and headteachers, working in close partnership with unions and staff, are best placed to make judgements about how to make best use of available workforce capacity safely and effectively. Many of these decisions will be based on agreements reached within Local Negotiation Committees for Teachers (LNCTs) or local Scottish Joint Council arrangements. This section sets out some high level expectations to ensure consistency, and some information on national initiatives to support local authorities in these efforts.

184. In preparing for a full-time return to school in August, schools may require additional staffing and the flexibility to deploy staff appropriately over the next year to best support children and young people whose progress with learning has been impeded during lockdown, as well as to bring much needed resilience to the education system at this time (e.g. to cover for staff absence). Additionally, we cannot be sure what the future path of the virus will be. If circumstances were to deteriorate again, resulting in further lockdowns (whether nationally or regionally), additional capacity in the teaching workforce should be considered if there is a requirement to switch to a blended model of learning at any stage.

Workforce capacity

185. Local authorities should consider carefully their requirements for additional wider workforce staff, such as cleaners and other facilities management staff to implement enhanced environmental cleaning regimes, in order to support a successful reopening of schools.

186. Local authorities should work through the following actions as part of any teaching/auxiliary education workforce planning activities for the opening of school premises:

- ensure that teachers who have not yet secured permanent employment are considered as an integral part of their planning;
- consider the potential for teachers with strong digital teaching skill sets to support remote learning. This may be an important aspect of maintaining educational continuity;

- ensure that supply lists are as up to date as possible and include the full pool of available staff. Supply staff are an important aspect of maintaining educational continuity and should be fully utilised in local planning around workforce capacity where needed;
- consider at a local level how all staff who are having to stay at home due to self-isolation can support educational continuity, for example by supporting remote learning;
- consider the availability of health and social care and other multi-agency partners as part of planning for support for children and young people;
- consider any other opportunities to ensure existing qualified teaching staff and wider workforce capacity, such as classroom assistants, cleaners etc, can be deployed to support school reopening.

187. Throughout this process potential workload issues should be carefully considered, and local authorities should be conscious of the wellbeing of all and the need to implement flexible working practices in a way that promotes good work-life balance for all staff.

Identifying additional workforce capacity

188. If the existing capacity in the teaching workforce is insufficient to meet the challenges of a full-time return to school, partners have agreed that the following actions will be expedited to quickly mobilise additional teachers, for what may be a temporary period:

- if required, the General Teaching Council for Scotland (GTC Scotland) will contact teachers who are on the register of teachers where the information held suggests that they are not currently teaching. This can facilitate their contact with employers to establish their willingness and availability to return to teaching should this be required based on local need. GTC Scotland will guide registrant contact with individual HR departments in local authorities.
- if required, GTC Scotland will contact individuals whose teacher registration has lapsed within the last 3 years, including recently retired teachers, to facilitate their contact with employers to establish their willingness and availability to return to teaching, should this be required based on local need.
- any such approaches to individuals would be accompanied by an offer of appropriate professional learning if necessary (for example, extension of existing return to teaching courses) and a focus on ensuring that the quality of teaching would not be compromised. It may be that a focus on deploying this group of additional teachers to support remote learning would be appropriate if required.

189. The Scottish Catholic Education Service has highlighted existing flexibilities for school session 2020/21 to ensure that sufficient probationers can be allocated to denominational schools for their Teacher Induction year if this is necessary to support local challenges.

190. Guidance has been developed on the management of student teacher professional placements in recognition of the fact that schools are likely to face challenges in effectively supporting students on initial teacher education (ITE) programmes from the beginning of the new school year. It confirms that no students will be placed in schools prior to the October 2020 school break and that GTC Scotland will work with universities to ensure any adjustments to individual programmes align with their accreditation standards. To ensure

that maximum flexibility is maintained, the guidance also confirms that ITE providers will develop contingency plans to allow student teachers to undertake some of their teaching practice through the use of remote learning, should opportunities for direct classroom experience not be available from mid-October 2020.

191. Local authorities should ensure that capacity in the wider workforce in the school environment is sufficient to meet the challenges of a phased return to school and keep this under constant review. For example, depending on local circumstances, there may be a particular need to recruit additional classroom assistants to support learning or cleaning staff for enhanced hygiene arrangements.

Workforce support

192. The health and wellbeing of staff is a key principle of education recovery and support should be developed collegiately with staff. Local authorities and settings should ensure that appropriate support for professional learning and wellbeing is provided to all staff, some of whom will be working in unusual circumstances. Local authorities, employers and a range of national organisations already provide a wide range of support to the workforce. This includes a range of employee assistance programmes and online professional learning and support that covers the health and wellbeing of the workforce, colleagues/staff and of children and young people.

193. Local authorities and settings may wish to access the Joint Communication document providing a summary of available resources, produced by partners working under the Education Recovery Group (Workstream 6 – Workforce Support). The COVID-19 Education Recovery Group is continuing to discuss the provision of additional professional learning designed to support staff on return to school in August.

SUPPORTING THE WELLBEING OF CHILDREN AND YOUNG PEOPLE

194. The wellbeing of all children, young people and staff should be the central focus when preparing for the reopening of schools at a local level. The Getting it right for every child (GIRFEC) approach is key to that, ensuring that local services are co-ordinated, joined up and multi-disciplinary in order to respond to children and young people who require support, and everyone who works in those services has a role to play.

195. Guidance on support for continuity of learning and Curriculum for Excellence in the Recovery Phase both reinforce the importance of wellbeing as a critical focus in recovery. Balancing efforts to address lost learning with children and young people's social and emotional needs should be a priority. The guidance on support for continuity in learning also highlights the expected impacts on children and young people who have experienced domestic abuse, and those who are in need of care and protection as a result of lockdown, and an increased need for support for mental health and wellbeing.

196. Local authority and health board partners must be engaged in local planning for the return to school to ensure that the health and wellbeing needs of children can be met. This will be particularly important in planning for transition into P1, GIRFEC planning, prevention activity including surveillance (vison screening) and immunisations, and health developmental interventions.

197. The psychological impact of the outbreak and the necessary public health control measures are likely to have had significant social, emotional and developmental effects on many children and young people and, consequently, achievement. Many children and young people may experience anxiety about the transition from home to returning to school but also many of them will have enjoyed the experience of spending more time at home. Children and young people may need additional time and support to re-adjust to the school environment. Similarly, school staff have been facing significant pressure, support for their mental health and wellbeing is essential both for them and for the social and emotional wellbeing of their children and young people.

198. It will be important for schools to be able to recognise that children, young people and staff may be affected by trauma and adversity, and to be capable of responding in ways that prevent further harm and which support recovery. The National Trauma Training framework and plan are designed to support the development of a trauma-informed workforce and may have relevance to school plans. Schools should ensure that all staff, including catering and cleaning staff, are aware of safeguarding procedures.

199. Formal and informal education settings, for example, youth work and CLD professionals should be prepared to prioritise support for the mental health and wellbeing of children, young people and staff, alongside infection control measures. Approaches that advocate positive, nurturing relationships are a key foundation of Scottish education and efforts to address trauma and adversity and will support children and young people who may be experiencing significant symptoms of anxiety, depression or significant behavioural changes. They may require additional support from their class teacher, pastoral care staff, school counselling or Educational Psychology Services, or specialist family and health services. Continuity in learning guidance supports these considerations.

200. For children and young people with additional support needs, schools and local authorities should consider the individual needs of children and young people in planning for their return to school, recognising that for some children and young people, access to their usual learning support will not have been possible during lockdown.

201. Local authorities and schools will wish to note that screening and prevention programmes such as the universal P1 vision screening, immunisation programmes and Childsmile programme may not have taken place as usual. Local authorities working with local health colleagues, should consider the appropriate time for these to be re-introduced and resumed, recognising their benefit to children and young people's short and longer term health outcomes. This should be undertaken in line with the guidance on paragraph 62 on the management of visiting staff to schools.

202. As would be usual, if there are any concerns about a child or young person behaving or acting in a way which doesn't align with school policy or procedure, their behaviour or actions should be discussed with them to resolve those concerns as quickly as possible. If that does not resolve the concerns, then the usual school and authority policy and procedures for dealing with concerns should be implemented, within the context of positive relationships and behavioural approaches, including discussing the matter with the child or young person, parents and carers as appropriate.

CONTINGENCY PLANNING

203. The best and safest way to re-open schools is in the context of low community transmission and with a clear strategy towards driving case numbers continually towards zero. Given Scotland's current low prevalence, schools should reopen for full-time learning in August, but with a view to being able to change those arrangements at short notice if required.

204. If the further unlocking of restrictions results in an increase in cases, there will need to be flexibility in the use of this advice and variation among areas depending on transmission in their local community. This could mean, for example, that distancing may be required or the introduction of face coverings on school transport if prevalence increases. However, the overall objective is to continue to push incidence and prevalence down across Scotland and to re-establish school provision as fully as possible.

205. In the event of a local outbreak of the virus, a school or a number of schools may be closed temporarily to help control transmission. Schools and local authorities will need contingency plans for this eventuality and should include the possibility of using online national resources such as digital classrooms. This may involve a return to being open for vulnerable children and children of key workers only and providing remote learning and support for all other children and young people. Local authorities and schools should ensure that parents/carers are fully informed of the contingency plans in place.

206. If the scientific advice is that physical distancing should be introduced for children and young people in schools, then schools and local authorities must be prepared to enact contingency measures as outlined in their Local Phasing Delivery Plans. Local authorities should continue work to strengthen these and to plan for different future scenarios. e.g. a range of distancing requirements.

207. Local authorities and schools should continue the work they have been undertaking in relation to tackling digital exclusion. This includes the provision of devices and connectivity solutions to support educational continuity when children and young people are learning outside of the school environment. This local activity will be supplemented by the Scottish Government's £30m investment in digital devices and connectivity solutions designed to combat digital exclusion.

208. Evidence from the Child Poverty Action Group showed that families entitled to free school meals valued having that support continue during lockdown. Should a school or schools be closed during term time local authorities should continue the provision of a free school meal or an alternative to all children who are eligible, this could include a direct cash payment, voucher, home delivery or collection from a specified hub.

209. Schools should maintain frequent and regular contact with children and young people while learning at home.

210. Local authorities and schools should consider the use of resources through national initiatives and partnerships including the enhanced e-Sgoil and SCHOLAR offerings. As announced on 25 June 2020, local authorities, Education Scotland, and other key partners are working with e-Sgoil to deliver a range of live lessons which will be delivered by qualified

teachers to support learning across Scotland. Partners are working to ensure a wide-range of certified courses in both English and Gaelic medium education are available for learners in the senior phase from 11 August 2020, with lessons in the broad general education available thereafter.

211. The appropriate digital resource in terms of cameras, etc. would need to be implemented in learning spaces if this approach were adopted. There are other examples across Scotland, whereby a lesson is taught across dual locations, with those not in the same location as the teacher still being able to participate in class discussions and interact with the teacher. The digital infrastructure in all environments (home and school) should be considered, including cameras, microphones and appropriate IT, as well as wider considerations around safeguarding and online safety.

Special considerations for certain groups

Children, young people and staff who are clinically vulnerable and clinically extremely vulnerable (shielding)

212. Local authorities and schools should consider the arrangements for children, young people and staff who are clinically vulnerable, in the event of a localised outbreak of COVID-19. This should include consideration of the plans for communicating with families, the actions to be taken immediately on the emergence of a local outbreak, the arrangements for returning clinically vulnerable children, young people and staff to their homes, the arrangements to support children and young people's learning and care, and staff wellbeing. This may include seeking advice from the health protection team who are managing the response to the potential localised outbreak.

Support for children with Additional Support Needs

213. Local authorities and schools should consider the arrangements required to support children with additional support needs learning during any localised outbreaks of COVID-19 as part of contingency planning. For some children and young people with additional support needs the return to home learning may have a significant impact on them, due to further changes in their learning approach. Wherever possible, consistency in learning approaches and support should be maintained. It is recognised that this will be balanced against the need to ensure that any outbreak of COVID-19 is contained and managed.

Support for vulnerable children and young people

214. Local authorities and schools should consider the arrangements needed to support vulnerable children and young people. This may include ensuring continued support for children and young people at risk of harm through children's services, and to support for their continued learning.

COMMUNICATIONS

215. Communication and dialogue with trade unions, staff, parents/carers and children and young people on the reopening of schools should be carefully considered when implementing this guidance, to ensure confidence in the revised arrangements across all school users. Clarity on what and how the revised arrangements will work in practice and what is expected of all parties will be key to ensuring a smooth return to school. This will be particularly relevant for new starters to the school, children, young people and staff.

216. The channels of communication through which trade unions, children, young people, staff and parents/carers can raise concerns about the implementation of safety measures in individual settings should be made clear.

Parents and carers

217. The main concerns for parents and carers are likely to be the safety and wellbeing of their children in schools. In line with requirements under the Scottish Schools (Parental Involvement) Act 2006 local authorities and settings should make arrangements to involve and communicate with all parents and carers, including the Parent Council. Advice and support is available from those in the local authority who are responsible for parental involvement. Two-way communication is vital. The gathering of questions, issues or concerns from parents and carers will be just as important as clear communication to parents and carers about how things will work.

218. Schools and local authorities should also consider how they continue to engage parents and families as part of the school community and in school decision making. As part of this, it will be important to consider the impact of parents not being able to go into the school buildings, and to ensure that this does not pose a barrier to open ongoing communication. Schools and local authorities should consider the steps that can be taken to continue and support activities such as Parent Council meetings, parent's evenings and subject choice discussions.

219. National information, Q&As and other material on education recovery, parental communication and home learning can be used to complement any communications locally and at school level. This includes Parent Club's dedicated COVID-19 web pages, the National Parent Forum (website and weekly newsletter), information from GTC Scotland's "Teaching Scotland" magazine, Education Scotland's "Scotland Learns" and Parentzone Scotland websites and other sources.

Children and young people

220. Schools and settings will wish to develop arrangements for good quality dialogue with and communication with children and young people about the return to school. A variety of methods can help to gather children and young people's views, questions and issues, and can help to clarify and address difficulties prior to return. Pupil Councils, pupil panels and pupil participation remain very important at this time. General advice on good principles and methods for learner participation is available from Education Scotland as well as a range of third sector organisations.

221. Schools and local authorities may wish to consider the information and evidence available from available national level survey work with young people on COVID-19. This includes the work conducted jointly by Young Scot, Scottish Youth Parliament and YouthLink Scotland as well as guidance and information from Children's Parliament and Children in Scotland. Local community learning and development services, Parent Councils and local parent umbrella groups should also spread this information. In addition, there is practical support on poverty-sensitive approaches in Child Poverty Action Group in Scotland's survey report on the cost of learning in lockdown.

Related guidance/links

- Coronavirus Act 2020
- Equality Act 2010
- Education (Scotland) Act 1980
- Health Protection Scotland COVID-19 workforce education information and resources
- Health Protection Scotland information and guidance for social or community care and residential facilities
- Health Protection Scotland non-healthcare settings guidance
- Health Protection Scotland procedures for outbreak management
- Scottish Government Coronavirus (COVID-19): framework for decision making
- Scottish Government guidance for residential children's houses, residential schools and secure care facilities on staffing, social distancing and self-isolation
- Scottish Government guidance for the Early Learning and Childcare (ELC) sector
- Scottish Government COVID-19 guidance for colleges
- Scottish Government guidance for childminders
- Scottish Government guidance on "Out of school care"
- Scottish Government guidance for youth work and the Community Learning and Development Sector
- Scottish Government guidance on organised outdoor sport for children and young people
- Scottish Government guidance on individual risk assessment for staff in the workplace.
- Scottish Government initial summary of key scientific and public health advice
- Scottish Government Test and Protect advice for employers
- Scottish Government guidance on promoting attendance and managing absence
- Scottish Government guidance on support for continuity of learning
- Scottish Government Curriculum for Excellence in the Recovery Phase
- Scottish Government scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues regarding the requirements for the safe travel of children and young people
- Scottish Government scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues regarding physical distancing in schools
- Scottish Government scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues - advisory note on face coverings in schools
- Scottish Government scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues - advisory note on school trips which include an overnight stay
- Scottish Government scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues - advisory note on physical education, music and drama in schools
- Scottish Government guidance for the safe use of places of worship
- Scottish Government guidance for people with underlying health conditions
- Scottish Government guidance for children unable to attend school due to ill health
- Scottish Government guidance on unregulated children's services
- National Transport Guidance portal
- www.travelinescotland.com
- Outdoor Learning Directory
- Going Out There framework
- Scottish Advisory Panel on Outdoor Education
- Assist FM Catering guidance

- Assist FM Cleaning guidance
- Health and Safety Executive guidance on COVID-19 risk assessments
- Health and Safety Executive PPE at work
- Health and Safety Executive coronavirus information
- Sustrans guidance on school streets
- School Food and Drink Nutritional Standards
- Guidance from Food Standards Scotland (FSS)
- National Parent Forum Scotland guidance for parents on the return to school
- SSERC guidance on carrying out practical work in Sciences and Technologies
- National Trauma Training framework and plan
- Parent Club's Coronavirus pages
- National Parent Forum
- National Improvement Hub
- National Improvement Hub - Physical Education guidelines
- Education Scotland's "Scotland Learns"
- Parentzone Scotland
- General advice on good principles and methods for learner participation
- Young Scot
- Scottish Youth Parliament
- YouthLink Scotland
- Children's Parliament
- Children in Scotland
- Child Poverty Action Group in Scotland's survey report
- Care Inspectorate coronavirus information
- UK Boarding Schools Association COVID-19 guidance
- Scottish Council of Independent Schools
- Independent Schools Council
- NHS Inform
- guidance about the latest self-isolation and quarantine requirements
- COVID-19: guidance for first responders

Health and safety risk assessment

Coronavirus (COVID-19) specific

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means employers and school leaders are required by law to think about the risks the staff and children and young people face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). Employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the HSE guidance on working safely.

Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve children and young people (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.

Sharing your risk assessment

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and children and young people (HSE would expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

- identify what could cause injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

47

Given the employer landscape in schools is varied, we have set out here what the existing DfE Health and safety: responsibilities and duties for schools guidance states about the roles and responsibilities for health and safety in schools: the employer is accountable for the health and safety of school staff and children and young people. The day-to-day running of the school is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Schools must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance.

The role of school leaders - who does what and a simple guide to who the employer is in each type of school setting in its FAQs section, under 'Who is accountable for health and safety within a school?'. References to actions by employers in this guidance may in practice be carried out by headteachers in schools, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety. If not already done, employers should ensure that a coronavirus (COVID-19) risk assessment for their school is undertaken as soon as possible. As part of planning for the return to school, the employer is likely to have gone through a lot of this thinking already. We recommend that those employers use this document to identify any further improvements they should make.

Wider guidance on the risk assessment process

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment by identifying:

- the hazards
- how people might be harmed by them
- what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments consider what measures you need to protect the health and safety of all:

- staff
- children and young people
- visitors
- contractors

Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.

<u>Consulting employees (general)</u>

It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

<u>Resolving issues and raising concerns</u>

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with [HSE](#). Where the HSE identify employers who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.

Supplementary guidance for residential boarding/hostel accommodation in educational facilities

This guidance was developed in consultation with regulatory bodies, members of the Scottish Council of Independent Schools, local authority school residence providers and other key partners.

Establishments may also find the existing Scottish Government guidance for residential children's houses, residential schools and secure care facilities on staffing, social distancing and self-isolation useful.

1.   Application

All schools, including residential boarding/hostel accommodation in educational facilities, should have regard to the measures set out in the main school reopening guide and apply them as appropriate in their specific settings.

This supplementary guidance is intended for school care accommodation services, provided for the purpose of pupils in attendance at a public, independent or grant-aided school, and consisting of the provision of residential accommodation. For clarity, this includes residential, special and secure accommodation.

These include independent boarding school facilities and residence halls provided by local authority secondary schools.

2.   Preparing for reopening of facilities

Every setting should undertake its own specific risk assessment, considering local circumstances, the domestic arrangements of pupils and staff, travel requirements and public health and hygiene requirements.

The assessment should consider the overall number of pupils, staffing levels, the capacity of each residential hall or house including arrangements for the provision of meals, the mix of shared dormitories and bathrooms/toilets, individual bedroom facilities, and shared communal facilities including cleaning schedules, particularly for kitchens and bathrooms. These preparations will assist in determining whether boarding houses/residence halls can be considered discrete family units.

Risk assessments should also include contingency provision for symptomatic pupils or staff, those with underlying health conditions, and consideration of issues such as catering, external pastoral support, and the use of school and public transport.

Schools should inform the Care Inspectorate of their intention to re-open and proposed re-opening dates.

3. Incoming pupils

Dependent on public health and travel advice, schools may wish to ask international boarders, or those from outside the remit of Scottish public health guidance, to return early for the Autumn term in order to carry out any required quarantine period. This may include those service children in boarding schools whose parents are serving overseas. This will require specific confirmation from residential care and health protection authorities. Schools should consider whether a variation to registration conditions may be required.

Schools that can provide assurance that a suitably equipped boarding house can count as "accommodation" for the purposes of public health guidance, may be in the position that pupils can re-enter the country knowing that they will be safely looked after at school or, where appropriate, by guardians.

Likewise, schools with responsibility for guardians will also be required to assess specific guidance for those guardians/carers they work with.

Schools may wish to draw on the guidance about the latest self-isolation and quarantine requirements for parents accompanying international boarders.

4. Hand hygiene

Boarding facilities should provide appropriate hand hygiene facilities (eg. hand sanitiser) in common spaces. Bathrooms should be fully supplied for handwashing and drying.

5. Minimising contact between individuals and groups

Schools should apply the guidance on minimising contact between individuals and groups as set out in the main school reopening guide. The following special considerations may apply:

- appropriate risk assessments should be undertaken for any new groupings or households formed within the facility (see Groupings/Households) above.

- groups may include relevant members of residential staff.

- it may be necessary to keep boarding pupils in one group residentially and another during the school day.

- each group should observe appropriate physical distancing between adults and children/young people. For secondary-age young people, distancing should be maintained where possible, in a practical way, provided this does not introduce capacity constraints. These approaches should also be adopted with any pupil or member of staff outside their household.

- where possible, individual rooms with en suite washing and toilet facilities may be provided to reduce interactions.

- where pupils are permitted to leave the school premises (e.g. during free time or at lunch time, flexi-boarders, school residence pupils returning home at weekends, etc.) they should follow the rules in place for wider society, for example wearing a face covering when entering a shop. Risk assessments should consider procedures for when children and young people leave and return to school premises, including hand hygiene.

6.   Staying vigilant and responding to COVID-19 symptoms

Residential pupils showing symptoms will require to be isolated and tested. If a child in a boarding school/residence hall shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home.

Students should not travel to the school if showing symptoms.

7.   Surveillance, testing and outbreak management

Schools should follow the procedures for Test and Protect and outbreak management as set out in the main school reopening guide.

On surveillance, the overall reporting on incidence amongst school age children and staff will include data from these settings.

It is recommended that the relationship between the residential house/school and the local Health Protection Team is proactive and established as early as possible. This will enable working relationships to be continuous and possible future scenarios to be rehearsed.

The City of Edinburgh

Schools Activities Timeline

Term 1 (Aug-Sep)

- All essential Teaching & Learning
- ASL Service staff (non-core)
- IMS staff (Secondary)
- Supply Teachers (three schools per week max)
- Clergy, Police
- Essential Social Work
- Closing the Gap staff
- Out of School Care
- Off-site excursions (outdoors)
- Virtual Meetings
- Essential maintenance work
- Practical HFT

Term 2/3 (Oct- Dec)

- Indoor PE
- IMS staff (Primary)
- Extra-curricular activities on-site
- Supported Study
- Extra-curricular music practice for SQA
- Wider Achievement/Pupil Leadership activities
- School photographer indoors
- CLPL delivery (single site)
- Key external agencies/partners

Terms 3 (from Jan)

- Brass, wind, voice
- School/college partnership (on campus)
- Curricular travel (secondary)
- Outdoor live performances
- School fairs
- Outdoor sports days
- Parents' & carers' evenings/conferences
- CLPL conferences
- Transition events
- Off-site excursions (indoors)

Note: All dates are approximate and indicate the *earliest* date that activities *may* in time be undertaken. All activities are signed off by SAT Risk Committee, Incident Management Team and Corporate IMT as appropriate. All activities are assumed to restart on strict adherence to full risk assessment per activity, completed at individual school/setting level.

This page is intentionally left blank

Education, Children and Families Committee

10am, Tuesday, 13 October 2020

Standards and Quality Report

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the improvements in progress towards actions across every Edinburgh Learns themed Board

1.1.2   Note the flexibility and responsiveness of all staff in delivering service within the context of risk management

Alistair Gaw

Executive Director of Communities and Families

Contact: Lorna French, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

E-mail: lorna.french@edinburgh.gov.uk I Tel: 0131 469 3138

Report

Standards and Quality Report

2.   Executive Summary

2.1   Last session good progress was made across many measures and 'the best teaching and learning for all' goal was increasingly evident in schools. This was validated by scrutiny inspections from HMI and through the authority internal review system. Gains in attainment in literacy and numeracy were evident both in broad general education and senior phase. Schools increasingly focused on improving the teaching and learning skills of staff and empowering their communities. All Headteachers were aware of the need to improve the pace of change to close the poverty related attainment gap. Many schools were implementing the strategic guidance and good practice shared across the system to improve wellbeing, equity and inclusion, however the international review of equalities and racism have reprioritised work, and highlighted the need for more robust action to respond to pupils' views.

3.   Background

3.1   Edinburgh Learns is the local authority strategic framework to deliver the aims of the National Improvement Framework. Themed Boards set actions and keep progress under review. These Boards comprise officers, teachers and where possible parents and partners. Each year they set specific, measurable actions to raise standards in the City of Edinburgh Schools.

4.   Main Report

4.1   The Standards and Quality Report contains the annual reports from each Themed Board and is attached as Appendix 1.

Overall, we note improvements in most areas, though data collection for attainment in broad general education was only possible up to the point of lockdown, and only through teacher predictions. Senior phase attainment referenced in the report is for session 18/19 and show improvements in several key areas.

4.2 The most notable improvements in attainment were in literacy and numeracy at SCQF Levels 4 and 5. This was in line with the Virtual Comparator, where previously it had been significantly below. This measure augurs well for continued improvement in senior phase. Analysis of Broad General Education Attainment in Literacy and Numeracy for session 2018-19 was presented to Committee in October 2019. It showed improvements in the majority of measures, including a narrowing of the poverty related attainment gap.

4.3 The key input to these and all other improvements is the professional learning of a skilled and competent workforce and Edinburgh Learns Teaching & Learning Team have made significant progress in this area. Although their partnership work with the Teaching Unions to 'Empower Edinburgh' was paused, the team also during lockdown made considerable strides in supporting with digital and blended learning.

4.4 Leadership at all levels is another key input to school improvement and this includes pupil voice, as well as the formal leadership of the Headteacher and the senior leadership team. Evidence of increased engagement with learner views is apparent across schools, where pupil leadership groups are taking greater responsibility for school improvement and are able to influence this. In addition, developing pupil voice to lead Equalities work has begun, was paused, and is now recommencing in line with actions on the Equalities plan.

4.5 As well as making improvements in the range of appropriate pathways, improving employer engagement and explicit use of the career education standard, we noted gains in the 2020 Annual Participation Measure with 92.4% of young people in education, employment or training and personal development, a 0.2% increase compared to August 2019. We are also still above the national average of 92.1%. This is encouraging during such challenging times and demonstrates the strength of our partnerships.

4.6 The Standards and Quality report normally influences the Education Improvement Plan, however the draft plan which was circulated to Headteachers in March was also paused while COVID recovery work is ongoing. Headteachers are therefore planning adapted improvements based on Adaptation and Renewal themes, rather than those directly linked to self-evaluation.

4.7 As schools settle into 'life with COVID' all efforts are being made to deliver high quality teaching and learning. Guidance continues to be drafted for the main themes: Health and Safety, Wellbeing and Resilience and Teaching, Learning and Assessment. Ensuring the latter is in place will result in reliable data being in place to guide next steps.

5. Next Steps

5.1 Continue to support with School Renewal Planning including, Teaching, Learning and Assessment.

5.2   Modify the various self-evaluation practices, including diagnostic and summative Assessments

6.   Financial impact

6.1   There are no additional financial implications contained in this report.

7.   Stakeholder/Community Impact

7.1   Consultation is embedded in the work of the Edinburgh Learns Themed Boards.

8.   Background reading/external references

N/A

9.   Appendices

9.1   Appendix 1   Standards and Quality Report

STANDARDS & QUALITY REPORT 2019/20

Our Goal: the best teaching and learning for all

Summary

Up to the point of lockdown good progress had been made across many measures and 'the best teaching and learning for all' goal for Edinburgh Learns was increasingly being seen in schools. This was validated by scrutiny inspections from HMI and through the authority internal review system. Overall, there was an increase in the quality values in Primary School Inspections since Session 2018-19. There were no Secondary Inspections during Session 2018-19 to compare, however the average grade of QI grades for special schools also improved over time.

The most notable improvements in attainment were in literacy and numeracy at SCQF Levels 4 and 5. This was in line with the Virtual Comparator, where previously it had been significantly below. This measure augurs well for continued improvement in senior phase. Analysis of Broad General Education Attainment in Literacy and Numeracy for session 2018-19 was presented to Committee in October 2019[1]. It showed improvements in the majority of measures, including a narrowing of the poverty related attainment gap.

The key input to these and all other improvements is the professional learning of a skilled and competent workforce. Edinburgh Learns Teaching & Learning Team have made significant progress in this area. Although their partnership work with the Teaching Unions to 'Empower Edinburgh' was paused, the team made considerable strides in supporting with digital, blended learning and in the core skills we need all teachers to have to raise attainment.

Leadership at all levels is another key input to school improvement and this includes pupil voice, as well as the formal leadership of the Headteacher and the senior leadership team. Evidence of increased engagement with learner views is apparent across schools, where pupil leadership groups are taking greater responsibility for school improvement and are able to influence this.

---

[1] Meaningful analysis of improvements this session is not possible in the absence of ACEL data for session 2019-20, and as we await Insight data based on examination results for 2019-20.

Self-Evaluation and Scrutiny

Our Outcomes: Scrutiny
- To ensure a culture of self-evaluation and improvement exists in all schools and centres.
- To ensure school's self-evaluation arrangements are rigorous and accurate to support evidence-based quality values submitted through Standards & Quality Reports and in Pre-Inspection Summary Self-Evaluation Papers. These values should then be validated through the external scrutiny process.
- To increase the number of schools evaluated as 4 (Good), 5 (Very Good) and 6 (Excellent) within the six-point scale used to grade the Quality Indicators within the HGIOS? 4 performance framework.
- To support our schools in preparing for external scrutiny through Education Scotland Inspections.

What Does Our Evidence Tell Us?
Primary Inspections

School	Date of Inspection	QI Values			
		1.3	2.3	3.1	3.2
Echline	Sept, 2019		3		4
Preston St	Dec, 2019	4	4	4	5
Bruntsfield	Jan, 2020		4		5
Deanpark	Jan, 2020	5	4	4	4

School	Date of Inspection	QI Values			
		1.3	2.3	3.1	3.2
Granton	Jan, 2020		3		3
Longstone	Feb, 2020		3		4
Pentland	Feb, 2020	4	4	5	5
St John's	Jan, 2020	4	4	4	4

Summary of QI Values

Quality Indicator	1	2	3	4	5	6
1.3				3	1	
2.3			3	5		
3.1				3	1	
3.2			1	4	3	

Secondary Inspections
Boroughmuir High School (short model)

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	very good

St Augustine's High School (Long model)

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	very good

What Were Our Strengths?

Overall, there has been an increase in the quality values in Primary School Inspections since Session 2018-19. There were no Secondary Inspections during Session 2018-19.

Leadership of Change & Improvement

The Leadership of Head Teachers, & Wider Senior Leadership Teams, including the development of a shared vision & teamwork, has been identified as a strength of practice. Where the leadership of Head Teachers is creating a climate of high expectation, this supports strong attainment. Staff are committed to undertaking professional learning opportunities with a direct impact on outcomes for young people in evidence.

Teaching, Learning & Assessment

Inspection activity has identified some examples of interesting activities which enthuse learners. Play-based learning approaches, the quality of the outdoor learning environment (Forest Schools) and strategies to improve attainment in Reading have also been identified, together with an example of quality support for learning.

Ensuring Wellbeing, Equality and Inclusion

Dignity and worth are shown to all children and empathy demonstrated towards each other. Pupils consistently demonstrate a sense of pride in their schools. Engagement with partners, to promote Equity, was also highlighted as a strength. Respectful relationships exist between young people and with staff, which supports a purposeful ethos for learning. Young people are highly motivated, ambitious and keen to do well. Young people facing barriers to their learning are supported well. In one example, the school is identified as benefitting from the rich cultural diversity, with the health and wellbeing of young people at the heart of the school's vision. There are examples of a broad range of opportunities for young people to achieve more widely.

Raising Attainment and Achievement

In some schools, almost all pupils are achieving expected levels, with some exceeding expected levels. In one example, attainment was particularly strong in S4-6. Staff are consistently aware of their role in raising attainment with rigour in judgements about pupils' progress demonstrated in some schools. In some examples, Achievements are consistently tracked, with links made to skills. In some schools, there are very effective systems in place for of PEF/SFL/EAL to improve attainment of targeted cohorts.

What Are Our Next Steps?

- Provide further opportunities for involvement of wider community in leadership of improvement.

- Develop consistent delivery of high-quality teaching & learning to raise attainment.

- Increase pace & challenge in learning.

- Improve effective approaches to assessment, planning, tracking and monitoring.

- Provide more opportunities for young people to lead their learning.

- More effective use of data to inform a whole-school strategic picture of attainment.

- Increase rigour in teachers' judgements about pupils' progress.

- Ensure the consistency of a broad range of opportunities for young people engage in personal achievement.

QICS/Edinburgh Learns Teaching and Learning Team

- The QICS service will provide increased support to those schools graded/self-evaluated QI 2.3 (Teaching, Learning & Assessment) at a value of 3 (satisfactory) or less.

Supported Self Evaluation

The authority undertook a number of Supported Self-Evaluations (SSEs) during session 2019-20: Primary (6), Secondary (3), Special (3). There were also 5 follow-through visits (post- HMI Inspection) undertaken. This is done in partnership with school leadership teams

Leadership Learning Partnerships

LLPs take place four times per session and are organized, and coordinated, by the Quality Improvement Managers. Schools are allocated to a Partnership based on:

- sector

- profile, including demographic and improvement priorities

- levels of experience and support.

What Were Our Strengths?

Strengths identified were largely similar to those identified through Education Scotland Inspections. Leadership of change is well managed, by senior leaders, in several examples, with the school's Vision created collaboratively and shared clearly with stakeholders. Staff, in many schools, are committed to engaging in professional learning which directly improves outcomes for their learners. Relationships are positive, with nurture and pupils' wellbeing at the heart of practice. In several schools, learners were motivated, eager participants in their learning, with play-based approaches, and use of the outdoor space well-developed in some schools. There is a strong climate of inclusion in evidence in many schools. In several examples, pupils' progress is tracked well, including the identification of equity cohorts and poverty-related barriers to learning. In a few schools the Additional support for learning provision is well-developed, with effective use of pupil support assistants to support learners.

What Are Our Next Steps?

Schools should seek to provide further opportunities to involve parents, carers and partners in self-evaluation and school improvement. Leadership should be developed at all levels, including young people leading their own learning to a greater degree. Pace & challenge should be appropriate in all learning experiences. Further development is needed in ensuring pupils are confident in the use of "the language of learning" so that they can engage confidently in learner conversations about their strengths and next steps. All schools should continue to develop their Digital strategies to both further learning and support young people who may need to self-isolate as a result of Covid-19. Pupils should continue to engage in a range of wider achievement opportunities, which should be tracked effectively with data used to inform learning experiences within the school setting. Staff should continue to engage in a range of professional learning opportunities e.g. practitioner enquiry and Digital CLPL. There is a strategic focus on ensuring all staff engage in "Engagement with the Benchmarks" CLPL to continue to develop confidence to support rigour in teachers' professional judgements about pupils' progress.

Teaching and Learning

Our Outcomes: Teaching and Learning
- Our learners enjoy high quality learning experiences.

Raising Levels of Attainment

Raise attainment in Literacy and English, Numeracy & Mathematics as follows:-

- Improve CFE levels for Reading, Writing, Talking & Listening, Numeracy & Mathematics at P1, P4, P7 & S3 to > 85% (comparing favourably with comparator schools/LA) with a particular focus on Care experienced learners & learners living in poverty.
- Improve average complementary tariff score for all school leavers comparing favourably with comparator schools/LA.
- Literacy – 85% of school leavers to achieve SCQF Level 5 or better (Virtual Comparator is currently 83%).
- Numeracy – 75% of school leavers to achieve SCQF Level 5 or better (VC is currently 72%)

Self-Evaluation
- 100% of schools to evaluate QI 2.3 as Good or better (Level 4) in 2020-21 S&Qs, including increased number of schools, evaluating as Level 5 (very good)
- Ensure rigour in school's self-evaluation of QI 2.3 to decrease potential of disparity in evaluations through external scrutiny activity.
- Improve approaches to assessment and moderation.

Professional Learning
- Increase teachers' participation in EL professional learning offer to ensure engagement from a higher number of schools. This includes teachers' delivering professional learning within own schools/clusters.
- Increase % of teachers evaluating increased confidence in specific pedagogical approaches i.e. AFL, Differentiation, Skills & Leadership of Learning.
- Increase number of schools engaging in Teacher Enquiry approaches, leading to improvements in pedagogy.
- Establish network of Learning, Teaching and Assessment leads, supported by centralised professional learning.
- Create a matrix of available EL professional learning opportunities, including Creativity CLPL.
- Create a matrix of identified good practice.

Digital Learning
- Increase number of schools identifying good practice in digital learning in Standards and Quality Reports.
- Increase number of schools identifying areas for improvement in digital learning in School Improvement Plans.
- Create and strengthen Digital Learning Coordinator network.
- Ensure EL professional learning includes opportunities to showcase and develop use of digital learning.

What Does Our Evidence Tell Us?

Raising Levels of Attainment
Due to the Covid-19 pandemic schools were not asked to submit ACEL data.

Self-Evaluation – QI 2.3: Learning, Teaching and Assessment

Sector	Mean Self-Evaluation Grade	Number (and percentage) of schools self-evaluating at grade 3 or lower	Number (and percentage) of schools self-evaluating at grade 5 or above
Primary	3.89	17 (19%)	6 (7%)
Secondary	3.91	3 (13%)	1 (4%)

Special	3.36	5 (45%)	0 (0%)

Professional Learning

Approximately 600 individual teachers have engaged with EL T&L Professional Learning (Formative Assessment for Learning, Differentiation, Skills, Leadership of Learning, Leading a Learning Community).

Teacher post-confidence measures (% of teachers who reported significant or moderate)

Improvement in confidence related to knowledge and understanding	100%
Improvement in confidence related to planning opportunities for learners	100%
Impact of professional learning on learners' experiences	97%

Approximately 24 schools engaged in Lesson Study, supported by EL T&L Team. In addition, around 20 delegates were supported through practitioner enquiry as part of the ELITE programme.

Teachers who agreed:

The Lesson Study process has been beneficial for me as a practitioner.	94%
The Lesson Study process has been beneficial for my learners	80%

Digital Learning

We have had over 1300 engagements with our online digital professional learning offer. In addition, over 1000 teachers signed up for digital webinars delivered in June. Ninety six percent of attendees agreed (or strongly agreed) that attending the webinar increased their confidence.

What Were Our Strengths?

Increased rigour in engagement with attainment data, with attainment level predictions gathered in February for all schools. This has provided schools with a reliable set of data to support the identification of pupils' gaps in learning as they returned from lockdown. An increased number of schools have implemented EDICT/refined their own system to ensure systematic tracking and monitoring of pupils' progress.

Number of schools self-evaluating at a Quality Indicator of 4, or above for QI 2.3 (Teaching, Learning & Assessment). This has been as a result of the model of proportionate support provided by the QICS/Edinburgh Learns T&L Team to secure improvements in pedagogy.

High-quality professional learning offer, including comprehensive digital offer, which was evaluated strongly by practitioners. This has supported the contingency model of learning during lockdown and will support blended learning in the event of localised lockdowns/cohorts of pupils in self-isolation as a result of positive cases.

What Are Our Next Steps?

Focus on proportionate support from QICS/Edinburgh Learns Team for schools who self-evaluate at 3 or lower for 2.3 (25 schools).

Digital Upskilling:- all schools will be required to have a Digital Lead and a Digital Strategy to support contingency plans for learning. This will include increased professional learning to support practitioners, including the delivery of two-way video to deliver live teaching.

Closing the Gap teachers have been appointed, supported by PSOs, home link teachers etc. We will extend the offer of professional learning, given to this team, to the wider teacher population through the Edinburgh Learns Professional Learning offer. We will continue to provide relevant professional learning and support to those

practitioners, and to schools and clusters, to ensure that we make best use of closing the gap team to enable learners to catch up on any lost learning incurred during school closures.

Increase rigour in teachers' professional judgement, about pupils' progress, supported by the strategic focus and professional learning offer on "Using Benchmarks to Support Achievement of a Level."

Ensure all schools have a systematic approach to the tracking and monitoring of pupils' progress.

Parental Engagement and Involvement

Outcomes: Learning Together

- Ensure parental engagement is high through strategies to engage families in learning, including those funded by PEF.
- Involve parents & carers more actively in school improvement, including the evaluation of learning and teaching.
- Evaluate support to parents and carers using the CEC Parental Engagement Framework and the CEC How Good is our Support to Parents and Carers? toolkit.
- Implement further strategies to support 1 in 5 poverty awareness with a view to reducing the cost of the school day.
- Increase parental knowledge of parenting support programmes and ensure parents & carers are aware of how to express their views and how their views are taken into account.

What Does Our Evidence Tell Us?

During Lockdown, the initial support for families and school communities focused on health, wellbeing and safeguarding concerns. This increased to include support with blended learning. As a result, the shared responsibility for learning at home strengthened partnership working with parents and carers.

Relationships between parents and carers and school staff have improved. Families have contacted schools for financial advice and support with home learning, managing family wellbeing and behaviour during the pandemic. Schools have assisted parents and carers to access other agencies. Partnership working across sectors has increased as schools have worked with other agencies to ensure the best outcomes for learners and families.

There has been a higher number of parents & carers attending Parent Council Meetings held virtually.

Schools led and supported the community by:
- Holding community virtual assemblies.
- Providing a wide range of home learning activities including the use of MS Teams.
- Supporting transitions and providing bespoke support for children with additional support needs.
- Regular telephone contact with 'vulnerable' families.
- Setting up an online nurture room, with packs developed around anxiety, worry and restorative conversations at home.

What Were Our Strengths?

16,155 food boxes were provided by Schools and Early Years and Families from end of March to end of June for families across the city.

652 Food boxes were provided by Discover Online Family Programme during the six week summer holiday period.

Many schools supplemented these food parcels. Some schools sourced additional food donations from the Greggs Foundation and Cash4Kids. Schools supported vulnerable families by liaising with local businesses to provide food and devices.

School staff delivered food parcels from Social Bite and Spartans, some schools doing so several times a week (sometimes with hot meals).

Delivering food parcels provided a vital opportunity to check in with families, providing support to parents and speaking to children about how they were feeling and how their learning was going. Staff also delivered stationery and work packs or set up collection points from local shops.

National Recognition

Ann Moore, Head Teacher at Canal View Primary School, featured on 'The Nine' on BBC Scotland in May 2020, where she was filmed travelling to visit different families. Some parents were interviewed at their doorsteps and spoke about how supported they felt.

Engaging with parents on their doorsteps has impacted on teaching and learning. A teacher, working in the North West of the city, stated '*I am going to be so different when I get back into the classroom. When I was on my lunch run today, I realised that I had been teaching my children about a world they don't live in. I didn't understand before, I do now.*'

Data has been collated centrally of the families who received support.

A Head Teacher reported '*We have literally been met on doorsteps by mums in tears...they had been struggling to feed their families and had no-one to help. We have had parents jumping for joy in appreciation for 4 packed lunches and a £20 gift voucher for Morrison's. We have had parents offering prayers of thanksgiving on the spot for the help they are receiving. Our delivery teams are made up of PSAs, teachers and the school nurse even comes along on her day off! She can keep an eye on some of the more vulnerable children on our runs. I have received texts, emails, telephone calls from nearly every person on the delivery teams - they have been utterly moved and transformed by the experience.*'

What Are Our Next Steps?

- Parents & carers have been their children's teacher during the pandemic. Practice moving forward has to validate this role and ensure parents & carers are informed about their children's learning.
- Parental views to be sought by schools to evaluate the impact of the pandemic to support the needs of the school community.
- Clear communication for all families who continue to have changes in family circumstances to access supports from other agencies. Ensure support is accessible for all.
- Build on partnerships developed to include parents & carers in school development and contingency plans for blended learning.
- Continue to reconnect with parents & carers to identify any gap in the digital provision.
- On-going work to engage "harder to reach" parents & carers in school life.

Pupil Voice

Our Outcomes: Learner Participation

Our targets were to develop an awareness across Head Teachers and school staff of the four arenas of participation as outlined in *Learner Participation in Educational Settings 3-18* (Education Scotland, 2018), and to support them in self-evaluating their practice and impact across these, using the challenge questions and features of highly-effective practice for staff in *How Good is OUR School*: *Part 1* (Education Scotland, 2018). This was to ensure that Children and young people are increasingly confident in identifying their interests, strengths and skills and have a voice in decisions about their school.

Quality Improvement Education Officers worked directly with schools during the session 2019/20, by delivering professional learning for school staff on empowering learners through participation in decision-making across the four arenas of

- Learning, Teaching and Assessment

- Opportunities for Personal Achievement

- Decision Making Groups

- Links with the Wider Community.

All staff in 7 schools have engaged with this professional learning, and a further 17 have signed up for the academic session 2020/21. In addition, all members of the Head Teacher community from the Primary Sector, and some members from the Secondary sector attended CLPL delivered by the authority on this.

Edinburgh Learns Team delivered core CLPL to class teachers from a variety of settings entitled *Leadership of Learning*, which focussed in detail on the Learning, Teaching and Assessment arena.

The number of schools holding UNICEF Rights Respecting Schools Award accreditation, within which Article 13 directly relates to children's views and ability to inform decision-making, has increased to 46 Bronze, 21 Silver and 10 Gold Awards.

What Does Our Evidence Tell Us?

Evidence of increased engagement with learner views is apparent across schools, where pupil leadership groups are taking greater responsibility for school improvement and are able to influence this. Examples from across the city include community learning teams with pupils from across stages, pupil groups engaging with the 5 themes within *How Good is OUR School: Part 2* (Education Scotland, 2018) and reporting their findings to fellow learners, increased use of 'You Said, We Did' in communication to learners, pupils presenting to the Scottish Parliament on World Children's day to celebrate the 30th Anniversary of the United Nations Convention on the Rights of the Child in November 2019 about importance of young people engaging in discussion around children's rights and how their voice is so important as it represents the future of our country, and pupils participating in the *Future Schools Project* which involved them designing learning environments for their school which would lead to improved learning and teaching.

What Were Our Strengths?

Key strengths in 2019/20 included the delivery of a Learner Participation session to all Primary Head Teachers in January 2020, delivery of a self-evaluation input at the Primary/Secondary Head Teacher Conference in January 2020, using examples from HMI inspection findings as a stimulus for discussion and reflection. Feedback gathered from the sessions delivered to whole school staff demonstrated that staff felt they had an increased understanding of what effective practice across the four arenas looked like and were able to articulate their next steps in facilitating learner participation in their setting.

59 schools have put forward a main contact person for all matters relating to learner participation, to whom opportunities for learners to be involved in wider participation outwith their school will be directed, and from whom examples of progress and effective practice is being gathered.

In February 2020, over 130 young people from across the secondary sector participated in our first City of Edinburgh Council Youth Climate Summit, the content of which was informed directly by young people and delivered and facilitated by young people with support from the CEC Quality Improvement Team and Lifelong Learning team.

Pupils from **Wester Hailes Education Centre** presented to elected members in March 2020 about successful learner participation in decision making in the arena of Learning, Teaching and Assessment through the *Classroom Partnership* model they created regarding core expectations of teacher actions and pupil actions within lessons, which formed part of their Rights Respecting Schools Silver accreditation.

What Are Our Next Steps?

We will continue to build on the examples of effective learner participation that exist across the authority in schools across the city in terms of facilitating and promoting young people's participation in decision-making across all four arenas. Current gaps in the City of Edinburgh reflect the national picture outlined in the *Thematic Review of Pupil and Parent Participation* (Education Scotland, 2019), and can also be seen in Summarised Inspection Findings from HMI. For example, through young people influencing not just what they learn but how they learn and are assessed, young people deciding on the opportunities for personal achievement that are offered, young people leading and influencing the direction of their decision-making groups, and young people making decisions about their work with

the wider community. The CLPL offer will continue to be delivered across schools to upskill staff and promote effective self-evaluation in this area, allowing for effective targets to be created at school level.

We will continue to work with schools, using the challenge questions and the features of highly-effective practice from *How Good is OUR School* (Scottish Government, 2018) with school staff to ensure that they are creating the culture for genuine learner participation and ensuring that learner views are used to inform key decisions about all aspects of school improvement.

Health and Wellbeing

Our Outcomes

- To ensure that all children and young people have best possible health and wellbeing and that schools are compliant with the Equality Act 2010.

- Implement Edinburgh Learns Health and Wellbeing Framework

- Embed HWB Progression Pathways

- Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)
- Use of data from primary and secondary surveys to inform next steps in schools
- Review Relationships, Sexual Health and Parenthood materials to ensure they meet the needs of our learners
- Develop support for secondary schools in relation to PSE curriculum
- To implement new Scottish Government HWB survey (survey postponed until further notice)
- Respond to issues raised by young people

What Does Our Evidence Tell Us?

The Edinburgh learns framework is used widely across CEC schools to inform practice, including self-evaluation. Progression pathways are used to support continuity in learning in Health & Wellbeing.

Both primary and secondary HWB surveys identified a need to support schools to understand and deal with bullying more effectively. A partnership approach to training, in collaboration with Respect Me enabled senior leaders to receive Anti-Bullying training. Evaluations from this have been mixed and future sessions will be adapted accordingly to ensure they meet the needs of participants. The Preventing and Responding to Bullying and Prejudice Policy is also being strengthened to better reflect specific behaviours and pupil voice.

Schools are at the early stages of using the new national Relationships, sexual health and parenthood resources. Initial feedback has been positive. The authority has purchased additional resources developed by Hey Girls for each school to supplement education around menstruation and associated conditions.

Initial ideas have been formed to develop a potential HWB guarantee for our secondary schools, this would include curricular support.

Building Resilience for Transition Back To Secondary School was developed over the summer to help give secondary practitioners ideas of activities to support young people's mental health and emotional wellbeing following our experience of COVID-19 lockdown. This provides progression from the primary resource and the transition work experienced by our P7 pupils and a basis on which to develop a more comprehensive resource going forwards.

We have developed a collaborative approach to train the trainer training RSHP champions in each primary and special school with 'Healthy Respect' to enable each school to have an RSHP champion. 25 staff have participated in this training. All stated they were now more confident in their ability to work with other staff and pupils on this topic.

Healthy Respect continue to offer bespoke training for our secondary schools which is flexible to suit the individual context/need. Evaluations evidence increased confidence in supporting young people with a range of issues relation to this aspect of the curriculum.

Page 244

Three food CLP sessions were planned for Primary schools. One took place and guidance shared was enthusiastically received by participants.

Psychological Services, ASL Services and our HWB team continue to offer a wide range of training to support a variety of areas of emotional wellbeing including, nurture, building resilience, relationships, learning and behaviour, managing anxiety and stress and trauma. Positive evaluations of these inputs indicate that participants benefited from the training.

QIEOs have been working directly with schools this session through delivering professional learning for school staff on empowering learners through participation in decision-making across the four arenas. All staff in 7 schools have engaged with this it was evaluated positively.

School staff continue to use the wellbeing indicators as the main tool to reflect on progress and priorities of HWB at both individual and whole school level. Staff report this consistent approach is helpful in identifying priorities in consultation with the whole school community. Discussions have been to provide more structure to this model to support a more consistent approach.

Young people continue to attend the HWB Strategic Group and inform its direction. The most recent meeting planned to take forward the topic of sustainability at the request of young people. This work was paused but will continue this year.

What Were Our Strengths?

The CPD we are providing to staff is of high quality, varied and responsive to needs. This was particularly evident with the development of professional learning in relation to supporting wellbeing during lock down and in anticipation of schools returning. Moving on coming together – supporting our wellbeing and Moving on coming together – focus on our children, young people and families' wellbeing – live sessions were accessed by over 1000 staff and narrated PowerPoints continue to be available for all staff. Feedback from these sessions has been hugely positive indicating positive outcomes for learners in supporting their Health & Wellbeing.

All schools inspected, by HMIe, received good or very good for Ensuring Wellbeing Equality and Inclusion.

Strong collaboration across the authority and with partners to meet the HWB needs of our schools. This was exemplified in the transition resources developed across teams to support both early years and primary to secondary transition during lockdown.

The development and use of new and existing authority curricular resources provided staff with materials to support the HWB needs of learners both during and post lockdown.

Guidance provided to schools for renewal planning in HWB identified 4 key areas of focus thus providing consistency to strategic direction.

Consistent use of the HWB indicators and values and practice provided in Edinburgh Learns materials to support self-evaluation.

What Are Our Next Steps?

Continue RSHP training over the next year so all primary schools have a champion to lead on this work.

Headteachers to complete as part of School Renewal Planning a separate plan for Equalities
required to detail actions regarding;

 - Equalities Lead Officer/ensure Pupil Voice

 - Anti-Bullying (school version)

 - Tackling Racist Incidents

All schools are required to establish and equalities group by December 2020There are plans to deliver further training focusing on hate crime and reporting and supporting in conjunction with Police Scotland. The HWB and Equalities groups liaise closely over this work.

Follow up of impact of food CPD and rescheduling remaining sessions for this academic year.

Consult on and plan potential HWB guarantee including the development of a curricular resource.

Provide clear strategic direction on evaluating improvement in health and wellbeing.

Progress work on sustainability.

Further develop training provided during lockdown to meet the changing HWB needs of staff and learners. This will remain responsive to needs as they develop over the year.

Pathways

Our Outcomes

- To ensure Flexible pathways are in place for all learners
- Implement Edinburgh Learns Pathways Framework
- Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways
- Embed Career Education and Workplace Standard
- Support looked after learners to stay on at school
- Learners access appropriate vocational learning
- Support and promote foundation and modern apprenticeships
- Improve use of Labour Market Intelligence
- Increase numbers of paid work experience/internships for young people, targeting those from Equity Cohorts

- Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways

What Does Our Evidence Tell Us?

The Edinburgh Learns Pathways Framework gained committee approval in December 2019. Our strategic actions are being taken forward through the EL Pathways Board and related workstreams. Effective collaboration with key partners continues and strategic understanding has improved across the school estate, resulting in greater consistency and continuous improvement in implementation of Career Education Standard; completion of the 16+ Data Hub; School Leaver Destination Results and Participation Measure.

The role of QIEO with strategic responsibility for Looked After has been developed to improve learning outcomes for this equity cohort and we have also expanded our partnership with MCR Pathways.

The number of young people engaged in Foundation Apprenticeships has increased as result of improved collaboration with SDS, Edinburgh College and City of Edinburgh ELCC provider.

What Were Our Strengths?

The DHT 16+ Network is helping to drive consistency across the school estate and an improvement in employability skills and positive sustained destinations. This is demonstrated in the high completion rates across all three measures in the 16+ Data Hub – Edinburgh is above the national and regional trend.

Employer engagement with schools has improved with the development of DYW Locality partnerships (schools, employers, DYW partners) so employability events in schools are now being more effectively supported by local industry. These include both engaging and influencing partnerships. The DYW Quarterly Reports outline the nature of employer engagement with schools such as work-based learning projects, business breakfasts and career fairs.

The DYW Jobs Roadshow in March 2020 had over 1300 pupils in attendance, providing greater opportunities to explore vocational pathways, such as apprenticeships and job offers. Several young people have engaged with employer mentors through Career Ready and MCR Pathways. The JET programme for senior pupils and leavers has continued to support work placements and SCQF 4 and 5 awards.

The School College Partnership offer is a co-constructed programme for young people with pathways at a range of SCQF Levels. 468 senior phase pupils were studying vocational qualifications at Edinburgh college, representing an increase of 122% on the previous year.

The 2020 Annual Participation Measure showed that 92.4% of young people were in education, employment or training and personal development. A 0.2 percentage point increase compared to August 2019. We are also remaining above the national average of 92.1%. This is encouraging during such challenging times and demonstrates the strength of our partnerships.

What Are Our Next Steps?

We recognise the economic impact of Covid-19 on the positive destinations of our young people, in particular, on pathways such as higher and further education, training – apprenticeships - and employment. A focus as we move forward will be to look closely at those more vulnerable young people and families where their opportunities might be limited particularly due to the impact of COVID.

Vocational education, such as Foundation Apprenticeships, SVQs and Skills for Work programmes, are affected by the withdrawal of work placements until October 2020 at the earliest so virtual work-based learning is being developed.

We are engaged with the regional DYW (employer-led) group to develop a model for the implementation of DYW Coordinators across all Secondary schools. The priority will be to support 2021 Summer Leavers at risk of a negative destination.

The 2020-2021 SCP offer has had to be adapted due to the health and safety implications of Covid-19 on the provision of certain courses e.g. construction, hospitality. Edinburgh College is upholding the guarantee offer of a place to all school leavers who apply though it may not be in the course of their first preference.

Ensuring our young people can engage in sustained positive destinations is the priority for our Youth Employment Partnership, with a revived Edinburgh Guarantee service and new Scottish Guarantee.

Equity

Our Outcomes

Our outcome was to continue to improve outcomes for children and young people facing poverty related barriers to attainment and achievement. The Edinburgh Learns: Equity Framework acknowledges that teaching and learning remains the single most important feature for dynamic school improvement. The Framework also advocates that the promotion of partnerships with families and parents in all aspects of their children's learning will support equity, alongside schools where a culture of leadership based on shared strong values, clear vision and high ambition for all is embedded. Raising attainment for care-experienced learners remains high priority.

What Does Our Evidence Tell Us?

Evidence tells us that we narrowed the poverty related attainment-gap as follows:

- According to data from June 2019, there is narrowing of the gap for all measures in Literacy and Numeracy in P4, P7 and S3.
- Particular progress is evident in S3 (Fourth Level), with encouragingly large increases for the Quintile 1 figures in all areas.
- In terms of the senior phase, using Insight February 2020 data, Edinburgh is broadly in line with its Virtual Comparator for leavers who attain level 4 and level 5 Literacy and Numeracy.
- If we look at trends over time, the 1+ level 5 and level 6 measures the gap has improved, i.e. reduced, from the NIF baseline year (2016/17) and there has been general improvement from 2014.
- The gap for level 5 and level 6 is at its lowest since these measures were introduced.
- The 1+level 4 gap measure has fluctuated and is relatively flat.
- The trend for Edinburgh has been similar to the national one for all three NIF measures.
- Further evidence that Edinburgh's young people are leaving education with what they need for their chosen pathway is illustrated by Edinburgh's Initial Leaver Destinations are 95.11%, above the South East Improvement Collaborative who sit at 94.92% and the National percentage of 95.05%.

What Were Our Strengths?

Each meeting of the Edinburgh Learns: Equity board begins with children and young people explaining what they feel equity looks like and feels like in their schools. Young people are very aware of the importance of schools as a source of support and de-stigmatising and normalising the offer of such support, "without questions asked". Strong practice in poverty-proofing and reducing the cost of the school day was evident. The Care Experienced Fund supported the appointment of a Virtual School Leader (QIEO Care Experienced) and this post will continue in 20-21.

Partnerships for Equity remain a strength – the Maximise! initiative, Discover programme, MCR Pathways, Forest Schools and working with EVOC were enhanced and developed during 19-20. The Edinburgh Equity Network was launched in 19-20 by practitioners for practitioners, with support from our Education Scotland Attainment Advisor, and will continue this year.

Schools continue to use SAC and PEF funding to plan for equity around the key themes of literacy, numeracy, health and wellbeing, communities and families, the use of data and teaching + learning. The completion of a Thematic Self-Evaluation of QI 1.5 took place in January 2020 and findings shared summer 2020. This has informed enhanced PEF planning for 20-21.

What Are Our Next Steps?

All staff will be asked to engage with the core professional learning offer from the Edinburgh Learns: Teaching and Learning team over the next 3 years. We know that improving the quality of learning and teaching is key to closing the poverty related attainment gap. Strengthening this universal offer to maximise the reach of high-quality professional learning on Assessment is for Learning, Skills, Differentiation and Leadership of Learning is a priority.

The Edinburgh Learns: Equity document and board membership will be reviewed and refreshed 20-21.

The Professional Learning offer Edinburgh Learns: Leadership for Equity (LiFE) will continue to be developed 20-21.

Enhanced support for PEF planning and reporting will be in place 20-21.

Inclusion

Our Outcomes

- To ensure than an inclusive ethos of aspiration and achievement exists in every school
- Exclusions are reduced
- To promote the presumption of mainstream for local children to local schools and the development of inclusive learning communities where every child is:

Present   Participating   Achieving   Supported
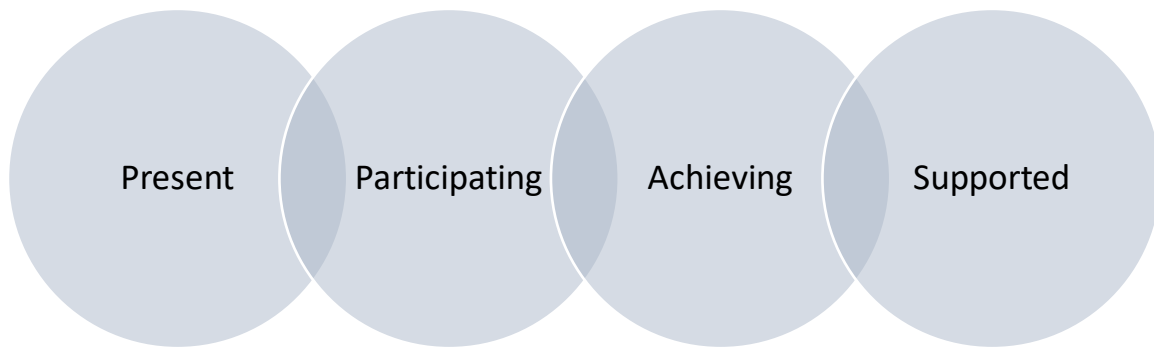
What Does Our Evidence Tell Us?

Exclusions

Citywide exclusions have reduced during 2019 to 2020[2]

- Total exclusions across the city reduced from 837 to 622. It is important to note that this total was calculated at the start of the COVID 19 school closures.
- The number of pupils impacted by exclusion reduced from 552 to 481
- Total openings lost (each open is half a school day) reduced from 5040 to   3750
- The number of exclusions for care experienced children reduced from 136 to 97
- We have successfully implemented a system to track and monitor exclusions for children with additional support needs.
- As a baseline this year 96 pupils were recorded as having no additional support needs therefore 86% of excluded pupils are considered to have one or more additional support needs.

Although part of this reduction could be attributed to the period of COVID 19 school closures this data indicates we are successfully maintaining the reduction in exclusions that has been achieved over recent years.

Flexible (part-time) Timetables

During September and October 2019 we successfully completed a survey of schools in relation to flexible timetables. There were returns from 63 (72%) primary schools, 19 (83%) secondary schools and 5 (50%) special schools.

- There was a total of 189 flexible timetables across all schools that responded (43 primary, 141 secondary, 5 special schools)
- The range in number per establishment was 0 to 3 in primary and special schools and 1 to 16 in secondary
- Of the 189 flexible timetables 51 were for 21 hours or more. It could be argued that these should be considered alternative timetables or reasonable adjustments depending on the circumstances.
- 9 in 10 pupils were involved in planning. Those that weren't were either very young and struggled to give their views. Schools felt the involvement of children was meaningful and influenced decisions.

---

[2] It is important to note that this total was calculated at the start of the COVID 19 school closures.

In November a review of flexible and alternative timetables was undertaken to explore how well these are being used to deliver different learning pathways and identify any further local authority supports required for successful implementation. Key these emerged as follows:

Key Strengths
- Almost all schools are planning alternative and flexible timetables which begin with and are built around the interests and support needs of individual learners to maximise engagement.
- Schools are working hard to engage learners in the planning and review of alternative timetables to ensure a positive impact and demonstrate high levels of creativity, flexibility and planning based on meeting the needs of individual learners to deliver bespoke programmes.
- In schools where alternative timetables are working well, there is a strong focus on family engagement, with positive and supportive relationships between schools and families.
- Effective cluster working enables enhanced transition programmes for learners who may require alternative pathways. This is supported through strong collaborative relationships with key partners including Psychological Services and the ASL Service to plan and deliver alternative curricula, with schools initially using this partner support to build capacity and confidence and then taking responsibility for the implementation of alternative timetables.
- Strong, mutually beneficial collaborations are leading to increased opportunities for learners on alternative timetables and demonstrate the investment of partners in school communities.

Next Steps

- Schools should continue to work with the relevant local authority services and wider partners to ensure that all alternative and flexible timetables are sufficiently personalised to meet the needs of each pupil and allow them to engage in learning outside the traditional curriculum structure.
- Schools should continue to develop their use of PEF to create strategic roles supporting inclusion. Clusters should consider creative approaches to their use of PEF, e.g. cluster Family Liaison workers, to support high-quality individualised progression pathways.
- Further clarification of the differences between alternative curricula, alternative timetables, flexible timetables and reasonable adjustments should be provided to ensure all schools are clear about the use of terminology and SEEMiS coding.
- The authority should continue to support schools to develop approaches to tracking and monitoring, both through whole-school tracking systems and at individual child-level, to ensure that the timetables in place are improving outcomes for children.
- Schools should be supported to engage with partners to use space creatively to deliver alternative timetables; this may be space within the locality rather than in the school alone.

Edinburgh Learns Board: Strengths
- There has been a focus on the appropriate use and recording of flexible timetables including a survey in October 2019.
- Supported conversations took place between schools and their educational psychologists to ensure they were fully aware of recent policies and procedures in relation to Inclusion and had plans in place to ensure they were implemented in school.
- We have successfully finalised a local strategy for school counsellors and made conditional offers to 20 successful candidates. There is a plan in place to fulfil the Scottish Government pledge for a counsellor in every school by the end of September 2020.
- We have worked collaboratively to put in place training and advice in relation to the COVID 19 lockdown and to support the return of pupils to schools. This has included advice on home learning, anxiety returning to school and training for school staff.
- There are now 3 enhanced support bases and 4 wellbeing hubs in secondary schools to support higher levels of additional support needs within mainstream schools. This has included further development the Visual Support Project in secondary schools to support these learners to engage and develop their independence.

Page 250

- We have engaged with the new Locality Operational Groups to extend locality-based flexible pathway support, including joint working between the ASL Service third-sector colleagues such as Growing Youth, Edible Estates and Spartans.
- We have reviewed the Inclusion Audit and implemented a new approach based on devolving funding and decision-making to schools so that Headteachers are empowered to use this budget as required, enabling decisions to be made at a local level and at the right time and place for the child.
- We have enhanced the ASL Service Early Years team to meet increased need and support transition from Nursery into P1

Edinburgh Learns: Next Steps?
- There will be further roll-outs of wellbeing hubs and enhanced support bases in secondary schools.
- Scottish government funding will be used to appoint more teaching staff and pupil support officers to support more vulnerable children as they return to school post lock down.
- We will evaluate the impact of school counsellors for 10 to 18-year olds.
- We will look to support effective use of pupil support assistant time which was postponed due to lockdown.
- We will continue to develop our approaches to regular training and development to support skills in relation to inclusive practice
- We are developing virtual school tours in schools to support transitions back to school for children and young people with anxiety.

Numeracy Outcomes
- Raise attainment in Numeracy & Mathematics
- Complete local authority Validated Self Evaluation in Mathematics
- Devise guidance/framework to raise attainment in maths and numeracy
- Implement Mathematics Strategy focussing on improved learning and teaching strategies
- Improve CfE levels of Numeracy attainment at P1, P4, P7 and S3
- Narrow the poverty-related attainment gap in Numeracy - including continuing to focus on improving outcomes for the most disadvantaged pupils
- Continue to support teachers to make robust professional judgements on achievement of a level in Numeracy.
- Provide high-quality CLPL for staff in Numeracy and Mathematics.

What Does Our Evidence Tell Us?

The Validated Self-Evaluation in Mathematics which was undertaken early in the session, involved visits to twelve schools across the city to identify areas for improvement as well as identify strong practice. This led to the creation of our new Raising Attainment in Mathematics Strategy, a three-year programme with the following aims:

• To improve attainment in numeracy and mathematics throughout the years of the Broad General Education (BGE) and Senior Phase.

• To improve outcomes and reduce inequity in numeracy and mathematics development.

• To increase confidence and fluency in mathematics for those who deliver mathematics education.

• To improve the quality of learning, teaching and assessment in numeracy and mathematics.

Although the full implementation of the strategy was placed on hold due to Covid lockdown, elements of professional learning have continued online, in particular engagement to support staff in SAC primary schools to develop pedagogy via a coaching model.

Meaningful analysis of improvements this session is not possible in the absence of ACEL data for session 2019-20, and as we await Insight data based on examination results for 2019-20.

Analysis of BGE Attainment in Literacy and Numeracy for session 2018-19 was presented to Committee in October 2019.

Analysis of leaver attainment for 2018-19 shows an improving trend in literacy and numeracy at SCQF levels 4 and 5. Attainment was in line with the Virtual Comparator (previously attainment at level 5 had been significantly below the VC).

Professional networks continued to meet to support the development of numeracy across learning, in primary and secondary sectors. As part of the South East Improvement Collaborative's Numeracy and Mathematics Workstream, representatives from each secondary school were trained in the use of Concrete/Pictorial/Abstract/Language (CPAL) approaches and supplied with resources to support classroom delivery. All centres (primary/secondary/special) were supplied with key texts to help support numeracy development and over 100 staff attended training in numeracy delivered by Peter Mattock (again, both of these were SEIC funded). SEIC-level evaluations of all these have been overwhelmingly positive.

What Were Our Strengths?

Based on the VSE findings, in schools with good practice the following was commonly noted:
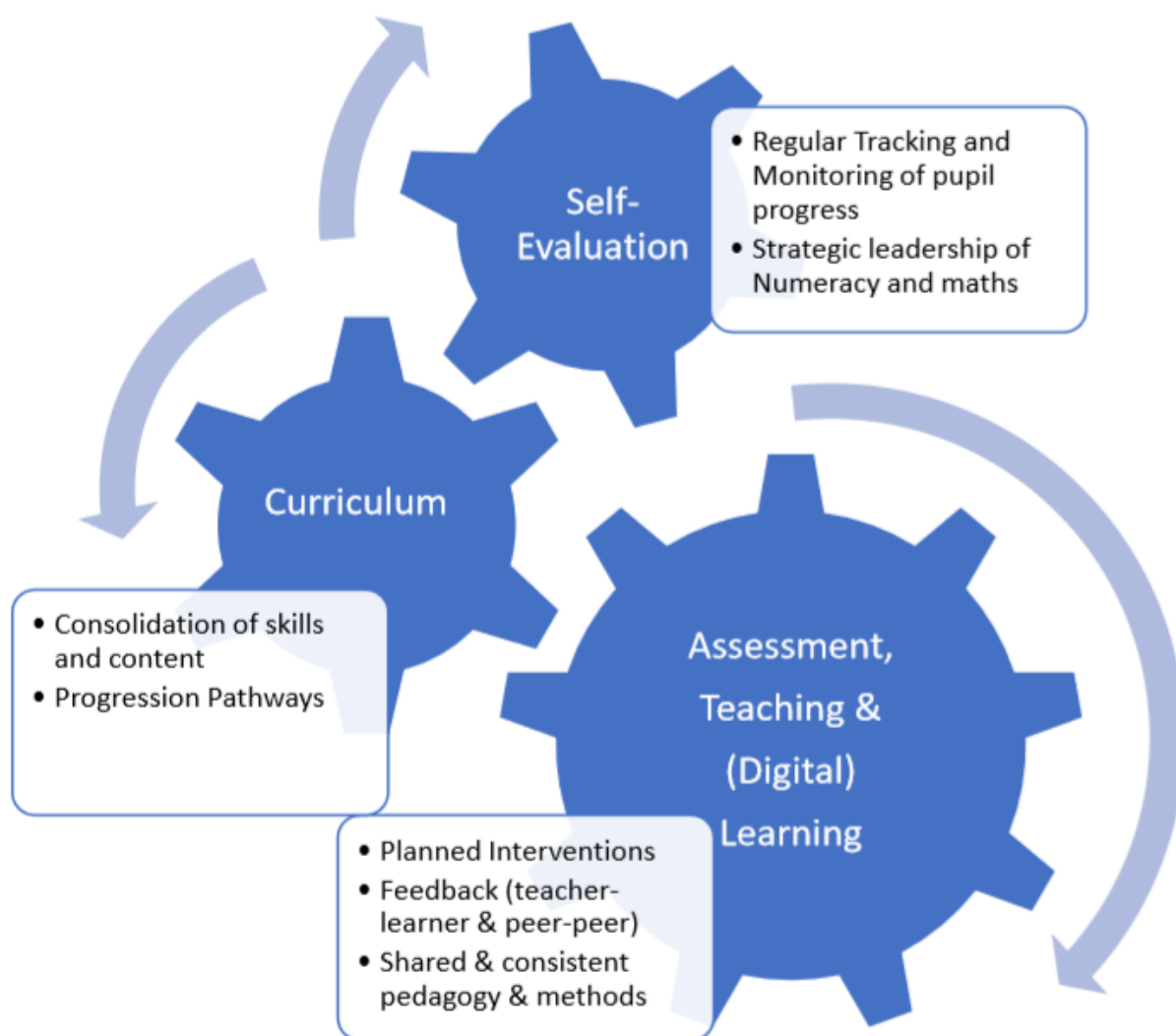
What Are Our Next Steps?

- A suite of professional learning is being developed to support the Mathematics Strategy.
- We will sensitively monitor the situation in our schools as they resume on a 100% model, to gauge when centres are ready to fully re-engage with the strategy.

- Training in CPAL approaches will be extended, within the strategy. A key focus for this session is the identification of appropriate numeracy interventions, in particular to support "catch up" learning supported by key staff.

In collaboration with the SEIC Mathematics Network we will continue to promote alternative pathways to attainment and achievement in numeracy and mathematics; this includes preparation for the delivery of the new Applications of Mathematics Higher in session 2021-22 as well as promotion of the National Progression Awards in Data Science.

Literacy Outcomes

- Narrow the poverty-related attainment gap in Literacy - including continuing to focus on improving outcomes for the most disadvantaged pupils
- Improve CfE levels of reading, writing, and listening & talking attainment at P1, P4, P7 and S3.
- Raise attainment in Writing by implementing the CEC Raising Attainment in Writing Strategy and an accompanying professional learning network
- Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia
- Implement Early years Literacy pathways
- Work across partnership services to raise Literacy attainment
- Continue to support teachers to make robust professional judgements on achievement of a level across the modes (reading, writing, talking and listening).
- Provide high-quality Edinburgh Learns: Literacy and English Professional Learning for English and Literacy, including building capacity in Literacy Leadership

What Does Our Evidence Tell Us?

Evidence tells us that we achieved a narrowing of the poverty-related attainment gap in Literacy in all measures in P4, P7 and S3 (session 2018-19 data).

Quintile 1 learners made encouraging progress at Fourth Level by the end of S3 (session 2018-19 data).

A further 300 staff attended Raising Attainment in Writing training in October-November 2019, following a successful pilot in 2018-19. A CEC Raising Attainment in Writing Professional Learning Network was launched just before lockdown in October 2019; this will continue in 2020-21 using a virtual platform. 22 staff took part in an Aspiring Literacy Leaders programme, led by Lead Teacher Literacy and Literacy QIEO. Secondary English and Literacy Curricular Leaders and Primary Literacy Coordinators engaged in well-established professional learning networks. CEC worked with our valued partner the Scottish Book Trust to provide reading bags, games and stationery as part of the universal book bag offer and targeted support for families facing poverty-related barriers. Edinburgh Family Learning workers delivered an Education Scotland Wee Blether on the use of Read Write Count to support family learning.

What Were Our Strengths?

Our strengths were the continuing provision of a comprehensive high-quality professional learning offer on all aspects of English and Literacy. This includes working with partnership services to deliver this offer – EAL, Literacy and Dyslexia Team, Speech and Language Therapy, ASL service, the Scottish Book Trust, Lifelong Learning – as well as teacher tutors. We continue to development and implement a systematic programme of intervention for children (0-5) – the Up, Up and Away programme. We offer training and support on the delivery of consistent and sustained reading interventions using structured phonics programmes Literacy Rich Edinburgh: P1 and P2 phonics programmes, Read Write Inc./Fresh Start (primary) and SRA (secondary). Education Scotland recognise CEC's training and support for assessment, moderation and engagement with benchmarks as best practice.

- To continue to address the poverty-related attainment for Fourth Level. It is recognised that this is a gateway measure for later success at literacy and numeracy qualifications at SCQF Level 5 in S4 and beyond. This will be underpinned by work underway on assessment and moderation.
- To continue to address the gap in writing through the CEC Writing Strategy, with professional learning and support available throughout session 2019-20 and beyond into 2020-21 following the pilot in 2018-19.
- To launch recently completed e-guidance on the CEC Writing Strategy P3-S3 and complete the Early Level Writing Toolkit.
- To continue to ensure high-quality guidance for play-based approaches and assessment of Literacy and Communication at Early Level is accessed.
- The South East Improvement Collaborative Literacy Group are engaging positively in professional dialogue and sharing professional learning offers where possible. We are seeking a joined-up and collaborative approach to Literacy across partner authorities.
- To update and relaunch the City of Edinburgh Literacy Strategy through the continued collaborative working of the Edinburgh Learns: Literacy Board

Education, Children and Families Committee

10am, Tuesday, 13 October 2020

Promoting Equality

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education Children and Families Committee is asked to:

1.1.1 Note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices.

1.1.2 Agree next steps at 5.1.

1.1.3 Agree to written and verbal updates at every cycle by rotation.

Alistair Gaw

Executive Director for Communities and Families

Contact: Annemarie Procter, Depute Head Teacher

E-mail: annemarie.procter@ea.edin.sch.uk Tel: 0131 469 2850

Report

2. Executive Summary

2.1 This report provides a summary of progress in the Equality, Diversity and Inclusion Action Plan approved at the July 2020 Policy and Sustainability Committee which includes and extends previous work in this important area. Our work continues to involve primary, secondary and special schools, the ASL Service, Quality Improvement & Curriculum Service and Lifelong Learning (CLD).

2.2 This report describes work to raise awareness of discrimination and inequality, in particular the harmful and deep-rooted problem of interpersonal and systemic racism. We re-affirm our commitment to confronting and addressing racism and discrimination in all its forms.

3. Background

3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, most recently the July 2020 report on Promoting Equality and Action Plan, presented as part of the response to the motion on Black Lives Matter (4.7 – 4.13 and Appendix 2 of that report). https://democracy.edinburgh.gov.uk/documents/s24854/6.7%20-%20Response%20to%20Motion%20-%20Black%20Lives%20Matter%20v2.pdf

3.2 This work sits within the Council-wide Diversity and Inclusion Strategy and overlaps in some areas, e.g. Human Resources and cultural assets.

3.3 We have received allegations of racist conduct in a number of schools. Following initial internal review it was decided to appoint an independent advisor, with expertise in conducting such investigations and in relation to equalities legislation and practice. One report for each school is being prepared.

3.4 The investigations are being undertaken in accordance with the principles set down in stage 2 of the external complaints procedure, on the basis that appropriate support will be provided to complainants where evidence is ingathered. We are working with ELREC (Edinburgh & Lothians Race Equality Committee) to provide language support and guidance for families who experience barriers

3.5 The investigations are well underway and all interviews should be concluded by October 5th with school level reports ready by November. A second stage working group will then be convened in mid-December, with a view to reporting by March 2021.

3.6 The Wardie Primary School mural which includes an image of a 'golliwog' is due to be considered by the Independent Review Group on features within Edinburgh with links to slavery and colonialism. The Parent Council has requested that the mural be covered over, pending the outcome of the review. We are aware of a petition to change the name of James Gillespie's High School which has also been remitted to the Independent Review Group.

4. Main report

4.1 **Communication and Engagement**: we have established a forum for professional conversations with the aim of creating an anti-racist culture. Participants in this forum are: BAME Young Ambassadors, union representatives (EIS, UNISON), a head teacher and senior managers from Schools and Lifelong Learning. We will initiate a similar conversation amongst senior leaders and practitioners through an event on 1st October, entitled 'Beyond Black Lives Matter: A Creative Conversation about Diversity, Equality and Race', with speakers from the BAMEed Network. This event is also being offered to the wider South-East Improvement Collaborative.

4.2 We continue to strengthen representation of those with lived experience on the Communities and Families Equalities Steering Group. This has included inviting parent representation and we have received a positive response. Briefings for Parent Council Chairs on the School Renewal Planning theme of Equalities, Equity and Inclusion theme took place in August 2020.

4.3 We are involved in the early stages of an initiative to support vulnerable communities (in particular BAME communities) in the city, through linking key Council and third sector organisations. We see this as an important step in strengthening and widening communication with our third sector partners and communities.

4.4 **Adaptation and Renewal:** Equalities is a fundamental part of the Equalities, Equity and Inclusion theme for School Renewal Planning and a Head teacher briefing was held in August. All schools will write an Equalities Action Plan with core actions including: identifying an Equalities Co-ordinator, establishing or reviewing membership of the pupil Equalities Group; reviewing the school's Equalities and Anti-bullying policy in line with the strengthened authority procedure, including guidance on tackling racist incidents; core Equalities training for all staff.

4.5 **Representation, recruitment and retention:** Important initiatives in the HR Diversity and Inclusion Plan support this theme, including: a procedure for prejudice-based incident reporting (launched September 2020); a planned campaign to improve equalities and diversity data gathering; valuing diversity through highlighting events such as religious festivals, Carers week, LGBT History and Pride months; and colleague networks (BAME, carers, disability, LGBT+ and women). A next step is to ensure that these initiatives reach and meet the needs of staff in Schools and Lifelong Learning. In addition, planning is underway for an engagement and consultation

process with school staff from under-represented groups, due to start in December 2020. Longer-term actions include engagement with parents and local Initial Teacher Education providers.

4.6 **Teaching and Learning:** The Inclusive Curriculum resource will be launched in September, in anticipation of Black History Month; we will continue to refine and update this resource based on feedback from teachers and to promote it widely in communications and training. A next step will be to plan and carry out a formal audit of Black History and culture across S1-3 and the Senior Phase. Future actions include professional learning on decolonising the curriculum (secondary) and creating an inclusive curriculum (primary).

4.7 **Health and Wellbeing:** we have strengthened our procedure for reporting, investigation and follow-up of bullying and prejudice incidents and have written specific guidance for practitioners on tackling racist incidents. A consultation with BAME young people on the procedure and specific guidance is in progress. Their feedback will be used to offer better support to schools as they devise their own youth-led policies. This group of young people will also create youth-led communications about tackling racist incidents which is intended for use in schools to convey a strong message about 'your rights', 'how to report a racist incident', 'what you can expect for the adults you report to' and 'what you can do if this doesn't happen'.

4.8 We have worked with secondary schools to facilitate Police SLOs (School Liaison Officers) to deliver Hate Crime sessions during the first part of the year as a priority.

4.9 With the introduction of the SEEMiS Bullying and Equalities module in session 2019-20, some categories changed, and additional categories were added. Whilst comparisons should therefore be regarded with caution, there appears to have been an increase in recorded incidents in secondary in session 2019-20, allowing for the period of schools closures from mid-March to June 2020 (from 257 in 2018-19 to 223 in 2019-20). The number of recorded incidents in primary schools in session 2019-20 is significantly lower than would be anticipated and it is likely that many schools continued to record incidents manually. This data will be collected retrospectively. An interim analysis of recorded incidents for the period August-September 2020 shows a marked increase in the number of recorded incidents in secondary (relative to the overall number of recorded incidents in 2019-20). This increase may be an indication of: improved recording of incidents; improved reporting of incidents; an actual increase in incidents, or a combination of these.   Across 2018-19 and 2019-20, of incidents based on a protected characteristic or other discrete category, a majority are based on race with a noticeable proportion being based on sexual orientation and, in 2019-20, on the new categories of body image/physical appearance and socio-economic prejudice. A full summary of recorded incidents is found in Appendix 1. We will continue to monitor bullying and prejudice incidents on a termly basis and use this data to evaluate outcomes and inform planning for Equalities and Health and Wellbeing.

4.10 Planning for additional training for Equality Co-ordinators and Anti-bullying Champions in managing and recording bullying and prejudice-based incidents to support the strengthened procedure is underway. This training will include specific input on

tackling racist incidents and hate crime and is due to be delivered in November/December 2020.

4.11   Improved guidance for schools on setting up school Equalities Groups has been issued to schools. The purpose of these groups is to ensure that learner participation drives policy and practice at school level.

4.12   Intercultural Youth Scotland (IYS) have begun to implement their 'Anti-racist and Pro-black Education and Ambassadorship' programme in 3 secondary schools (Liberton HS, Portobello HS and The Royal High School). This programme includes: delivering anti-racist education to young people in S1-4; staff training on anti-racist education; mentoring a school Anti-Racist Ambassador; supporting a whole-school approach to dealing with racist incidents.

4.13   As a major part of the culture change proposed within schools, and to ensure the success of this programme, a series of brief meetings were held with trades unions, teacher professional associations, headteachers and officers to discuss the conditions that would need to be in place. These included reviewing the ethos, processes and training needed. Schools working to change culture need to set this out clearly in their action plans and discuss objectives with their communities.

4.14   **Professional Learning.** School staff (teaching and non-teaching) and Lifelong Learning staff have begun to complete the Council's online professional learning modules on Equality and Diversity. In addition, we are promoting further training for teachers on the GTCS Equality and Diversity Hub. Schools will identify further training needs through developing their Equalities Action Plan.

4.15   As school leaders, our Headteachers need to have current, deep understanding of the issues which permeate society and therefore school life. Training for Senior School Leaders on changing culture and anti-racism is under development and will be delivered this session. The training is being designed by Professor Rowena Arshad (University of Edinburgh) and Hakim Din, Independent Advisor and expert on Equalities duties as they relate to schools.

5.   Next Steps

5.1   Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 2), ensuring alignment with Children's Partnership members.

6.   Financial impact

6.1   The provision of third sector specialist advice for those who have suffered or experienced racist incidents is being examined. There are no indicative costs at time of writing. Independent specialist advice for the racist conduct investigations are also being prepared, though not yet finalised.

7. Stakeholder/Community Impact

7.1   The Communities and Families Equalities Steering Group has representation from schools and relevant partner agencies. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. Engagement with parents has taken place through Locality Parent Council meetings and a parent reference group will be established. Engagement with pupils takes place principally at school level through school Pupil Equalities Groups.

8. Background Reading / External References

8.1   Included, Engaged and Involved (Education Scotland) 2018
8.2   City of Edinburgh Council: Included, Engaged and Involved - policy
8.3   City of Edinburgh Council: Preventing and Responding to Bullying and Prejudice Amongst Children and Young People - procedure
8.4   City of Edinburgh Council: Edinburgh Learns Framework for Inclusion
8.5   City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing

9. Appendices

9.1   Appendix 1   Bullying and Prejudice Incidents Summary 2018-19 and 2019-20
9.2   Appendix 2   Communities and Families, Equality, Diversity and Inclusion Action Plan 2020-21 - updated

Appendix 1: Bullying and Prejudice Incidents Summary 2018-19 and 2019-20. 12th August to 20th September 2020

		Type of Incident										
		Bullying (non-specific) / not known	Racist / race and racism incl. culture	Homophobic / actual or perceived sexual orientation	Disability-related / Disability	Gender-related / sexism and gender	Sectarian or Faith-related / religion or belief	Sectarianism	Of which, relating to Islamophobia	Transgender / gender identity or trans identity		
Primary	**Total**											
Total 2018-19	464	269	150	30	1	6	2	n/a	0	6		
Total 2019-20	157	81	25	6	0	4	0	0	-	0		
Aug-Sep. 20-21	16	2	9	0	0	0	0	0	-	0		
Secondary												
Total 2018-19	257	169	47	24	7	5	2	n/a	0	3		
Total 2019-20	223	52	51	24	3	4	2	1	-	0		
Aug-Sep 20-21	111	6	39	9	2	4	0	0	-	2		

		Other: please specify	Additional Support Needs	Asylum seeker or refugee status	Body image and physical appearance	Care Experience	Gypsy/Travellers	Marriage/civil partnership of parents/carers or other family members	Mental health	Pregnancy and maternity	Socio-economic prejudice	Young Carer
Primary												
Total 2018-19		not gathered before 2019-20										
Total 2019-20		33	3	0	5	0	0	0	0	0	0	0
Aug-Sep. 20-21		3	2	0	0	0	0	0	0	0	0	0
Secondary												
Total 2018-29		not gathered before 2019-20										
Total 2019-20		47	13	1	23	0	0	0	1	0	1	0
Aug-Sep. 20-21		17	5	1	17	0	0	0	2	0	7	0

In session 2018-19, the last year of manual recording, there was a total of 464 recorded incidents in primary schools. Of these, 150 (32%) were based on race and 30 (6.5%) were based on sexual orientation. The remaining incidents based on identified categories included disability, sexism and gender, religion/belief, gender identity or trans identity. In secondary schools, there was a total of 257 recorded incidents. Of these, 47 (18%) were based on race and 24 (9%) were based on sexual orientation

In session 2019-20, the first year of recording on the SEEMiS Bullying and Equalities Module, 157 incidents were recorded in primary schools. This figure is significantly lower than anticipated, based on previous years, even allowing for school closures between March and June 2020 due to the COVID-19 pandemic. It is likely that many schools continued to record incidents manually and we will gather this data retrospectively. Of the recorded incidents, 25 (16%) were based on race; 6 (4%) on sexual orientation; 5 (3%) on body image/physical appearance; and 4 (2.5%) on sexism and gender. In the same session, 223 incidents were recorded in secondary, 13% fewer than in 2018-19 which, taking into account the period of school closures, would indicate an increase in incidents compared with the previous year. Of these, 51 (23%) were based on race and 24 (11%) were based on sexual orientation, 23 (10%) were based on body image/physical appearance.

In the current school session to date (12th August to 20th September 2020), 16 incidents have been recorded in primary and 111 in secondary. The figure in primary is markedly lower than would be anticipated and primary schools will be supported to ensure that all incidents are recorded. Of the 16 recorded incidents, more than half were based on race. In secondary, the figure for this period is almost half the total recorded during last session. It is likely that this increase in recorded incidents is, in part, an indication of improved recording of incidents and/or improved reporting of incidents. Of the 111 incidents recorded in secondary, 39 (35%) were based on race, 17 (15%) on body image/physical appearance, 9 (8%) on sexual orientation, and 7 (6%) on socio-economic prejudice. Other recorded incidents were based on disability, sexism/gender, gender identity or trans identity, additional support needs, asylum seeker or refugee status and mental health.

Appendix 2

Communities and Families Equality, Diversity and Inclusion Action Plan

This plan sets out ongoing and future work to ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, and children who have English as an Additional Language or are affected by poverty. It includes actions for specific protected characteristics, with a particular emphasis on race equality, in the context of Black Lives Matter. Planning will give regard to balance and proportionate emphasis on discrete protected characteristics over a three-year planning period.

Theme	Tasks	Empowered System	Target date	Progress
1. Representation, recruitment and retention Diversity in the teaching, PSA and youth work workforce	• include guidance for probationer teachers and mentors re. legal and statutory requirements for race equality and diversity, and rights	Teachers & practitioners GTCS	August 2020	• completed (update in Probationer's handbook)
	• raise awareness of bias and inequity: Head Teachers, CLD managers – Creative Conversation: Educating for Race Equality (***Professional Learning***)	School leaders	November 2020	• Creative Conversation 1st October 2020
	• consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers)	Teachers & practitioners, youth workers	December 2020	• Planning in progress
	• raise awareness of mentoring networks for under-represented groups (teacher/PSA/youth workers)	Teachers & practitioners	November 2020	
	• identify ways to recognise and support aspiring minority ethnic teachers and youth workers	School leaders, youth work leaders	January 2021	
2. Teaching and Learning Inclusive curriculum BME / black history and culture included:	• Deliver ***Professional Learning***: - Decolonising the Curriculum (secondary) - Creating an inclusive curriculum (primary)	School leaders, Teachers, Partners	Oct. 20 & Jan. 21 Jan. 21 & Mar. 21 August 2020	• Creative Conversation 1st October 2020

• in all phases of **secondary school** education across all disciplines • BME / black history and culture across all curricular areas in **primary school education** • through youth work	• Create Inclusive Curriculum resource database	Teachers & practitioners	August 2020	• Launched September 2020
	• Carry out formal audit of Black History across BGE and Senior Phase	Teachers & Practitioners	November 2020	
	• Identify ways to support the teaching and learning of Community/Heritage Languages as L3 (1+2 Language Strategy)	Local Authority	August 2020	• In progress
	• Language Ambassadors Programme and Young Interpreters Scheme: obtain baseline information and agree a target number of participating schools	Local Authority	November 2020	
3. Health and Wellbeing Anti-bullying. Implementation of revised procedure.	• Engagement with Parent Council Locality groups	Parents & Carers Partners	February 2020	• Completed
	• Professional Learning: Respect for All training for Equality Co-ordinators		March 2020	• 5 of 6 session delivered. 1 session to be rescheduled (COVID-19).
	• Strengthen section of procedure on reporting, investigation and follow-up of incidents, with particular ref. to prejudice-based bullying and racist incidents.	Learners, Partners, Local Authority	August 2020	• Consultation with BAME young people in progress – procedure due to be finalised by end October 2020.
	• Professional Learning: Follow-up training on recording, prejudiced-based bullying, dealing with racist incidents, hate crime	School leaders	December 2020	• Planning underway
	• All schools establish/re-constitute pupil-led Equalities Groups	Learners	December 2020	• Guidance to support issued September 2020
	• 3 secondary schools pilot IYS Race Ambassadors programme	Partners	Aug. 2020-June 2021	• Pilots underway.
	• Respect for All training for Parents-Carers	Parents & carers	December 2020	
	• Professional Learning: Respect for All training for PSAs	Support staff	June 2021	
	• Analyse recorded bullying incidents data by protected characteristics		Aug. 2020, Jan. & August 2021	• Analysis of 2019-20 secondary data complete. • Completed

Youth Work Support for transgender young people	• Carry out and analyse equalities survey of Council and third sector youth providers to inform actions. • Deliver training for anti-racist youth work • Revise Edinburgh guidance on supporting transgender young people after publication of revised national guidance (*publication delayed*)	Local Authority, School leaders Local Authority Youth workers, Partners Teachers & practitioners, Partners	March 2020 March 2021 (correction) August 2021 *(provisional)*	
4. Professional Learning See also Themes 1, 2 and 3.	• core (required) Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers • progress development of whole-school Equalities training (Learning & Development) • create database of recommended Equalities training (internal, third sector, other)	Teachers & practitioners Teachers, practitioners Partners	June 2021 June 2021 January 2021	• Included in Working Time Agreement for teachers 2020-21. Underway.
5. Adaptation and Renewal Edinburgh Learns for Life	• planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights	Local Authority School leaders	June 2020 and ongoing	• In progress

6. Communication	• Develop communication strategy
	  ➢ For young people, by young people
	  ➢ Monthly Director Report via SWAY
	  ➢ ELATE (Edinburgh Learns Magazine)
		Local Authority
		Learners
				• BAME young people creating communication – due end Oct. 2020

7. Self-evaluation	• Create and implement a schedule for review of data by Equalities Steering group (incl. ownership) (e.g. attainment, bullying incidents, exclusions, pupil survey, employment)	Local Authority, School leaders, Partners	October 2020	• In progress

This page is intentionally left blank

Education, Children and Families Committee

10:00, Tuesday, 13 October 2020

Outcome of the consultation process for the naming of the new Castlebrae Community High School building

Executive/routine
Wards
Council Commitments

1. Recommendations

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

   1.1.1 Note the outcomes of the consultation process undertaken and approve that Castlebrae Community High School be named simply "Castlebrae" following the completion of the new school building.

Alistair Gaw

Executive Director of Communities and Families

Contact: Vincent Spicer, Learning Estate Advisor

E-mail: Vincent.Spicer@edinburgh.gov.uk I Tel: 0131 661 1282

Report

Outcome of the consultation process for the naming of the new Castlebrae Community High School building

2.   Executive Summary

2.1   A replacement building for the existing Castlebrae Community High School is under construction. The original scheduled completion date was August 2021 although this has now been delayed by approximately six months due to the Covid-19 pandemic.

2.2   As part of the design process, consultation took place with the school and wider community and key partners, to establish the preferred option for the name of the new building. The outcome of this consultation was majority support for retaining the name "Castlebrae".

3.   Background

3.1   The project to replace Castlebrae Community High School's building has been in development since Council approved the allocation of funding for design work in its capital programme in February 2013. The replacement school building has been a priority in the Council's WAVE4 programme and has subsequently secured funding and progressed to construction.

3.2   Castlebrae Community High School holds a significant and important place in the Craigmillar Community and has faced a variety of difficult circumstances, including the threat of closure, over its more recent history. Negative perceptions and associations have hindered the school, as it struggled to tackle low attendance and attainment figures within an area often unfortunately defined deprivation data.

3.3   Since August 2014, under the current leadership and in the context of the ongoing regeneration of Craigmillar, Castlebrae's roll has trebled and the positive destinations, attendance and attainment of the young people have improved significantly.

4.   Main report

4.1   The Background section above sets the context and touches on the sensitivities within which the possibility of renaming the school was considered. It was decided, with the approval of key stakeholders and Ward Councillors to survey the community based around two statements which essentially requested those

responding to indicate whether they wished to retain the name of Castlebrae or change to a new name. These two statements are set out in Appendix 1.

4.2 A variety of methods were used to collate data from January 2020, including an electronic survey promoted through social media and engagement with cluster Primary schools. The data was then collated at the survey's closing date of 31st March 2020 into a Spreadsheet (see Appendix 2) which detailed the findings.

4.3 In summary, 59% of the 468 pupils, staff, parents and local residents who responded to the consultation voted to keep the name "Castlebrae".

5. Next Steps

5.1 The Design Team for the new build have indicated that it would be preferable to confirm the outcome of this consultation as soon as possible, so that the pricing of relevant signage can be determined.

5.2 In keeping with the strategy for new school buildings to fully realise their potential as community assets for Lifelong Learning, the proposal would be for the building to be simply referred to as 'Castlebrae' (in much the same way as 'The Waid' in Fife is named, without any other defining context to ensure the building is viewed as a more 'open' Community resource).

6. Financial impact

6.1 There are no significant financial impacts identified, although retaining the current name would clearly have a beneficial financial impact for the school as some resources showing the Castlebrae name would be transferrable.

7. Stakeholder/Community Impact

7.1 Given the wide-ranging engagement with key stakeholders and the community and the clear result of surveys in favour of retaining the name of "Castlebrae", there will be a positive impact if the recommendations of this report are upheld.

8. Background Reading

N/A

9. Appendices

9.1 Appendix 1   Survey Question for the future name of the new Castlebrae

9.2 Appendix 2   Collated data from Community Surveys

CASTLEBRAE

FOCUS · RESPECT · INTEGRITY · PERSEVERANCE

A New Castlebrae... A New Name?

STATEMENT A

I think the new school building **should have a new name** as it will be a new school in a different location. It will provide the opportunity for a fresh start and for the Community to rename their brand new facility.

STATEMENT B

I think the new school building **should keep the name of Castlebrae**. The name has a strong place in the community and there is pride in how much the school has improved and grown over recent years.

Which statement do you most agree with?

A ☐   **B** ☐

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

4

APPENDIX 2: Collated data from Community Surveys

	Keep Castlebrae	New Name
Twitter Poll	19	9
Parents' Evening Returns	24	20
Primary Pupils	160	106
S Monkey	73	57
Total	276	192
		468

Keep Castlebrae	New Name	
59%	41%	
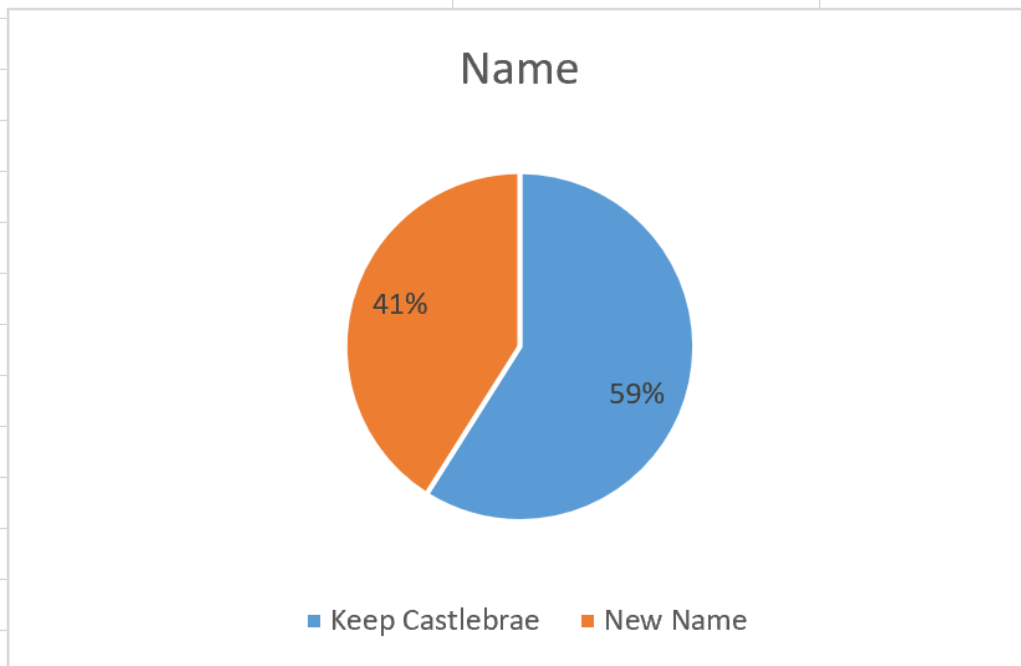
Name

41%   59%

■ Keep Castlebrae   ■ New Name

5

This page is intentionally left blank

Education, Children and Families Committee

10:00, Tuesday, 13 October 2020

New Primary School Name Confirmation – Frogston Primary School

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

    1.1.1   Approve the name for the new primary school in South East Edinburgh will be Frogston Primary School.

Alistair Gaw

Executive Director of Communities and Families

Contact: Crawford McGhie, Senior Manager Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk

Report

New Primary School Name Confirmation – Frogston Primary School

2.   Executive Summary

2.1   In line with the growth of the city outlined in the Local Development Plan several new primary schools are required across the city. The first primary school to be constructed is in the South East of the City.

2.2   The new school was due to open in August 2020, but this was delayed due to COVID-19. As a contingency the school was opened in the nearby Valley Park Community Centre. The estimated date for the new school and pupils to transfer to the new school building is now Easter 2021.

2.3   The intention was always to get the new school community involved in agreeing the name for the new school. This process has now taken place and the suggested name for the new school which Committee is asked to approve is Frogston Primary School.

3.   Background

3.1   As part of the growth of the city and to accommodate pupils from new housing sites approved in the Local Development Plan a new primary school was required in South East Edinburgh. This new primary school is being constructed within the new housing development to the south of Frogston Road East.

3.2   The new primary school was due to be completed and opened in August 2020. However, due to construction sites closing during the COVID-19 pandemic and lower productivity on site since construction re-started it is now estimated the new school building will be ready for occupation from Easter 2021.

3.3   In order to accommodate the primary one pupils due to start at the new school in August 2020 a contingency arrangement has been put in place using the Valley Park Community Centre. This arrangement has worked well and the new Head Teacher and other school staff have settled well into their new community.

3.4   As the project was being constructed the school had a working title of "Broomhills Primary School". However, it was always the intention that once the school was up

and running, the Head Teacher would engage with the school community to consider a permanent name for the new school.

3.5 This engagement process has now been completed and the results of the engagement process are provided in the remainder of the report.

4. Main report

4.1 When the new school opened in Valley Park Community Centre, the Head Teacher organised an initial gathering of ideas from current parents, pupils and staff in September. Suggestions written on large white board in outside area. Parents, pupils and staff then put a tick against favourite (see appendix 1).

4.2 Based on this initial engagement exercise a survey with the following three choices was developed:

- Frogston Primary
- Broomhills Primary
- Allermuir Primary

4.3 Although Pentland View was actually the third most popular it was not included in the survey as it is too similar to Pentland Primary. Castlelaw was also quite popular but again similar to Castleview. The chairperson of Parent Council was consulted before making Allermuir the third choice in the survey.

4.4 The survey was sent to parents, staff, the Convenor and Vice Convenor of Education Children and Families, local elected members and local community councillors. It was tweeted on our school feed as well as local elected member twitter feeds.

4.5 There were 81 online responses and 28 responses from pupils and the results were as follows:

- Frogston Primary 53
- Broomhills Primary 43
- Allermuir Primary 13

4.6 Based on this process the proposed name for the new primary school is Frogston Primary School. Parents and children have been informed that Frogston was the most popular choice and that this is being presented to the Education, Children and Families Committee for final approval.

5. Next Steps

5.1 If the new school name is approved by Committee it will allow the school to progress with making all the necessary administration, ICT and registration requirements in advance of the school moving to its new building in Easter 2021. It will also allow the school to being promoting its new identity beginning with the enrolments process for August 2021 which begins after the 2020 October holidays.

6.   Financial impact

6.1   There are no additional or new financial implications.

7.   Stakeholder/Community Impact

7.1   The stakeholder and community engagement undertaken is outlined in the main report.

8.   Background Reading

N/A

9.   Appendices

9.1   Appendix 1   Photograph of the initial engagement exercise
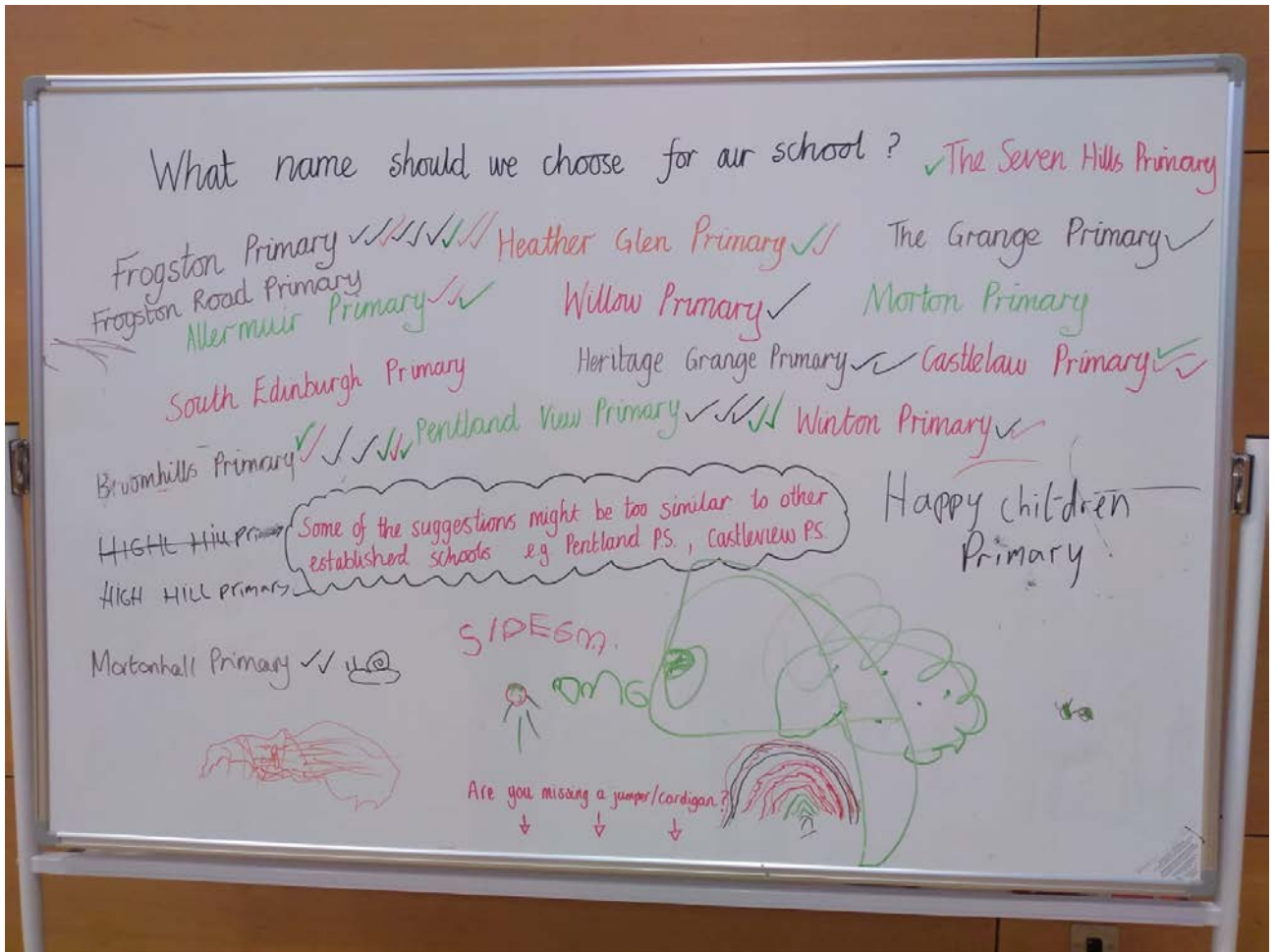
4

Appendix 1

This page is intentionally left blank

Education, Children and Families Committee

10am, Tuesday, 13 October 2020

Early Years Expansion to 1140 funded hours – Progress update

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the progress update on the Early Years 1140 Expansion in Edinburg and the Scottish Government delay for this to be fully implemented by August 2020.

1.1.2   Agree to the continued phasing in of 1140 hours of funded early learning and childcare in local authority and partner provider settings where this is already in place and where there is capacity to deliver the increased hours.

1.1.3   Acknowledge the potential financial saving of not continuing to proceed with the implementation of 1140 hours where there is capacity to delivery this prior to the revised statutory due date to be confirmed by the Scottish Government.

1.1.4   Agree to work with Partner Providers to establish how many extra 1140 hours places they can provide from January 2021 and to consider how these extra places can be prioritised in the first instance to families experiencing poverty because of COVID.

Alistair Gaw

Executive Director for Communities and Families

Contact: Lynn Paterson, Senior Education Manager

E-mail: lynn.paterson@edinburgh.gov.uk | Tel: 0131 469 3131

Contact: Donna Murray, Senior Education Officer

E-mail: donna.murray@edinburgh.gov.uk | Tel: 0131 529 2104

Report

Early Years Expansion to 1140 funded hours – Progress update

2. Executive Summary

2.1   Edinburgh had been responding well to the challenge of expanding Early Years provision by 2020 and has been phasing in the increased funded hours since August 2017. In March 2020, we were on track to deliver 1140 across the city by August 2020. Unfortunately, the impact of COVID 19 has delayed some aspects of our programme. Occupancy levels in many of our early years settings will need to be reduced to meet the requirements of the Scottish Government guidance published on 30 July.

2.2   The Scottish Government informed local authorities that the statutory requirement to deliver 1,140 hours from August 2020 has been suspended in light of COVID-19 impacts and the statutory requirement remains 600 hours for 2020/21. We are awaiting further guidance on when the statutory requirement for 1,140 hours will be re-introduced and this is expected no later than December 2020.

2.3   The Scottish Government informed local authorities that it could use the 1,140 funding for 2020/21 to provide critical childcare for the period 1st April – 7th August 2020. We have also been informed that the Council can use uncommitted funding to address the costs of education recovery and the report presented to Policy and Sustainability Committee on 6th August 2020 indicated that up to £10.4m of 1,140 funding was estimated to be required to address costs of education recovery.

3. Background

3.1   'A Blueprint for 2020: The Expansion of Early learning and childcare in Scotland – Early Learning and Childcare Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free Early Learning and Childcare in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability.

2

3.2   The City of Edinburgh Council's Commitments 32 and 33 for this administration reflect the vision in the Blueprint:

32. Double free early learning and child care provision, providing 1140 hours a year for all 3- and 4-year olds and vulnerable 2-year olds by 2020

33. Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling

3.3   The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019 increases the responsibility of the Local Authority to provide 1,140 hours of Early learning and childcare for all four year olds, three year olds in the term following their third birthday and two year olds who meet particular criteria.

4.   Main report

Progress to March 2020

4.1   Edinburgh had been responding well to the challenge of expanding Early Years` provision by 2020 and has been phasing in the increased funded hours since August 2017. Our March 2020 position was as follows:

- 53/95 local authority settings delivering 1,140 hours
- 91/113 partner provider settings delivering 1,140 hours
- 4,930 children are receiving 1,140 hours
- 28 childminders in partnership with the local authority
- 5 forest kindergartens established and registered with the Care Inspectorate.
- 410 staff recruited to the early year's service.
- 4 new build nursery classes opened session 2017- 2018
- 5 new build nursery classes in progress and due to open August 2020.
- Phase 1 refurbishment works at 6 existing nurseries completed in August 2019 with a further 1 to complete for August 2020.
- Modular units installed at two primary schools and due to open August 2020
- 11 LA settings open all year 8.00am to 6.00pm.
- Consultation completed with settings identified to move from term to full year provision. 14 additional settings prepared to open all year 8.00am to 6.00pm.

Impact on COVID 19 on the delivery of 1140 hours from August 2020.

4.2   The Scottish Government has delayed the commitment for statutory early learning and childcare to increase from 600 hours to 1140 hours from August 2020. A decision on the revised timetable will be made in December 2020.

4.3   Although funded entitlement remains at 600 hours Edinburgh's early years' service will continue to build on our progress to date in local authority settings where we have already started and where the demand for places does not exceed availability. The Council has the option to continue to increase provision of 1140 places with our

3

partner providers if they are able to deliver the increased hours. However, as the statutory requirement remains at 600 hours the Council has the option to only offer 600 hours to any new enrolments in 2020/21 which would deliver financial savings against the 1,140 grant from the Scottish Government. The additional cost of providing 1,140 hours to children that become eligible for support during 2020/21 academic year is estimated at £0.535m to 31 March 2021 and a further £0.636m for the period April – June 2021.

4.4   In a letter dated 8 July 2020 the Scottish Government made the following statement in relation to the use of 1,140 funding for 2020/21:

'Local authorities, having met their duties for provision, including the development of a sustainable model of funding with providers, should consider how ELC funding can be used flexibly to support broader educational and childcare needs. This may include existing commitments to extended ELC capacity, the provision of critical childcare, and supporting where appropriate the resource requirements of education recovery. Funding flexibility does not extend to use of the specific grant beyond the needs of education and ELC service provision and recovery.'

In the report presented to Policy and Sustainability Committee on 6 August 2020 the estimated funding to address education recovery included £10.4m of uncommitted 1,140 hours funding.

4.5   The Scottish Government published guidance on 30 July to support early years settings reopening at the start of the new school term in August. This guidance sets out the requirements necessary to limit the transmission of COVID 19. Settings will not be able to return to "normal" as it will still be important to limit contacts for children and adults.

4.6   The Scottish Government guidance states that for this to be managed, children should be in groups up to the size encountered in primary school, i.e. 25 to 33 children with more than one group able to attend nursery at any one time. However, the groups will need to be kept apart at all times both indoors and outdoors. This requirement means the occupancy level of some of our early years` settings will be significantly reduced.

4.7   An enhanced cleaning programme will be in place in our early years settings to meet the requirements we now know are necessary to minimise the risk of transmitting the virus. This will need to take place at either the beginning or end of each day and means we cannot provide placements for different groups of children attending morning and afternoon sessions. Therefore, all attendance patterns will be provided as full day sessions.

4.8   2,759 children were due to return to their local authority early years setting in August with 1,716 children on the waiting list for a place and due to start in August 2020. Some children on the waiting list were already be receiving 1,140 hours in a partner setting and may choose to remain there rather than move to the local authority setting. By the end of August 2020 that the following was in place:

4

Local Authority Setting data.

<u>Availability</u>

- There are 4904 registered places in local authority settings.
- Delivery models create 6211 places
- 72/97 local authority settings deliver 1,140 hours
- 3,867 places are available at 1140 hours in LA settings.
- 2,344 LA places are available at 600 + alternate Friday mornings (=678 hours)

<u>Uptake</u>

- 3,478 children attend LA settings. (3,307 three – four year olds and 271 eligible two year olds).
- 2,496 have a 1140 place (2,279 three – four year olds and 220 eligible two year olds).

<u>Additional LA update</u>

- 4/5 of our registered Forest Kindergarten will be operational from August.
- The Forest Kindergarten based at Cliftonhall will be relocated to Norton House and reopen in January 2021.
- 4 additional Forest kindergarten sites are in the process of being registered with the Care Inspectorate.
- Our recruitment programme has continued on-line with 167 new staff having been recruited since March 2020. Recruitment for cohort 5 of our Modern Apprentice/Trainees will be delayed until October.
- The Modular unit installed St Cuthbert's primary school is due to open in October 2020.
- The Modular unit installed at Sighthill Primary is due to open in January 2020.
- 11 LA settings are open all year 8.00am to 6.00pm.
- Consultation and support for 14 additional settings moving from term time to full year resumed in August 2020 and will be complete by August 2021.

Partner Providers and Childminders

- 96/113 partner provider settings are delivering 1,140 hours
- 2798 children are currently registered for 1140 hours in partner provider settings.
- 29 childminders remain in partnership with the local authority.

4.9   Appendix 1 provides details of the models of delivery available across local authority setting. This also provides the SIMD 1& 2 data for each setting.

Setting Colour code	Delivery model
	All places available are 1140 hours
	Combination of 1140 and 600 hour places
	All places available are 600 hour places.

5

Capital

4.10   The Early Years 1140 infrastructure programme had, prior to the Covid-19 pandemic, already been experiencing budget pressures due to cost increases stemming from higher building specifications (to meet zero carbon targets), the bespoke and sometimes complex nature of individual sites and increasing market costs.

4.11   However, this projected shortfall has increased and is now estimated to be £7.906m on completion of the full programme or works. This includes for a notional cost uplift to the 5 new nursery buildings at Nether Currie, St Mark's, Craigentinny, Granton and St John Vianney Primary Schools which are currently awaiting retender as the appointed contractor, Central Building Contractors (CBC) has ceased trading. A process of review is being undertaken to identify where savings can be made in the programme.

4.12   The following table provides details of the status of all the projects in various phases of delivery as part of the Early Years 1140 Infrastructure programme:

Project	Description	Status
Carrick Knowe	Extension of Carrick Knowe Primary School's Nursery	• Planning Application approved; • Procurement routes being considered.
Echline	Extension of Echline Primary School's Nursery	• Early concept design work.
Forest Kindergarten	Facilities to be provided at 5 sites (below) to allow independent operation of Forest Kindergartens: • Cammo; • Castleview; • Hawkhill; • Corstorphine Hill; • Queensferry.	• Design work nearing completion via Hub South East with programme suggesting completion of sites staggered between December 2020 and January 2021. • Other potential FK sites being investigated.
Gilmerton (Spinney Lane Nursery)	Extension of Spinney Lane nursery	• Planning Application approved; • Procurement routes being considered.
Kirkliston	New nursery as part of Early Stages campus on the Kirkliston Leisure Centre site (joint project with Rising Rolls).	• Design work in progress. • Planning Application due to be submitted October 2020.
Pennywell	A new Early Learning Centre to be built in Pennywell town centre as part of a community hub with collocated library,	• Design work progressing with a view to submitting a Planning Application prior to year-end.

	housing, community spaces and North Edinburgh Arts.	
Powderhall	A new nursery on the former Powderhall Bowling greens as part of a joint project with Housing promoting intergenerational colocation.	• Significant Place consultation undertaken. • Design work in progress. • Planning Application (for the nursery) due to be submitted October 2020.
Ratho Nursery	A new nursery as part of a community hub built on the site of the existing Ratho Library.	• Planning Application approved 9 July 2020; • Decant options for library being explored.

4.13   In regard to the 5 new nursery buildings at Nether Currie, St Mark's, Craigentinny, Granton and St John Vianney Primary Schools, a contractor has now been appointed to make the incomplete structures wind and watertight. The lockdown and the loss of the main contractor in April 2020 has meant that these buildings have been exposed to the weather for a long period of time. Significant damage has resulted and the remedial works required will be undertaken by the appointed contractor. This remedial and preparation work will be completed by Christmas 2020. The cost of this work is estimated to be £1m and is included in the programme shortfall estimate in 4.11 (above).

4.14   The Council's Corporate Property Team are now working with the design team and the Council's Procurement Team as well as the contractor appointed to undertake remedial and preparation works to form a new scope of works to allow the project to be retendered. It is hoped that a new contractor can be appointed and begin work early in 2021. However, this will be dependent on the success of a procurement process in a difficult market, although early indications are that there is some interest in this project. Accordingly, the delivery team are cautiously optimistic that the 5 new nursery buildings will be completed ahead of the Council's statutory requirement to deliver 1140 hours.

5.   Next Steps

5.1   Overall progress measured using a suite of indicators within the Communities and Families Service Plan to ensure that our children have the best start in life, can sustain relationships and are ready to succeed.

5.2   Outcomes from Inspections from Education Scotland and the Care Inspectorate provide information on quality across the service.

5.3   Feedback on the Council's commitments 32 and 33.

5.4   The delivery of the Council Early Years infrastructure expansion plan within allocated budgets.

7

6.   Financial impact

6.1   The revenue funding allocation for 2020/21 is £41.489m. The 2021/22 allocation has not been confirmed, however if Edinburgh's share of the national funding is similar to this year we can expect to receive approximately £46.3m.

6.2   The delay in implementing 1140 hours will deliver savings on the early years expansion proposals in 2020/21, however, it is anticipated that the savings achieved will be redirected in full to address the additional cost of providing critical childcare to keyworker and vulnerable children from 1st April – 7th August 2020 and towards the costs of education recovery. In the report presented to Policy and Sustainability Committee on 6th August 2020 a figure of £10.4m was included as the contribution to education recovery from 1,140 hours funding.

6.3   As noted in section 4.11 above there is a shortfall in capital funding of £7.906m to deliver the 1,140 hours capital programme. The Council intends to request that any remaining uncommitted 1,140 hours funding, having addressed the costs of education recovery, is re-directed to go towards addressing this funding shortfall.

6.4   The cost of providing 1,140 hours as set out in 4.8 above is £27.74m. A further £3.874m has been incurred providing critical childcare for the period 1st April – 7th August in line with Scottish Government requirements.

6.5   To deliver 600 hours, instead of 1,140 hours, to children that become eligible for support during 2020/21 academic year the saving is estimated at £0.535m to 31st March 2021. A further £0.636m would be saved for the period April – June 2021

6.6   To deliver 870 hours, instead of 1,140 hours, to children that become eligible for support during 20/21 academic year would deliver a saving of £0.312m to 31st March 2021. A further £0.371m would be saved for the period April – June 2021.

6.7   Any savings delivered by not providing 1,140 for new enrolments, as shown in 6.5 and 6.6 above, could be used to address education recovery costs and/or the capital funding shortfall, subject to agreement with the Scottish Government.

7.   Stakeholder/Community Impact

7.1   'A Blueprint for 2020: The Expansion of Early learning and childcare in Scotland – Early Learning and Childcare Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free Early Learning and Childcare in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability.

7.2   We have committed to phasing in the 1140 hours with LA and Partner settings since 2016. Our partners have built their business model around our phasing in approach and commitment to pay them the £5.31 hourly rate as agreed by the Education, Children and Families Committee.

8

7.3 Many families due to become eligible for funding from January, will have budgeted their outgoings based on the fact they expect to receive 1140 funded place as their provider is currently delivering this to other families in the setting. The potential negative impact of only providing 600 hours of early learning and childcare could result in some families facing financial hardship.

7.4 As a result of COVID 19 more families may be experiencing difficulties either having lost work, working from home and having additional childcare or experiencing increased childcare costs. Additional capacity may be available in our Partner Providers to increase the number of 1140 hours places they can provide from January 2021 with priority for families experiencing poverty.

8.   Background reading/external references

8.1   "Expansion of EARLY LEARNING AND CHILDCARE from 600-1140 hours by 2020", Education, Children and Families Committee, 14 August 2018

8.2   "A Blueprint for 2020: The Expansion of EARLY LEARNING AND CHILDCARE in Scotland"

8.3   Drivers and Barriers to uptake of Early Learning and Childcare amongst 2 year olds

9.   Appendices

9.1   Appendix 1   Local Authority delivery models.

9

Establishment	Cluster	Locality	Type	1140 Model	SIMD 1 & 2 %	CI reg	Model for August 2020						Reason
							1140 TT Full week	600 TT Mon Tues	600 TT Wed Thurs	FY 10 hrs Mon Tues	FY 10 hrs Wed Thurs	Flexi Friday	
Dean Park PS	Balerno CHS	SW	NC	term time	0.00	60	60						2 Groups of Maximum 30 children
Ratho PS	Balerno CHS	SW	NC	term time	0.00	51	30	20 FK	20 FK				1 group 30 at 1140 hours & 2 groups of 20 at 600 hours.
Buckstone	Boroughmuir HS	SE	NC	Term time	0.00	40		30	30			Yes	Reduced capacity due to SG guidance.
South Morningside	Boroughmuir HS	SE	NC	Term time	0.00	30	30						
St Peters PS	Boroughmuir HS	SE	NC	Term time	2.60	40		30	30			Yes	Reduced capacity due to SG guidance.
Viewforth EYC	Boroughmuir HS	SE	EYC	50 week	1.70	81	30			30	30		
Ferryhill PS	Broughton HS	NW	NC	Term time	25.60	78	55						
Flora Stevenson PS	Broughton HS	NW	NC	Term time	9.90	60	30	30	30				1 group 30 at 1140 hours & 2 groups 30 at 600 hours
Granton EYC	Broughton HS	NW	EYC	50 week	64.80	64	30			30	30		
Granton PS	Broughton HS	NW	NC	Term time	55.30	60	60						
Stockbridge PS	Broughton HS	NW	NC	term time	0.00	40	30						
Castleview PS	Castle Brae HS	NE	NC	term time	65.00	64	60						2 Groups of Maximum 30 children
Craigmillar EYC	Castle Brae HS	NE	EYC	50 week	55.40	40				40	40		2 groups of 20
Greendykes EYC	Castle Brae HS	NE	EYC	50 week	69.80	85	30			25	25		
Greengables NS	Castle Brae HS	NE	NS	term time	70.80	50	50						1 group 30 & 1 group 20
Moffact EYC	Castle Brae HS	NE	EYC	50 week	76.50	164	60			30	30		TT 2 groups of 30

School	HS	Area	Type	Period	Val							Partner	Comments		
Newcraighall PS	Castle Brae HS	NE	NC	term time	2.90	20		20	20			**Yes**	2 groups of 20 at 600 hours.		
Corstorphine PS	Craigmount HS	NW	NC	50 week	2.20	50		36	36			**Yes**	Reduced capacity due to SG guidance. 600 hours 2 groups of 18		
East Craigs	Craigmount HS	NW	NC	term time	1.30	55	30	20 FK	20 FK				1 group of 30 at 1140 hours & 2 groups of 20 at 600 hours		
Hillwood PS	Craigmount HS	NW	NC	term time	0.00	39	30								
Roseburn PS	Craigmount HS	NW	NC	term time	3.00	30	30								
Fox Covert EYC	Craigmount HS	NW	Campus	50 week	15.90	85	25			35	35		TT 1 group of 20. FY 2 groups of 20 per day.		
Craigroyston EYC	Craigroyston HS	NW	EYC	50 week	60.80	39				30	30		0-3 provision with 9 babies.		
Craigroyston PS	Craigroyston HS	NW	NC	term time	83.30	75	60						2 Groups of Maximum 30 children		
Forthview PS	Craigroyston HS	NW	NC	term time	59.10	50		30	30			**Yes**	Reduced capacity due to SG guidance.		
Pirniehall PS	Craigroyston HS	NW	NC	term time	65.60	32		30	30			**Yes**	Local partner provider now reduced capacity due to SG guidance		
St David's PS	Craigroyston HS	NW	NC	term time	68.50	32		30	30			**Yes**	Local partner provider now reduced capacity due to SG guidance		
Oaklands Bright Start	Craigroyston HS	NW	NC	term time	0.00		8								
Currie PS	Currie HS	SW	NC	50 week	0.90	60		40	40			**Yes**	2 groups of 20 per day.		
Nether Currie PS	Currie HS	SW	NC	50 week	0.00								New build due August 2020		
Juniper Green PS	Currie HS	SW	NC	term time	8.60	64		50	50			**Yes**	1 group of 20 and 1 group of 30		
Abbeyhill PS	Drummond CHS	NE	NC	term time	11.50	64	60						2 Groups of Maximum 30 children		
Broughton PS	Drummond CHS	NE	NC	50 week	0.00	50	50						2 groups of 25		
Leith Walk Ps	Drummond CHS	NE	NC	term time	6.70	60	60						2 Groups of Maximum 30 children		
Bonaly PS	Firhill HS	SW	NC	term time	0.00	70	40	20 FK	20 FK				1 group of 30 and one group of 10 in the nursery 1140 hours. Forest Kindergartner 600 hours		
Colinton PS	Firhill HS	SW	NC	term time	4.20	20	20								

School	HS	Area	Type	Term	Num									Yes	Notes
Longstone PS	Firhill HS	SW	NC	term time	15.70	55	45								1 group of 30 and one of 15
Oxgangs PS	Firhill HS	SW	NC	term time	18.20	50				40	40			Yes	Delay to St Mark's build 600 hours only. 1 group of 30 (3-5's) 1 group of 10 (2's)
Pentland PS	Firhill HS	SW	NC	term time	13.20	54				54	54			Yes	Delay to St Mark's build. 1 group of 30 and 1 group of 24
St Marks RC PS	Firhill HS	SW	NC	50 week	23.30	32	30								New build due August 2020
Braidburn Sp Sc	Firhill HS	SW	NC	term time	0.00		8								
Broomhouse PS	Forrester HS	NW	NC	term time	43.60	30	30								
Carrick Knowe PS	Forrester HS	NW	NC	term time	7.90	60	60								2 groups of 30.
Gylemuir PS	Forrester HS	NW	NC	50 week	4.60	75	23			40	40				Reduced capacity due to SG guidance. 2 groups of And 2 groups 15 (2's)
Murrayburn class	Forrester HS	NW	Campus	term time	48.30	30	30								
Calderglen building	Forrester HS	NW	Campus	50 week	48.30	64						60	60		2 groups of 30
St Joseph's PS	Forrester HS	NW	NC	term time	52.30	39	39								1 group of 30 (3-5s) and 1 group of 9 (2s)
St Cuthbert's	Forrester HS	NW	NC	50 week	0.00		20					20	20		New service available October 2020
Gracemount PS	Gracemount HS	SE	NC	term time	57.10	71	50	16 FK	16 FK						2 groups of 25 in the nursery class. 16/16 at Forest Kindergarten.
Cowgate Under 5's	James Gillespie's HS	SE	EYC	50 week	0.00	55						30	30		
Hope Cottage	James Gillespie's HS	SE	NS	term time	1.80	50	50								2 groups of 25.
James Gillespies PS	James Gillespie's HS	SE	NC	term time	1.40	40				30	30			Yes	Reduced capacity due to SG guidance. Local partners also affected.
Royal Mile PS	James Gillespie's HS	SE	NC	term time	19.10	60	60								2 groups of 30

12

Setting	High School	Area	Type	Term	Value							Flag	Comments
St Leonard's	James Gillespie's HS	SE	NS	term time	2.30	64	60						2 groups of 30
Tollcross Campus	James Gillespie's HS	SE	Campus	50 week	4.20	72	30			30	30		
Taobh na Pairce	James Gillespie's HS	SE	NC	term time	7.40	40		30	30			Yes	Reduced capacity due to SG guidance. Local partners also affected.
St Mary's Leith PS	Leith Academy	NE	NC	term time	9.80	28		28	28			Yes	Need to pick up reduced capacity from other nearby LA settings.
St Ninians PS	Leith Academy	NE	NC	term time	54.80	30	30						
Craigentinny EYC	Leith Academy	NE	EYC	50 week	41.30	39				30	30		
Craigentinny PS	Leith Academy	NE	NC	50 week	40.30	40		30	30			Yes	New build delayed.
Hermatige Park PS	Leith Academy	NE	NC	term time	43.90	30	30						shortfall can be met at partners.
Leith Ps	Leith Academy	NE	NC	Term time	31.20	55	15	30	30				1 group of 15-20 receive 1140 hours. And 2 groups of 30 (2-5 year olds) receive 600 hours.
Lorne PS	Leith Academy	NE	NC	term time	16.70	20	20						
Stanwell NS	Leith Academy	NE	NS	50 week	33.40	64	60						2 groups of 30
St Catherine's PS	Liberton HS	NE	NC	term time	70.30	20		20	20			Yes	Need to pick up reduced capacity from other nearby LA settings.
St John V PS	Liberton HS	NE	NC	term time	22.60			30	30			Yes	New build delayed.
Craigour Park PS	Liberton HS	SE	NC	Term time	45.60	60	60						2 groups of 30
Gilmerton EYC	Liberton HS	SE	EYC	50 week	47.30	62	24			20	20		
Liberton NS	Liberton HS	SE	NS	term time	12.70	60	60						2 groups of 30
Liberton PS	Liberton HS	SE	NC	term time	2.90	25		25	25			Yes	Need to pick up shortfall due to St John Vianney delay.
Prestonfield PS	Liberton HS	SE	NC	term time	43.20	64	60						2 groups of 30
The Spinney Lane	Liberton HS	SE	NC	term time	37.20	64	60						
St John's PS	Portobello HS	NE	NC	term time	19.00	55		55	55			Yes	Reduced capacity due to SG guidance1 group of 30 and 1 group of 25 (2-5 year olds).

School	High School	Area	Type	Term	Rate								Notes
Brunstane PS	Portobello HS	NE	NC	term time	60.00	96	60						2 groups of 30
Duddingston PS	Portobello HS	NE	NC	term time	6.50	60		30	30			Yes	2 groups of 30.
Parson's Green PS	Portobello HS	NE	NC	term time	9.40	30	30						
The Royal High	Portobello HS	NE	NC	term time	6.50	30		30	30			Yes	Delay to Craigentinny new build
Towerbank PS	Portobello HS	NE	NC	Term time	2.50	40		30	30			Yes	reduced capacity due to SG guidance
Dalmeny PS	Queensferry HS	NW	NC	term time	0.00	30	30						
Echline PS	Queensferry HS	NW	NC	term time	0.00	30		30	30			Yes	Possible reduced capacity in local partner Providers in the area.
Kirkliston NS	Queensferry HS	NW	NC	Term time	0.00	70		60	60			Yes	Reduced capacity 2 groups of 30.
Queensferry PS	Queensferry HS	NW	NC	50 week	0.00	128	90			30	30		5 groups of 30
Clermiston PS	The Royal HS	NW	NC	term time	13.30	55	30	15					30 in nursery and 15 FK at LFK afternoons.
Cramond PS	The Royal HS	NW	NC	Term time	0.00	65	40	15					2 groups of 20 in nursery class. 15 FK mornings
Davidson's Mains PS	The Royal HS	NW	NC	50 week	16.70	78	30	30	30				
Holy Cross	Trinity Academy	NW	NC	Term time	9.70	40		30	30			Yes	Reduced capacity 2 groups of 20.
Fort EYC	Trinity Academy	NW	EYC	50 week	19.80	90	40			30	30		2 groups of 20 term time
Wardie PS	Trinity Academy	NW	NC	term time	13.70	40	40						2 groups of 20.
Balgreen NS	Tynecastle HS	SW	NS	50 week	4.30	64	30	30	30				1 group receive 1140 hours. 2 groups receive 600 hours.
Craiglockhart PS	Tynecastle HS	SW	NC	term time	0.00	20	12	8	8				
Dalry PS	Tynecastle HS	SW	NC	Term time	3.60	64	60						2 groups of 30
Stenhouse EYC	Tynecastle HS	SW	EYC	50 week	20.00	30	30						

School	Location													Notes
Stenhouse PS	Tynecastle HS	SW	NC	**term time**	**20.20**	40	**40**							2 groups of 20
Tynecastle NS	Tynecastle HS	SW	NS	**50 week**	**1.50**	55	30	15	15			Yes		1 group of 30 and 2 groups of 15
Canal View PS	Wester Hailes	SW	NC	**term time**	**79.70**	64	**60**							2 groups of 30
Clovenstone PS	Wester Hailes	SW	NC	**term time**	**63.50**	60	**60**							2 groups of 30
Hailesland EYC	Wester Hailes	SW	EYC	**50 week**	**58.30**	38	18			20	20			
Sighthill EYC	Wester Hailes	SW	EYC	**50 week**	**86.20**	39	30							
Sighthill PS	Wester Hailes	SW	NC	**Term time**	**83.70**	40	**40**							2 groups of 20

This page is intentionally left blank

Education, Children and Families Committee

10.00am, Tuesday 13 October 2020

Revenue Monitoring 2020/21 – month three position

Executive/routine	Routine
Wards	City-wide
Council Commitments	

1.   Recommendations

1.1   Members of the Education, Children and Families Committee are asked to:

1.1.1   Note the net residual budget pressure of £8.3m which remains at month three, of which £8.2m relates to the impact of the Covid-19 pandemic;

1.1.2   Note that approved savings and operational efficiencies in 2020/21 total £4.547m, with £4.141m on track to be delivered in full; £0.306m assessed as amber, pending further detailed implementation plans and £0.100m 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.

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

Report

Revenue Monitoring 2020/21 – month three position

2. Executive Summary

2.1 The report sets out the projected month three revenue monitoring position for the Communities and Families service, based on analysis of actual expenditure and income to the end of June 2020, and expenditure and income projections for the remainder of the financial year.

2.2 The total projected (full year) gross budget pressure is currently £12.4m, partially offset by one-off mitigations totalling £4.1m, resulting in a net residual budget pressure of £8.3m.

2.3 Of this pressure, £8.2m relates to the impact of the Covid-19 pandemic.

2.4 The Executive Director of Communities and Families is fully committed to making all efforts to identify management action to reduce the budget pressure, while addressing the impact of the pandemic. However, given the magnitude of these pressures, there is the potential for a significant level of overspend.

2.5 Costs and funding associated with providing critical childcare hubs from 1st April – 7th August 2020 and education recovery from 10th August are being monitored and reported separately and are not included in this report.

3. Background

3.1 The total 2020/21 net budget for Communities and Families is £439.2m

3.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2020/21, based on analysis of month three data.

4. Main report

Overall Position

4.1 The Communities and Families service is projecting net budget pressures of £8.3m at month three.

Gross Budget Pressures and Management Action

4.2   To date, projected gross budget pressures of £12.4m have been assessed. The main service areas affected include temporary accommodation, secure services, residential care, outdoor centres, community access to secondary schools and central costs relating to schools. The majority of these pressures relate to the impact of Covid-19 which has resulted in increased costs and reduced income. Non-recurring mitigations of £4.1m have been identified, which leaves a net residual budget pressure of £8.3m.

4.3   **Temporary accommodation**

The cost of temporary accommodation continues to grow, due to a shortage of suitable move-on accommodation and an increasing average length of stay. Due to Covid-19 restrictions, the number of allocations that could be made to permanent accommodation was temporarily reduced, however, the Council and its partners are now beginning to let homes again which is having a positive impact. The financial impact in 2020/21 will depend on the number of homeless presentations as restrictions are relaxed and how quickly allocations to permanent accommodation can be made. The net pressure forecast for 2020/21 is currently £5.7m which is related to the impact of Covid-19. This is based on the number of households currently in temporary accommodation, including those previously rough sleeping or using night shelters and those with no recourse to public funds (NRPF). The forecast pressure allows for an element of growth in numbers over the remainder of the financial year.

4.4   **Secure Services, Residential Care and Out of Council residential schools**

Employee cost pressures have arisen within Secure Services and Young People's Centres due to the need for agency staff and locums to cover for staff absences related to Covid-19. Significant costs have also been incurred for out-of-authority secure placements, and pressures have arisen in out-of-council residential schools, due to Covid-related delays in case planning. The estimated pressure is £2.4m which is partially mitigated through additional income related to Unaccompanied Asylum Seekers of £1.4m, a number of which are accommodated within the Council's residential units.

4.5   **Outdoor Centres**

Covid-19 has resulted in significant losses of income in outdoor centres, which has been partially mitigated by cost reductions from furlough arrangements. The net pressure is estimated at £1.1m.

4.6   **Community access to secondary schools**

Recurring pressures of £0.4m have been further compounded by £0.4m of Covid-related income losses.

4.7   Appendix 1 provides further details on these areas of pressure and mitigating action.

4.8   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, identification of

income generation opportunities and an examination of the scope to stop or reduce planned levels of expenditure. Work is ongoing to change the current mix of temporary accommodation, reducing the reliance on expensive and unsuitable accommodation, and to achieve the aims of the Rapid Rehousing Transition Plan.

Savings Delivery – Approved Savings 2020/21 Budget

4.9   The approved budget savings and operational efficiencies for Communities and Families for 2020/21 total £4.547m. Progress in the delivery of the savings programme is reviewed regularly.

4.10   A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. This indicates that, based on actions planned or already undertaken, £4.141m of savings and efficiencies are on track to be delivered in full (green); £0.306m, mainly relating to fees and charges, requires further work (amber); and £0.100m, relating to library services 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 £8.3m for 2020/21, of which £8.2m relates to the impact of the Covid-19 pandemic. 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 2020/21 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;

9.1   Appendix 2   Summary of approved budget savings 2020/21

Appendix 1

Forecast Areas of Budget Pressure and Management Action

Service area	Pressures	Mitigation One-off	Net Residual Pressure	COVID	Non-COVID	Description
Children's Services	£m	£m	£m	£m	£m	
Home to School Transport - ASN	0.2	0.2	**0.0**	0.0	0.0	One-off savings relate to April - June reduced payments to providers
Secure Services	1.3		**1.3**	0.0	1.3	Estimated staff cost pressures and costs for out of authority secure placements.
Residential Care	0.6		**0.6**	0.3	0.3	Estimated staff cost pressures within YPCs, cover for staff absences due to Covid
Out of Council residential schools	0.5		**0.5**	0.5	0.0	Delays in case planning
Children's Services-Counselling in Schools	0.0	0.5	**-0.5**	0.0	-0.5	Savings assume full complement of counsellors effective Sept 2020 - Mar 2021
UASC income	0.0	1.4	**-1.4**	0.0	-1.4	Estimated recoveries for existing UASC cases agreed with Home Office as at month 1
Fostering, Kinship, Adoptions and day care	0.0	0.2	**-0.2**	0.0	-0.2	Estimated underspend mainly in Adoption
Schools and Lifelong Learning - Schools						
Schools – non-devolved costs	0.5		**0.5**	0.0	0.5	Costs of cleaning materials, grounds maintenance and refuse collection
Schools and Lifelong Learning - Non-schools						
Outdoor Centres	1.4	0.3	**1.1**	1.1	0.0	Estimated pressure for April - December with partial mitigation from furlough
Edinburgh Leisure - Community Access to Secondary Schools	0.8	0.1	**0.7**	0.3	0.4	£0.38m recurring pressure, £0.2m April - Sept net COVID impact. £0.2m non-sports lets pressure. £0.15m PPP savings
Libraries - income	0.3		**0.3**	0.2	0.1	Income pressure due to COVID (£0.2m) and approved saving for book transfers not delivered (£0.1m)
Primary school lets	0.1		**0.1**		0.1	Pressure assuming school lets re-start from October
Adult education	0.2	0.1	**0.1**	0.1	0.0	Pressure assuming autumn term running at 50% capacity
S&LL - Localities	0.0		**0.0**	0.0	0.0	Staffing and supplies pressures expected to be managed through vacancy control pending the completion of the service review
Early Learning and Childcare	0.0	0.3	**-0.3**		-0.3	Vacancies April - Sept
Instrumental Music Service	0.0	0.1	**-0.1**		-0.1	Staff savings
Safer and Stronger Communities						
Temporary Accommodation	5.7		**5.7**	5.7	0.0	Continuing growth due to a shortage of suitable move-on accommodation. Due to Covid-19 restrictions, there has been a further increase in demand and a reduction in allocations being made to permanent accommodation.
Community Justice - non-section 27	0.0	0.3	**-0.3**	0.0	-0.3	Staff and non-staff underspends
Family & Household Support	0.2	0.3	**-0.1**	0.0	-0.1	Staff vacancies, pressure on HRA recharges
Operational Support						
Home to School Transport - mainstream	0.2	0.2	**0.0**	0.0	0.0	One-off savings relate to April - June reduced payments to providers
School Estate Planning		0.1	**-0.1**	0.0	-0.1	Employee costs capitalised
Department-wide						
Efficiency and Mgmt savings	0.4		**0.4**	0.0	0.4	Approved savings
	12.4	**4.1**	**8.3**	**8.2**	**0.1**	

Appendix 2

Approved budget savings 2020/21 with RAG assessment

Proposal description/area	2020/21 approved saving	Saving RAG assessment		
	£m	Green	Amber	Red
SCHOOLS & LIFELONG LEARNING				
School Efficiencies (DSM)	1.200	1.200		
Early Years (restructure of staffing)	0.600	0.600		
Edinburgh Leisure Service Payment	0.500	0.500		
Quality Improvement Officers	0.120	0.120		
Library service	0.100			0.100
Heritage language	0.021	0.021		
	2.541	**2.441**	**0.000**	**0.100**
SAFER & STRONGER COMMUNITIES				
Police funding	1.600	1.600		
Adoption of Scottish Government Framework for electricity and gas	0.060		0.060	
Night Noise Team	0.100	0.100		
	1.760	**1.700**	**0.060**	**0.000**
DEPARTMENT-WIDE				
Increase in fees and charges by RPI + 2%	0.246		0.246	
	0.246	**0.000**	**0.246**	**0.000**
Total approved savings	**4.547**	**4.141**	**0.306**	**0.100**

This page is intentionally left blank

Education, Children and Families Committee

10am, Tuesday 13 October 2020

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2020/2021

Executive/routine	**Executive**
Wards	**All**
Council Commitments	

1. Recommendations

1.1   To appoint the membership of the Sub-Committee on Standards for Children and Families for 2020/21 as set out in Appendix 1.

1.2   To appoint the Convener of the Sub-Committee on Standards for Children and Families for 2020/21.

1.3   To appoint the membership of the Consultative Committee with Parents for 2020/21 as set out in Appendix 2.

1.4   To appoint the Convener of the Consultative Committee with Parents for 2020/21.

1.5   To appoint membership of the Working Groups for 2020/21 as set out in Appendices 3 to 5 and confirm the lifespan and necessity for those Working Groups.

Andrew Kerr

Chief Executive

Contact: Lesley Birrell, Committee Officer

Email: lesley.birrell@edinburgh.gov.uk | Tel: 0131 529 4240

Report

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2020/2021

2. Executive Summary

2.1 The Education, Children and Families Committee is required to annually re-appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups. The membership structures and remits of each are detailed in appendices 1 to 5 of this report.

3. Background

3.1 Working groups remain a popular vehicle for policy development and wider discussion with partners and stakeholders. The Council currently has 34 working groups that vary from, short life working groups and long-standing groups such as the Joint Consultative Group. A very small number of working groups have met during the Covid-19 emergency period to discuss immediate matters but working groups in general exerts pressure on both officer and elected member time and resource.

3.2 Given the impact of the Covid-19 emergency and resource pressures that remain, it is recommended that working groups only meet during this period if:

• there is officer capacity and resource available;

• it is required for specific actions to progress;

• they take place virtually.

3.3 The number and nature of working groups, including proposals around the use of working groups going forward will be considered as part of the review of political management arrangements in December 2020.

4. Main report

4.1 The Committee is required to appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and other Working Groups for 2020/21.

2

4.2 While there is no requirement for the membership of working groups to be proportionate to that of the Council, it is suggested that this is good practice.

4.3 The proposed membership has therefore been adjusted to reflect the overall political balance on the Council. It is, however, open to the Committee to alter the membership where it feels this is warranted.

4.4 The current membership structures and remits are set out in Appendices 1 to 5 of this report.

5. Next Steps

5.1 Not applicable.

6. Financial impact

6.1 Not applicable.

7. Stakeholder/Community Impact

7.1 The Sub-Committee on Standards for Children and Families will be unable to take decisions unless a membership is appointed by the Committee in line with the Committee Terms of Reference and Delegated Functions.

8. Background reading/external references

8.1 Review of Political Management Arrangements 2019 – report by Chief Executive

8.2 Minute of Council Meeting of 30 May 2019

8.3 Minute of Policy and Sustainability Committee of 6 August 2020.

9. Appendices

Appendix 1 – Sub-Committee on Standards for Children and Families

Appendix 2 – Consultative Committee with Parents

Appendix 3 – Corporate Parenting Member Officer Group

Appendix 4 – Gaelic Implementation Steering Group

Appendix 5 – Wester Hailes Working Group

3

Sub-Committee on Standards for Children and Families

<div style="border:1px solid black">

Sub-Committee on Standards for Children and Families

Membership - 8 Members and 1 Religious Representative
(2 SNP, 2 Conservative, 2 Labour, 1 Green, 1 SLD and 1 Religious Representative)

Councillor Perry (Convener)	Councillor Dickie
Councillor Bird	Councillor Laidlaw
Councillor Mary Campbell	Councillor Rust
Councillor Griffiths	Councillor Young

Religious Representative

Rabbi David Rose

Remit

Power is delegated to the Sub-Committee on Standards for Children and Families to:

- provide oversight of the quality of education and care experiences for young people in the City of Edinburgh by scrutinising the reports and follow up actions of Education Scotland inspections in schools

- Consider an annual report on Care Inspectorate inspections in early years provision

- Consider individual reports on Care Inspectorate inspections in residential schools, care services for children and local authority reviews of service areas, establishments and units

- Monitor the implementation of initiatives relating to quality improvement and assurance, and attainment and achievement

- Maintain an overview of the implementation of national and local policies specifically related to quality standards by officers, establishments and services

- Contribute to the support and challenge agenda within the context of establishment plans

- Celebrate the success of establishments, units, teams and the service including recognising items of good practice

</div>

4

Consultative Committee with Parents

Consultative Committee with Parents

Membership - 7 members and Parent Representative
(Convener and Vice-Convener of the Education, Children and Families Committee and 2 Conservative members, 1 SNP member, 1 Green member, 1 SLD member)

Councillor Dickie (Convener)   Councillor Perry

Councillor Bird   Councillor Smith

Councillor Mary Campbell   Councillor Young

Councillor Laidlaw

Parent Representative

Alexander Ramage

Other Members

Three parent representatives from each of the Locality Groups
Two parent representatives from the citywide Special Schools Group
One parent representative from the Additional Support for Learning (ASL) Forum
One head teacher from each sector on a rota basis
One representative from the National Parent Forum
One representative from Connect

Remit

The Consultative Committee with Parents is a forum which:

- provides discussion and consultation with parents on citywide and national issues

- provides a parent perspective at local and national level

- identifies common areas of discussion

- makes a recommendation to the Council on the appointment of a parent representative (non-voting) to the Education Children and Families Committee

- ensures parent groups ie National Parent Forum and Connect are represented

- communicates with locality groups and the wider parent councils

5

Corporate Parenting Member Officer Group

Corporate Parenting Member Officer Group

Membership - 8 members and 1 Religious Representative
(Convener and Vice-Convener of the Education, Children and Families Committee and 2 Conservative members, 1 SNP member, 1 Labour, 1 Green member, 1 SLD member and 1 Religious Representative)

Councillor Dickie (Convener)   Councillor Laidlaw

Councillor Bird   Councillor Perry

Councillor Mary Campbell   Councillor Rust

Councillor Griffiths   Councillor Young

Religious Representative

Rabbi David Rose

Other Partner Agency Members
One representative from the Champions Board (as Co-Chair)
Two representatives from NHS Lothian
One representative from Police Scotland

Remit

The remit of the Corporate Parenting Member Officer Group is to:

- establish a common understanding of the factors which lead to poor outcomes for looked after children
- agree a clear set of outcomes for looked after children
- set up a robust scrutiny mechanism of the outcomes for looked after children
- ensure that looked after children are considered in all policy initiatives
- have an overview of all recommendations in reports on looked after children
- ensure that looked after children are a high priority for all Council departments and partner agencies
- communicate with looked after children
- convey celebrations of success
- identify initiatives to progress the outcomes of looked after children
- support foster carers and kinship carers

6

Gaelic Implementation Steering Group

Gaelic Implementation Steering Group

Membership – 5 Members
(Gaelic Champion (as Convener), 1 Conservative, 1 Labour, 1 Green, 1 SLD)

Councillor Dickie (Convener)   Councillor Perry

Councillor Booth   Councillor Young

Councillor Laidlaw

Remit

1)   To oversee and provide constructive challenge to the implementation of Edinburgh's Gaelic Language Plan 2018-2022.

2)   To oversee the progress of the themed working groups of the Gaelic Implementation Steering Group.

3)   To oversee the production of annual progress reports.

7

Wester Hailes Working Group

<div style="border:1px solid black; padding:1em;">

Wester Hailes Working Group

Membership – 5 Members
(Convener and Vice-Convener of the Education, Children and Families Committee,
1 Conservative, 1 Green, 1 SLD)

Councillor Perry   Councillor Laidlaw

Councillor Dickie   Councillor Campbell

Councillor Young

Other Members
One parent council representative from Wester Hailes Education Centre
One parent council representative from each of the three feeder Primary Schools
(Canal View, Clovenstone and Sighthill)
Head Teacher, Wester Hailes Education Centre
One Head Teacher to represent the three feeder Primary Schools
Officers from Quality, Improvement & Curriculum, Communities and Families

Remit

1)   To research and understand the decisions parents and young people make about placing choices.

2)   To deal with reputation and communication issues.

3)   To strengthen the curriculum offer.

4)   To strengthen the partnership with feeder primaries and nearby high schools.

5)   To consider 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.

</div>